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**ADAPTING INTERACTIVE CURRICULAR PROGRAM (COMPACT DISK) FOR ACADEMIC ACHIEVEMENT:
PEDAGOGICAL SHIFT IN TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR SEVENTH GRADE
STUDENTS IN QATAR:**

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Abstract

The current research aims to examine the effect of interactive curricular program in teaching EFL on academic achievement among students in the seventh grade in Qatar. Quasi-experimental study designs is used and to collect data the researcher built an achievement test to measure the dependent variable represented in the achievement affected by the experimental treatment. The study sample is sample is (60) students of grade seven at Salah Eddeen preparatory school in the state of Qatar, which has been divided into two groups, each with strength (30) students, experimental group students study the English language course via interactive curricular

program (compact disk) and the control group students study the English language course via traditional printed-book. The finding of the study illustrate that there is a significant difference between the study groups in academic achievement favor to experimental group student who study with interactive curricular program (compact disk).

Keywords: EFL, Academic achievement, Interactive learning, Interactive CD program

1. Introduction:

According to the development of information communication and technology, teachers must not only be able to benefit from all the technical products available on the market, but also must be able to develop various learning resources or teaching media based on technology or not. Step by step. Learning activities are an interconnected system. The system includes the following components: teachers, students and teaching media used in the learning process. Interrelated components produce goals to be achieved in the learning process. The improvement of student achievement indicates one of the successes of education. The factor that affects student performance is the teaching media used in the learning process (Islami S. & Yondri S., 2018). Teaching media and learning methods that match the learning materials have an impact on student performance.

(Iskrenovic-Momcilovic, O.2018). In view of changes at all levels, especially changes in technology and communications, Arab, Western and local interest in electronic education and technical education has increased. There are many reasons why we can learn more about the use of computers in our lives and the many benefits we get from them. Without this way of learning, we cannot reach the prestigious education level. Now, computer-assisted learning plays an important role in all levels and systems of education, because this type of learning produces important educational data and educational results, which helps to achieve effective learning. (Wong et al. 2016: 44), Computer usage is increasing every day because of its great ability to immediately respond to commands issued and provide individual and collective services to a large number of learners. Therefore, computers have become an important and effective tool in the field of learning and education. The school of the future is the School of Information Technology, which has caused a great sensation in the field of education (Abou Galala, 2016).

Educational research shows that educational materials, their activities, presentation methods and their problems play an important role in the performance and achievement of learners. It is considered to be an important advantage of modern teaching methods. It provides advanced educational methods and helps to fully understand and consider the development characteristics of students by introducing learning methods suitable for their inclination, direction and interest. Therefore, we must use modern, effective and interesting ways to adapt to students' tendencies and attitudes, and stimulate their senses through interactive computer technology.

If they use it well, this technology will become a magic wand to bring knowledge into their minds and improve their academic achievements, which is the primary goal of our education process. Therefore, the use of computers and interactive programs in the teaching process has become an important requirement for English teachers (Altun, 2015).

There is no doubt that ICT is a valuable and innovative teaching tool that can enhance EFL learning. The rapid development of information and communication technology has naturally affected all aspects of the language teaching process. The use of technology has a positive effect on English teaching. Technology can be applied to teaching practice to enhance and promote foreign language learning. Use computers, the Internet, smart boards, mobile phones, video games, music players, etc. in the target language learning process to improve students' motivation and language awareness. (Al-Mahrooqi and Troudi, 2014), the implementation of ICT will lead to the diversification of English content, context and teaching methods in the teaching environment. ICT makes the English language environment interactive, flexible and innovative. The application of computer technology in language teaching provides a student-centered learning environment. It allows course administrators and teachers to change the presentation style of the course to stimulate students with different interests, provide learning opportunities outside the classroom, and are believed to be able to better meet individual differences. Integrating technology into language teaching can reduce teacher-centered understanding and students' language learning anxiety, but encourage them to take risks because they are digital natives and they practice the target language (D. Pernanda, D. Zaus, M.A., Wulansari, R. and Islami, S. 2018).

Since childhood, children have been actively using technological equipment at home and school. Interactive CDs are some tools that can be actively used in the computer. The interactive CD specially prepared for educational use includes effective designs including text, images, pictures, vivid, music, visual and other multimedia types. Interactive CDs for education are very important. Prepared for the purpose of education, an effective CD helps develop children's hand-eye coordination, attention, and perception, and provides support for all areas of development and independent learning. Teachers use interactive CDs as supporting elements of their daily plans, and these CDs can be applied to all group or individual activities. Teachers can use the CD effectively, and the updated CD should be completed in a balanced manner in the daily plan. In addition, while teachers use interactive CDs in activities, they should also instruct children to personally use computers and find correct answers to questions. There are many kinds of interactive CDs in the intermediate stage, and the improvement of CD quality and its promotion are very important. For this reason, it is very important to determine the teachers' opinions on interactive CD-ROMs and activities related to interactive CD-ROMs. (Gangaben Patel 2016), therefore, it is necessary to find a teaching strategy to help English teachers provide a suitable learning environment and help students learn in a meaningful way to ensure that students' academic performance is improved, because in our society, academic performance is considered It is a key criterion for

judging a person's full potential and abilities. Therefore, academic achievement occupies a very important position in the education and learning process and hence the need to get to know the effect of using an interactive curricular CD in teaching English on increasing academic achievement among students in the seventh grade of the middle school in state of Qatar.

2. Interactive learning:

(Lukita, H., Sujana, Y., & Budiyanto, C. 2017) Interactive learning is a way to encourage students to learn actively and be able to interact with others. However, the term interactive learning has been associated with independent learning using computer technology (Pernanda, D., Zaus, M.A., Wulansari, R., & Islami, S. 2018). In fact, due to the lack of the use of teaching media adapted to the characteristics of the students, most of the students in the school have low learning spirit and less student activities. (Shreyas Mulgund 2019) Traditional content facilitates the one-way flow of information from teachers or LMS to learners. On the other hand, interactive learning content drives the two-way exchange of instructions and responses between teachers or learning management systems and learners. Interactive learning content allows and motivates learners to participate in the learning process, respond to courses, apply their knowledge to assignments and tests, monitor their progress and revisit courses and concepts to improve past performance.. To obtain good academic performance, the need to change learning methods is monotonous. Using incorrect learning models in the learning process will make learners become passive in class. The learner will remain silent, listen to and record the learning materials provided by the teacher. In order to overcome the problems that arise, teachers need to try to implement new learning strategies.(Lukita, H., Sujana, Y., & Budiyanto, C.2017) The problematic learning strategy is an interactive learning strategy. Interactive creative learning is a process that creates the meaning of new information and previous knowledge by participating in the following activities, changes the cognitive structure of students, and combines the meaning of new acquisitions (knowledge, skills and abilities). Efforts to build intellectual intelligence and mental movement. Interactive learning is increasingly used to promote learning in the education world.

(Rebecca Renner 2018) Interactive learning is a teaching method that attracts students by actively participating in classes with their peers. Although interactive learning may sound like advanced technology, it is actually a teaching method with a very simple definition. The interactive method of any given lesson plan encourages students to interact with each other and with the subject. The student is not part of this course, but sitting at the desk like an interactive sponge, preparing to absorb materials, but using an interactive method. Interactive education involves a variety of technologies, from courses that require conversational skills to extensive project-based learning units that can cover the entire grading

stage. (Beam.J.2018) Interactive learning is any form of school assignment or academic plan that uses computer technology to emphasize or teach specific materials. Online classrooms and virtual classrooms are examples of extreme interactive learning, but almost every time a computer enters an academic space (for example, as an educational game or as a structured research tool), the lessons produced can be said to be interactive Style.

3. Advantages of interactive learning:

(Yuldashevna, A.S. 2019), interactive learning is a special organizational form of the educational process, and its essence is the joint activities of students in the development of educational materials, knowledge, ideas, and activities. The interactive activities in the course involve the organization and development of dialogues and exchanges, which lead to mutual understanding, interaction and joint solutions for joint solutions, but are of great significance to the tasks of each participant. The main goals of interactive learning are:

- Self-development of students;
- Formation of communication skills;
- Develop independence and activities;
- Cultivate analytical and critical thinking;
- Stimulate educational and cognitive motivation.

(Responsive Classroom 2016), the interactive learning structure is interesting, but not limited to it. They are also learning igniters. By stimulating students' interest in materials, these structures encourage maximum effort and enhance students' academic and social-emotional skills. By allowing students to interact with classmates in a positive way, these structures help build a positive classroom community. By providing you with quick and easy ways to organize your students' learning, they can help you make the most of your most precious and limited resource time. The result: improved motivation and learning outcomes for every student you teach. It makes learning lively and interesting and helps students build:

Academic study skills

*Academic mentality: I believe that ability is not fixed, but grows with hard work. *Academic Perseverance: Willing to continue to work hard even in the following situations face the challenge.

*Academic behaviors: behaviors that show responsibility for their own learning (for example, preparing to listen in class, working and studying) participate).

*Learning strategies: learning skills and higher-level thinking skills that students use to understand content and achieve learning goals consciously.

Social and emotional learning skills

*Cooperation: Collaborate fruitfully with others.

*Confidence: Take the initiative to develop a positive sense of self-identity. *Responsibility: Motivate yourself to work hard and choose a positive course of action.

* Empathy: understanding and appreciation of others Thoughts, beliefs and feelings.

*Self-control: recognition and adjustment of one's own thoughts, emotions, and behaviors.

Improving teacher effectiveness

By using interactive learning, the teacher will find that he is more able to:

*Reduce off-task behavior.

* Motivate students to try their best.

* Stimulate students' interest in content.

* Build an active classroom community.

* Make full use of the limited classroom time.

*Provide safe and efficient peer-to-peer interaction.

*Help students develop leadership and teamwork skills.

(Krusche, S., etal. 2017, January) Interactive learning aims to reduce the cycle time between teaching concepts and practicing concepts by combining lectures and exercises into interactive classrooms with multiple short iterations. Therefore, the typical separation between lectures and exercises disappeared. It reduces the time between content delivery and content deepening to a few minutes and allows flexible and more effective learning. The short exercise cycle enables students to directly apply and practice multiple concepts in each teaching unit after hearing these concepts for the first time. Computer-based learning and experiential learning are ways to reduce the delay between lectures and exercises. Computer-based learning

supports students to learn through digital exercises and online media. Experiential learning creates opportunities for reflection on experience. This method is a way for educators to interact with students to increase knowledge and develop skills. Interactive learning expects learners to actively participate and use computers (laptops, desks, smart phones) in the classroom. The lecturer provides guidance during the learning process to facilitate learning and prevent misunderstandings. The interaction includes five stages:

1. **Theory:** The educator introduces a new concept and describes the theory behind it. The learner listens and tries to understand it.
2. **Example:** The educator provides an example, so learners can refer to the theory in specific situations.
3. **Practice:** The educator asks the learner to apply the concept in short exercises. Learners submit their solutions to exercises.
4. **Solution:** Educators provide sample solutions and explain to learners. Educators can also show some exemplary solutions submitted by learners and discuss their pros and cons to provide immediate feedback.
5. **Reflection:** Educators promote discussions about theories and exercises so that learners can reflect on their first experience of new concepts.

4. Interactive compact desk:

(Ebied & Rahman, 2015) The definition of CD-I differs depending on its expected level of expectations, the content it provides, and the style of presentation of information and educational content. Shiratuddin and Landoni (2003) defined CD-1 as "a portable digital information whose shape varies from compact discs to interactive databases on the Internet or a set of web pages", or "contains interactive electronic information that displays many characteristics. A "style page" or "a learning environment with an application program, the application program contains a database with auxiliary media, used for educational resources, can save the theme-related multimedia presentation before importing the theme." According to the definition of (Anuradha, K. T., & Usha, H. S. 2006), a CD-I is "a container that has been converted into a digital form, which can be read by a personal computer or a compact disc or portable device designed to achieve this purpose, usually via the Internet And its services are exchanged and set up. (Gulagain, N.2016). The term CD-1 generally refers to the use of an information and communication technology (ICT) and electronic devices in education. It is a broad term for the use of electronic equipment for teaching activities. CD-I is a transition from a traditional education or training system to a more personalized and flexible education system based on ICT. CD-I can also be called distance learning, virtual education, digital education, web-based training (WBT), Computer-based training (CBT) or technology-enhanced learning, depending on the focus of delivery methods or components. The delivered learning materials can take the form of text, images, animated video tutorials and even computer programs. (A. Augustyn 2020) Interactive CD, also known as interactive media, is any computer-delivered electronic

system that allows users to control, combine and manipulate different types of media, such as text, sound, video, computer graphics and animation. Interactive media integrates computers, memory storage, digital (binary) data, telephone, television and other information technologies. Interactive media transfers the role of users from observers to participants, and is considered the next generation of electronic information systems.

4.1 Advantages of interactive CD

(Ebied & Rahman, 2015), showing that the attention of educators and people interested in the educational process has turned as an educational value of CD-I:

1. In the education process based on CD-I, the role of teachers has changed from the source of information and knowledge to instructor and facilitator; from self-acceptance of information, knowledge and skills to participation in acquisition according to the principles of self-paced and continuous learning. The more active role of information and learning will affect the role of students.
2. Increase academic achievement and motivation to participate in the educational process.
3. Improve the fun of learning by taking full advantage of the CD-I design based on multimedia learning.
4. CD-I provides learners with freedom and flexibility according to their abilities, time and learning progress.
5. The control of learning methods and methods is transferred from teachers to students.
6. Develop the independence of learning through directed self-learning.
7. In addition to easy to update and develop the knowledge and information available in CD-I, it also reduces the burden of carrying printed textbooks.

(Bilyalova, A.2017) Comparing with traditional teaching methods, the use of computer training programs has many advantages. Their potential is that they can train different types of voice activities and combine them in different combinations; help understand language phenomena; form language skills and create a communication environment; improve language expression skills; and also provide the possibility of accounting leading representative system; to achieve a personalized approach and strengthen students' independent work; to enhance cognitive activities, motivation and the quality of students' knowledge.

(Guragain, N.2016) pointed out that the following are the advantages of interactive CD: -It reduces the need to travel long distances or run away from home to obtain the ideal education.

-This is a convenient way to learn things because it can be accessed on demand anytime and anywhere.

-Use media resources to make it easy for learners to understand.

-Repeatable because the content is stored in the storage device, and the same content can be repeated every time the learner accesses the content.

-Regardless of the location or time of the visit, the content of the learning materials for all users is consistent.

-Very effective educational effect, because it relies on multimedia, and multimedia effect has a higher educational effect, research results and practical experience prove this.

- Distinguished by the high interactivity through links, buttons and programming tools in hypertext.

(Kramarenko, T. 2020) confirmed the main advantages of interactive technology, mainly in the following points:

- Help students learn how to express opinions correctly;
- Student learning teamwork;
- Form a friendly attitude towards opponents;
- Master a large amount of information in a short time;
- The ability to analyze the information received;
- Develop tolerant communication skills;
- Opportunities to take advantage of previously acquired knowledge and experience;
- Debate and defend your views;
- More confident and independent
- Create a "success situation"

2.4 Difficulties of interactive CD

(Guragain, N., 2016) pointed out the following are the disadvantages of interactive CD:

a) Technology dependence

The learning materials in e-learning are provided using computer applications. For some people, just learning how to use these applications can take a long time. There are other factors, such as machine failure, which can make the learning process tedious and time-consuming.

b) Compatibility issues

Since there are many learning systems available, sometimes learning materials prepared using one system may not be compatible with another system.

c) Expense management

In the long run, CD-I is usually a cheaper option, but for some organizations, it is still the first time it has proven too expensive. For new or small organizations, it may not always be easy to purchase new equipment such as computers, projectors or new software at once. Compared with traditional methods, the cost of developing training materials is also high.

d) Disadvantages of students with disabilities

When developing new learning materials or learning environments, companies usually target a large number of users. They may not always consider students with disabilities, such as visually impaired students, because they may not benefit from it because development costs may be high.

5. Methodology

This research explains how this case study was conducted in a seventh grade preparatory research interactive curricular course at the Salah Eddeen Preparatory School for Boys, Ministry of Education of Qatar . It describes the study's mixed method design, the setting in which the study was conducted, participants, the screencast materials, the instruments used to measure the constructs, and the data collection procedures. Basic issues of validity and reliability as well as data analysis techniques are also addressed. The case study was carried out to address the following research questions: (i) To what extent the interactive CD enhances teaching of English EFL Ss in 7 grade in Qatar? (ii) What is the relation between the main course for controller and experimental groups before and after the introduction of interactive curricular CD in 7 English EFL among SS in the middle school in term of the academic achievement motivation for learning English? (iii) Is there any significant relationship between Ss academic achievements and motivations of Ss towards learning of English EFL in Ss in grade 7 in Qatar? . It also provides a detailed description of the study procedures followed to achieve the objectives, which lists the study methodology, methods for sample selection, a description of the study tools and methods for

preparing them, the honesty and stability of the tools, the procedural steps for applying the study, and the statistical wizards used to access and analyze the results of the study, and the following is an accurate description.

In order to answer the stated research questions, a mixed-method case study the research followed the semi-experimental approach. By this approach, variables are controlled the effect of a phenomenon except one variable. The researcher can develop and change this variable to determine and measure its effect on the phenomenon of current study. The researcher used two groups of 60 students. The first one is an experimental group that learned two units From the English language material using the curricular interactive CD program. The second one is a control group that learned the same modules in a traditional way. The researcher used the pre and post form for two independent groups. The researcher then subjugated the independent variable (Interactive CD) for the experiment and measuring its impact on the dependent variable (Academic achievement). This design consists of procedures to collect and analyze quantitative data in different stages of the research process. Within this design, quantitative (numerical) data are collected and analyzed Table 1 shows the search design:

Table (1)

Search design

Experimental group	Pre test	Experimental group	Interactive CD	Post test	Results comparison
Control group		Control group	Traditional method		

5. Results and discussion:

5.1 Results

The results are displayed according to the sequence of the research hypothesis as follow:

***The first hypothesis** states that “There are significant differences at ($\alpha \geq 0.05$) in the mean scores in the pre and post-test of the experimental group for the benefit of the post- test ”

To test this hypothesis, the mean score of experimental group results of the pre-test and post-test were computed. T-test Paired Sample statistics was used to analyze the data statistically. The results are shown in table (2)

Table (2)

T-Test Results of the Differences between the Pre and Post Test of the Experimental Group.

group	Application	No	Mean	Std. D	T Value	Sig)2taied(Sig Level
the experimental group	Pre-test	30	14.3500	5.98439	10.216	0.01	Significant
	Post-test	30	23.2333	4.15794			

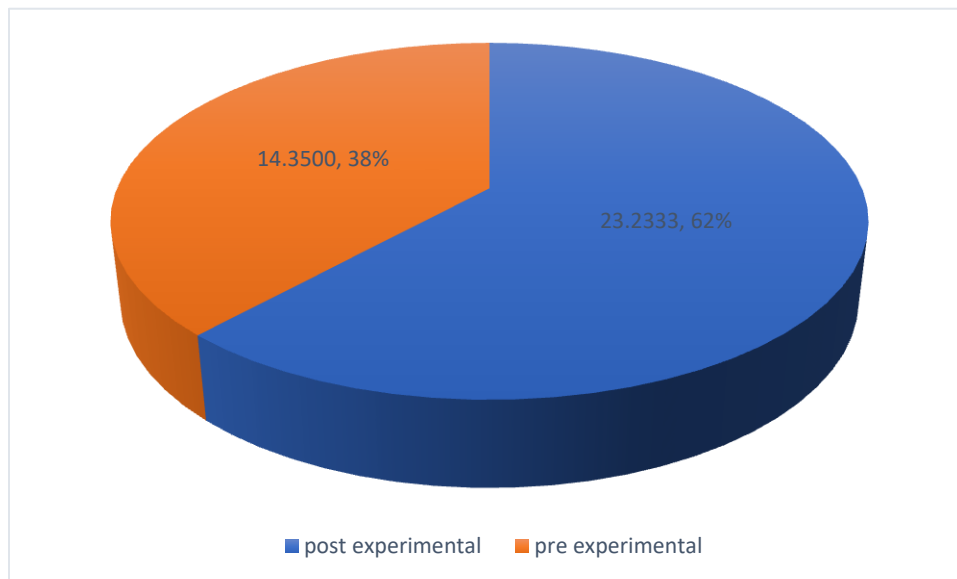
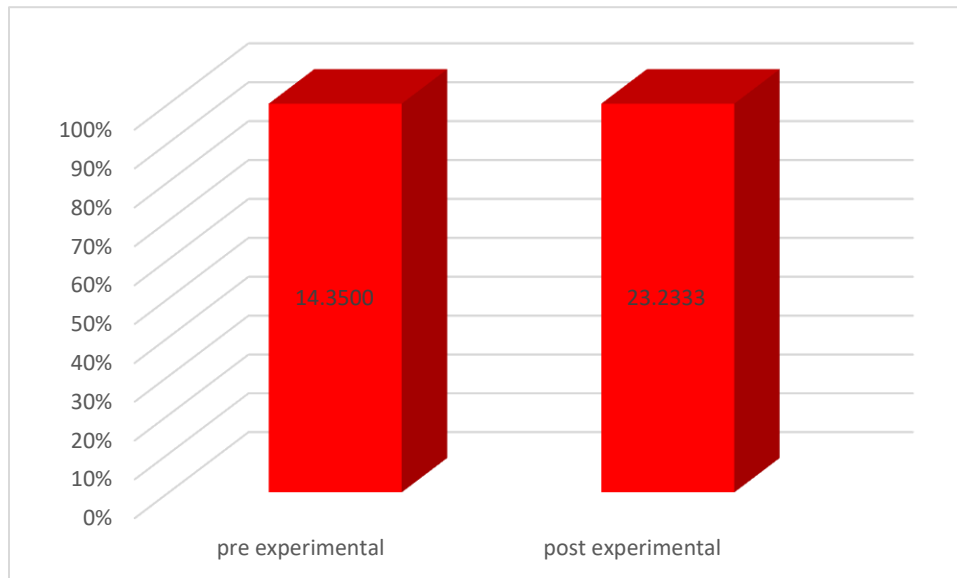
“T” Table value at (df=29) at (0.05) $\alpha \geq 2.04$, and at (0.01) $\alpha \geq 2.75$

The results of Table (3.4) indicate that the T- computed value is larger than T- tabled in the test, which means that there are significant differences at ($\alpha \geq 0.01$) between the mean score of pre-test and post-test in each two groups for the experimental group in favor of the post-test Because the higher average for the post test, as shown in the table.

Which confirms us to accept the null hypothesis "There are significant differences at ($\alpha \geq 0.05$) in the mean scores in the pre and post-test of the experimental group for the benefit of the post- test" , and reject the alternative hypothesis No" There are significant differences at ($\alpha \geq 0.05$) in the mean scores in the pre and post-test of the experimental group for the benefit of the post- test"

Figure (1)

Mean values of the post experimental and pre experimental



***The second hypothesis** states that " There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the post-test between the experimental group and the control group for the benefit of the group experimental ".

To examine this hypothesis, the mean scores of both groups' results on posttest were computed. T-Test. Independent samples was used to measure if there were statistically significant differences between the control group and experimental one in the mean scores of the post-test as shown in Table (3).

Table (3)

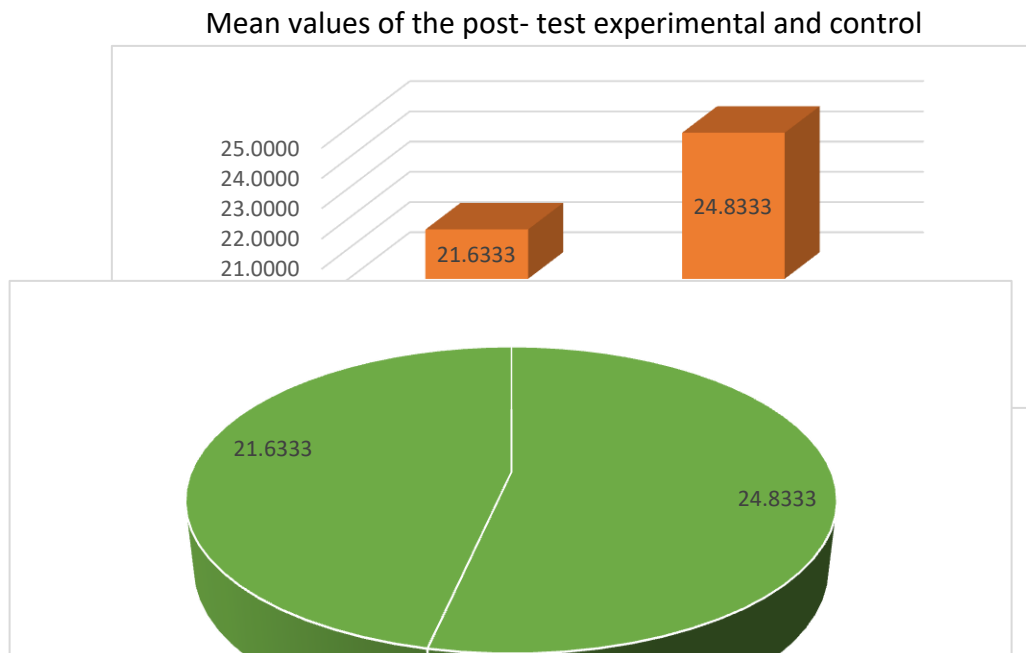
T-test Differences Between the Experimental and Control Groups in the Post-test

group	Application	No	Mean	Std. D	T Value	Sig)2taied(Sig Level
Experimental	post-test	30	24.8333	4.19041	2.251	0.617	no Significant
Control	Post-test	30	21.6333	3.57305	1.172	0.624	no Significant

"T" table value at (df=29) at (0.05) $\alpha \geq 2$ and at (0.01) $\alpha \geq 2$

The Results of table (5) indicate that the T. Computed value is larger than the T-tabled in the test, which means there are significant differences at ($\alpha \geq 0.01$) between the experimental and the control group in the post test

Figure (2)



***The third hypothesis** states that "There are statistically significant differences between the mean score's student in the experimental group and the mean score in the control group for the benefit of the group experimental "

To examine this hypothesis, the mean scores of both groups' results on posttest were computed. The pair samples T-test was used to measure if there were statistically significant differences between the control group and experimental as shown in Table (4).

Table (4)

T-test Differences Between the Experimental and Control Groups

group	Application	Mean	Std. D	T Value	Sig)2taied(Sig Level
experimental	Pre-test	14.3500	5.98439	10.216	0.01	Significant
	post-test	23.2333	4.15794			
Control	Pre-test	15.0333	6.94676	3.407	0.01	Significant
	post-test	18.2000	7.52421			

the results of Table (6) indicate that the T- computed value is larger than T- tabled in the test, which means that there are significant differences at ($\alpha \geq 0.01$).

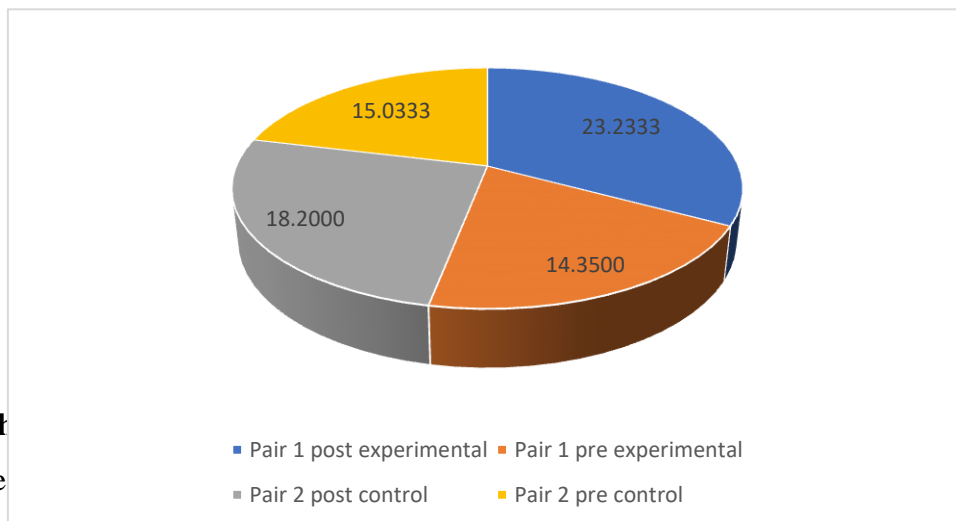
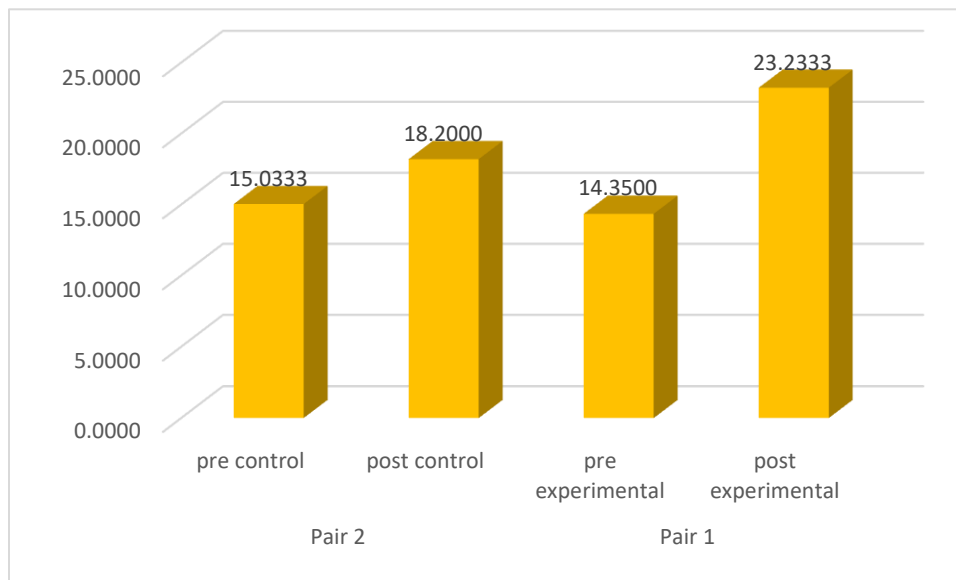
between the mean score of pre-test and post-test in each two groups for the experimental group and control group in favor of the post-test

in the experimental group Because the higher mean for the post test, as shown in the table.

Which confirms us to accept the null hypothesis " There are statistically significant differences between the mean score's student in the experimental group and the mean score in the control group for the benefit of the group experimental " , and reject the alternative hypothesis No There are statistically significant differences between the mean score's student in the experimental group and the mean score in the control group for the benefit of the group experimental "

Figure (3)

Mean values of the experimental and control groups



* The fourth hypoth software (. interactive

interactive

To examine this hypothesis Pearson Correlation results on posttest were computed between the control group and experimental group as shown in table (5).

Table (5)

Pearson Correlation between the control group and experimental group

control group	experimental group.	Pearson Correlation
0.985**	1	experimental group.
1	0.896**	control group

*. Correlation is significant at the 0.01 level (2-tailed).

the results of Table (3.9) indicate that the Pearson Correlation between the control group and experimental group. Where the results confirm that the correlative value between the experimental group and the control group and the extent of the impact of the application of the interactive program, where the results had a positive effect, that is, the greater the interactive program, the greater the volume of interaction with students and the educational level, and this confirms that the value of the correlation is strong and positive, as shown in the table.

5.2 Discussion

In presenting the results discussion of the study, each of the finding were presented and discussed under the previous hypotheses:

- 1- The statistical results of the **first hypothesis** (-There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre and post -test of the experimental group.) indicated the influence of the experimental group as there are statistically significant differences between the pre and post -test of the experimental group , This showed the importance of educational interactive media.

- 2- The effectiveness of the experimental group and the control group was also demonstrated, as it proved the validity of **the second hypothesis** that there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the post-test between the experimental group and the control group. and The preference for the experimental group
- 3- The statistical results indicated the validity of **the third hypothesis** that there are statistically significant differences between the mean score's student in the experimental group and the average student score in the control group, where the student's scores in the experimental group are better. This showed the importance of educational media.
- 4- The more interactive the program, the greater the interaction with students and the educational level as the value of association is strong and positive, where the results of indicate that the Pearson Correlation between the control group and experimental group Where the results confirm that the correlative value between the experimental group and the control group.

They are the channels of communication through which the teacher can transmit the message (the content of the subject matter) with its three aspects (cognitive, psychomotor and emotional) from the sender (the teacher) to the future and he (the learner) with the least effort possible, in the shortest time, as clearly as possible and at the lowest possible cost.

The concept of the teaching method has evolved with the development of its role in the educational process.

A learning resource center in which individual and group education is facilitated by what allows the student to see, listen, or watch, and the environment it provides to guide the educational process that is designed, implemented and evaluated in light of educational goals.

The Learning Resource Center includes: manpower, a variety of educational media, including traditional or non-traditional, and devices and equipment, in order to achieve its goals.

The extent of the impact of the application of the interactive program, where the results had a positive effect, that is, the greater the interactive program, the greater the volume of interaction with students and the educational level, and this confirms that the value of the correlation is strong and positive. This

demonstrates the validity of the **fourth hypothesis** There is an impact on academic achievement using the interactive software (. interactive curricular CD)

The result of this study confirms to the result of the study of (Ebied, M. M. A., & Rahman, S. A. A. 2015) which aims to examine the effect of interactive e-books on students' achievement at Najran University in computer in education course. The findings of the study illustrate there is a significant difference between the study groups in academic achievement favor to experimental group students who study with e-book. It also confirms to the study of The study of (Mothibi, G. 2015) which aims to estimate the relationship between e-learning and students' academic achievement in higher education. Based on systematic sampling approach, a sample of 15 research studies conducted between 2010 and 2013 were used in computation of results using the Cohen's model. The computed results ($= 0.782$) indicate that ICT has a statistically significant positive impact on e-learning based students' academic achievements. The findings indicate that ICT has a significant positive impact on students' educational overall academic achievement .

6. conclusion :

The research work has revealed the relationship of using interactive curricular CD and increasing academic achievement in grade seven students of Salah Eddeen Preparatory School of Qatar. The findings show that there are statistically significant differences between the pre and post -test of the experimental group , This showed the importance of educational interactive media. There are also statistically significant differences between the mean score's student in the experimental group and the average student score in the control group, where the student's scores in the experimental group are better which also showed the importance of educational media. The extent of the impact of the application of the interactive program, where the results had a positive effect, that is, the greater the interactive program, the greater the volume of interaction with students and the educational level, and this confirms that the value of the correlation is strong and positive. Finally, the findings indicated that the idealized influence has a positive impact on students performance and their academic achievement.

7. Recommendations:

Through the results of the current study , the researcher can conclude the following recommendations:

- The importance of teaching aids: They reduce effort and time on the part of the teacher and the learner. It overcomes verbalism and its shortcomings, helps transfer knowledge, stabilizes the perception process,

and clarifies the ambiguous aspects of science. It arouses the attention and interest of students, and it proves the information

- Focusing on educational media to cultivate passion and sense of motivation towards learning and developing comprehension capabilities
- Technology is the language of the age and society, so it is better in academic achievement
- The student must be provided with the necessary scientific information and the expressions of modern civilization indicating it, through modern educational media
- educational media can play an important role in the educational system. Although this role is more evident in the societies in which this science originated, as evidenced by the conceptual growth of the field on the one hand, and the many contributions of educational technology in education and training programs, as indicated in the literature of the field, this role in our Arab societies in general does not go beyond traditional use. For some means without direct influence on the education process and this lack of systematic use of the method that the contemporary concept of educational technology emphasizes. Therefore, we must focus on modern technological use and development
- Studies and researches, since the audiovisual education movement and going through the following decades, have shown that educational media play a fundamental role in enriching education by adding special dimensions and effects and distinct programs
- The student takes, through the use of different educational means, some experiences that arouse his interest and achieve his goals, and the more the educational experiences that the learner experiences are closer to realism, the more tangible meaning that is related to the goals that the student seeks to achieve and the desires that he craves to satisfy
- The educational media helps to avoid falling into verbalism: the teacher's use of words that the student does not have the significance that the teacher has, and he does not try to clarify these abstract expressions by tangible material means that help to form visual images of them in the student's mind. The meaning approaches the truth, which helps to increase the convergence and convergence of the meanings of the words in the minds of both the teacher and the student.
- Economical education means making the educational process more economical by increasing the ratio of learning to its cost. The main goal of educational means is to achieve measurable learning objectives at a cost-effective level in terms of time, effort and resources.
- A lesson that is implemented without the aid of an educational method requires a great deal of time and effort to achieve its goals

- The diversification of educational means leads to the formation of sound concepts.
- If we followed the student's construction of these concepts in order to reach generalizations, we would realize the importance of providing educational means of communication for that. For example, the word leg for the student or child may mean for him every part of the plant above the surface of the earth, but when the teacher presents many models and pictures of the types of stems, they help the student to know them.
- Educational media leads to behavior modification and new trends. Forming the desired direction and modifying behavior is not achieved simply by giving lessons or lectures, but rather needs to lead by example and practice in natural situations, images, or direct sensory experiences, whether through practical performances, skits, trips ... etc.
- Studies and researches, since the audiovisual education movement and passing through the following decades, have shown that Educational media play a fundamental role in enriching education by adding special dimensions, effects and distinct programs

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