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## Teachers Attitude toward Using "How Do I Feel" Strategy in Developing Pupils' Acquisition in Language Skills

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### Abstract:

This study aims at investigating teachers attitude toward using "how do I feel" strategy in developing pupils' acquisition in language skills. The sample of this study includes (40) Students of the fifth class of Al- Faraheedi Primary School. The total number of the School students' population is (133) distributed among male and female students. In order to gain information about the EFL School students' attitude towards using Emotion of 'how do I feel' on students' knowledge in vocabulary, grammar , a questionnaire has been constructed to be the main tool used. The results can be clearly pointed out as follows: Items 11 and 12 which refer to (I think that "how do i feel" emotion charts confuse me in learning) and (I think the learning by "how do i feel" emotion charts is ambiguous) gain the low effectiveness. They got a weighted mean (25%) and (35%).And Items 7,8 and 9 which refer to (It is easy for me to learn new vocabulary by using " how do I feel" emotion charts), (I can use correct vocabulary that I learned from " how do i feel" emotion charts to express my mood) and (I enjoy learning new words by using " how do i feel" emotion charts) gain the high effectiveness. They got a weighted mean (100%) and (87%).

*Key words: Strategy, Acquisition, language skill*

### 1.1 The problem of the study:

Whenever EFL learners think they have found out the signifier for the signified in terms of semiotics, they hesitate to write the corresponding noun or adjective describing an image (sign) lest they should misinterpret or misspell it. They deeply feel guilty when they misinterpret the image or worse when they make spelling mistakes. However, after they get familiar with swapping images for words, they regain confidence and start writing normally.

The students are using the Smartphone almost perpetually, so they know what emoji's are, and they are getting used to communicate with them "fluently". The emoji language is gaining ground over words among the online population although most images are subject to various interpretations and connotations.

In teaching vocabulary, grammar and spelling this will look incredibly effective but not in this high rank of complexity. It works well in engaging and stirring the learners' curiosity to get to the right equivalent words; and this has a more positive effect, which is reaching the correct spelling of the words in question. This kind of exercise is really relevant in teaching vocabulary and spelling for this digital generation. Using an irresistible game like this in the classroom will guarantee the most important factors in the success of any lesson which is motivation driven. The learners will certainly show interest, and they will even be more active in the making of the lesson. The learners nowadays crave for the visual and for anything digital. Once the teacher gets the students involved, she will positively and easily help them

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recuperate, activate and learn new vocabulary items and spell them accurately.

What is valuable about such activities is that they don't require digital devices. Well-designed worksheets will suffice amply. Such emoji-activities are very powerful in engaging the students as they are more relevant for them because they reflect their day to day life, and they echo a great deal of their interests. They must live their era normally, it's their right. The old educational system is no longer compelling for them unless it is hybrid like in this sort of activities which integrates digital jargon in conventional classrooms (Neuman & Dwyer,2009; Nation , 2001,Schmitt, 2000).

In terms of teaching vocabulary, 'how do I feel' charts can amaze the learner with the amount of meanings they can bear. They can even give clues about the gist of the text. The context then gives clues about the right vocabulary item to use for each image. In the end, it is a reciprocal feed for comprehension.

This study attempts to investigate **teachers** attitude toward using "how do I feel" strategy in developing pupils' acquisition in language skills.

## 2. Literature Review

### 2.1 How can Emotions of 'how do I feel' be used to revive language?

- Expressing emotions via emoji's is very common on social media nowadays. Each of the social networks provides a series of emoji's for chat purposes, snapchat, hangout, Instagram, Facebook; twitter to name only a few. They all support thousands of different emoji's for text messages showing various emotional states. This is the most interesting part for learning adjectives describing the mood because the learners use them almost all the time while chatting. They know what each one of them is used for by

repetitive practice, but can they name and spell them correctly in English?  
That is the question (Walters, 2004; Thorburry ,2000).



There certainly is a crack that is growing wider between what the students get at school and what they are permanently doing on their Smartphone. They invented a language of signs and images that is taking them away from the writing skill until there is almost no connection between what they get at school and the wordless language they use for communication in texting and in “written” messages. Emoji’s are actually the new teens’ craze in communicating feelings and a lot of different ideas. Emoji’s, thus, are a sort of a miraculous tool for interacting with each other with little effort and much fun. They can carry out a bunch of diversified meanings that words would take pages to do the same. However, the question how each individual person uses them is what comes to disturb the pattern. Each emoji is subject to a multitude of interpretations, and this may often result in confusion or misunderstanding. The learners find them more practical than words as few are those who bother to read a long text unless it is full of emoji’s. They decorate and enrich the text message and render it enjoyable (Stark and Crawford; 2015: 6).

Emoji's become magic; they force the students to upgrade their understanding of the real function of communication every time they feel like saying something that concerns them personally. They start to feel comfortable when learning start to pass through them because it is the only way to exteriorize their inner feelings like: sufferings, fears, sentiments, confusion, and joy just like in a restricted chat room.

### 3. Methodology

#### 3.1 Population and Sample

The sample of this study includes (40) Students of the fifth class of Al-Faraheedi Primary School. The total number of the School students' population is (133) distributed among male and female students.

#### 3.2 Instruments

In order to gain information about the EFL School students' attitude towards using Emotion of 'how do I fee on students' knowledge in vocabulary, grammar and spelling, a questionnaire has been constructed to be the main instrument used.

#### 3.6 Scoring Scheme

Accurate scoring procedures should be adopted in order to get proper results to ensure objectivity and reliability (Harrocks & Schannover, 1968:76).

In order to achieve aim of the study, the questionnaire is intended to be answered according to a five points scale (Strongly agree, agree, neutral, strongly disagree, and disagree).

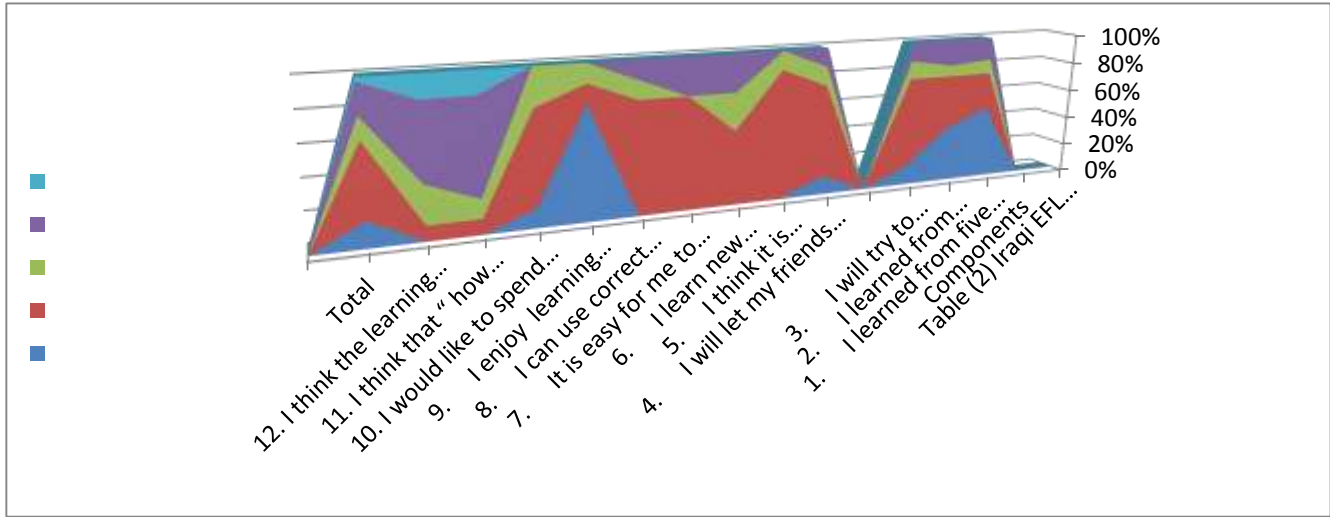
**Table (2) Iraqi EFL School Students students' attitude towards using 'how do I feel' on students' acquiring of vocabulary.**

Components	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I learned from five to ten words through " how do I feel" emotion charts	20	10	4	6	0
2. I learned from fifteen to twenty words through " how do I feel" emotion charts	15	15	3	7	0
3. I will try to download app about learning by " how do I feel" emotion charts	5	25	5	5	0
4. I will let my friends learn new words by " how do I feel" emotion charts	5	25	5	5	0
5. I think it is important that I learn new vocabulary by using " how do I feel" emotion charts	0	35	5	0	0
6. I learn new vocabulary for daily use by using " how do I feel" emotion charts	0	20	10	10	0
7. It is easy for me to learn new vocabulary by using " how do I feel" emotion charts	0	30	0	10	0
8. I can use correct vocabulary ,grammar and spelling that I learned from " how do I feel" emotion charts to express my mood	0	30	5	5	0
9. I enjoy learning new words by using " how do I feel" emotion charts	30	5	5	0	0
10.I would like to spend more time in learning new English vocabulary ,grammar and spelling by using " how do I feel" emotion charts	5	25	10	0	0
11.I think that " how do I feel" emotion charts confuse me in learning	0	4	5	25	6

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12. I think the learning by "how do I feel" emotion charts is ambiguous	0	4	10	20	6
<b>Total</b>	<b>80</b>	<b>228</b>	<b>67</b>	<b>93</b>	<b>12</b>

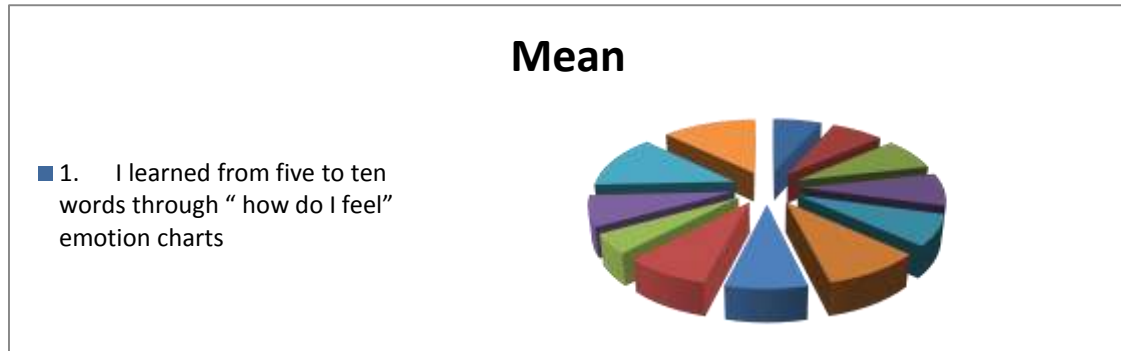


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Components	Mean	Std. Deviation	Variance	Percentage
1. I learned from five to ten words through “ how do I feel” emotion charts	1.90	1.10	1.22	85%
2. I learned from fifteen to twenty words through “ how do I feel” emotion charts	2.05	1.08	1.17	82.5%
3. I will try to download app about learning by “ how do I feel” emotion charts	2.25	0.83	0.70	87.5%
4. I will let my friends learn new words by “ how do I feel” emotion charts	2.25	0.83	0.70	87.5%
5. I think it is important that I learn new vocabulary by using “ how do I feel” emotion charts	2.12	0.33	0.11	100%
6. I learn new vocabulary , grammar and spelling for daily use by using “ how do I feel” emotion charts	2.75	0.83	0.70	100%
7. It is easy for me to learn new vocabulary vocabulary, grammar and spelling by using “ how do I feel” emotion charts	2.25	0.43	0.19	100%
8. I can use correct vocabulary that I learned from “ how do I feel” emotion charts to express my mood	2.37	0.70	0.49	87.5%
9. I enjoy learning new words by using “ how do I feel” emotion charts	1.37	0.70	0.49	100%
10. I would like to spend more time in learning new English vocabulary , vocabulary, grammar and spelling by using “ how do I feel” emotion charts	2.12	0.60	0.36	100%
11. I think that “ how do I feel” emotion charts confuse me in learning	3.72	0.90	0.82	25%
12. I think the learning by “ how do I feel” emotion charts is ambiguous	3.70	0.85	0.72	35%





#### 4. Results Related to the Aim

In order to identify and classify the students attitude towards using "how do i feel" emotion charts on students' vocabulary, grammar and spelling . The descriptive statistics of participants' performance were show in table (3).

As Table (3) shows, the overall mean score for students is (28.85), Deviation is (9.18), and Variance is (7.67) .The descriptive statistics show that

#### 4.1 Conclusion

Conclusion remarks can be clearly pointed out as follows:

1. Items 11 and 12 which refer to (I think that "how do i feel" emotion charts confuse me in learning) and (I think the learning by "how do i feel" emotion charts is ambiguous) gain the low effectiveness. They got a weighted mean (25%) and (35%).
2. Items 7,8 and 9 which refer to (It is easy for me to learn new vocabulary by using "how do i feel" emotion charts), (I can use correct vocabulary that I learned from "how do i feel" emotion charts to express my mood) and (I enjoy learning new words by using "how do i feel" emotion charts) gain the high effectiveness. They got a weighted mean (100%) and (87%).

The students show interest towards using "how do i feel" charts on students' acquiring vocabulary and give them a chance to get new words which was an interesting job for them.

#### 4.2 Recommendations

1. Using new applications of teaching vocabularies have to be applied in our Primary Schools.
2. Teachers in primary schools should be trained on using new techniques for teaching vocabularies, such as using emotion charts on students' knowledge.

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