An Investigation of the University Teachers' and Students' Use of the Virtual and Physical Library

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Abstract

The study investigates the use of the physical Library (PL) and Virtual Library (VL) as assignment and researching techniques, it is aimed at self-paced learning, self-development, and balancing between theoretical and practical knowledge. The participants were the teachers, and students of two different curricula systems, the fourth grade students who enrolled in annual curriculum system and third grade who enrolled in modified curriculum semester system, at the English Language Department (ELD) / College of Basic Education (CBE) / Salahaddin University Erbil (SU-E) in 2022. There are two main questions: Is PL and VL properly used in teaching and learning processes? What is the difference between the two systems in using PL and VL?. The data for this study was collected through two questionnaires for teachers, third and fourth grade students. The methodology is mostly quantitative. The data is analyzed by SPSS followed by discussions, conclusions and recommendations. It was hypothesized that both systems do not properly use PL and VL as practical and self-paced learning way. The final results show that the participants of both systems almost neutrally and inadequately acknowledge the use of PL and VL for both practical teaching and learning processes. In which, it indicates that both annual and semester systems do not keep balance between theoretical and practical knowledge, the improper and incompetent use of the PL and VL research use, it can be said that the graduates will not be accurately skillful, proficient and qualified in their life long careers.

1. Introduction

PL and VL are defined together, because the purpose of both of them is the same. PL is a building that houses and catalogs various books, periodicals, master thesis, PhD dissertation, encyclopedias, collection of films, microfilm, recorded music, magazines, journals, maps, government documents, and other resources etc. used by readers and researchers. VL is worldwide computer network supplying miscellaneous information and communication services, relying on interconnected networks using standardized communication protocols, it is the international network of computers that makes things like email, the World Wide Web, blogs, and online chat probable (Krause, 2007, p.2). Mishra (2016, p1) says that internet is called digital library, Virtual library, electronic library, or library without walls, the main aim is to progress the access, it also contains the cost saving, preservation, keeping peace with technology and information involvement.

Libraries can be classified into two categories; the first is according to the place such as house, work place, school, university….and the second is according to content such as academic and non-academic. Although VL sometimes used for the same purposes as PL, but PL is ancient while VL is a modern cultural technology or tool, the following classification by (Krause, 2007, p. 35) precisely provides the similarity and differences between PL and VL:

Table 1: The Physical Library (PL), the Virtual Library (VL), and Somewhere In-between.

PL	Somewhere In-between	VL
-Traditional books	-Electronically reproduced books	-Email between friends
-Traditional academic journals and popular magazines	-Digitized articles from journals or magazines found in a library database	-Newsgroups
-Newspapers	-Database search tools	-Personal homepages
-Microfilm and microfiche documents		-Internet Search Engines
-Government Documents		-Web versions of printed newspapers
-Rare books and Materials		-Web-based academic journals or popular "magazines"
		-Web pages for groups or organizations

Nowadays, electronic books, languages dictionaries, academic dictionaries and pdf books, conducted researches, academic magazines, encyclopedias are used for the same intentions on internet. In other words, both PL and VL are used as ways of teaching and learning at higher education.

Kothari defines research as "a search for knowledge…. a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation". He also adds that research habitation is classified in to three types; library research, field research and laboratory research (2014, pp. 1&7). Scholarly works such as small classroom projects, graduation research, and academic research…depend on other previous works. Ordinarily, the three main techniques of researching are paraphrasing, summarising and quotation (Lester, 1971, pp. 44-45). These days, VL is used as an alternative of the PL research because it is easily accessed. Other than PL and VL, laboratories are mainly used by natural science students and scholars while PL and VL research are more used by humanity science students and scholars. Here, the hypothesis of the study is that the PL and VL are not used regularly for both teaching and learning processes.

2. Review of the Related Studies

Several studies have been conducted to investigate, assess, and evaluate the importance and the role of PL and VL research use at the higher education. The following are some recent and related works:

There is a study conducted by Shrestha's thesis in 2008 was about "A Study on Student's Use of Library Resources and Self-Efficacy". The Problem and research questions were about learning, using and knowing to use library, library as resourceful, using different researching tools while looking for information, academic success, and awareness about the library resources and services. The study was aimed at finding the response of the above questions. The field survey, questionnaire and inquiring were used as methods or tools of data collection. The participants were graduate students from Kathmandu University (K.U), National College of Computer Science (NCCS), and Thapathali Campus, Institute of Engineering (T.C). Also, there are other quantitative results of the items of the tools. As a final point, the participants agreed that they could find the required information from the internet; this indicates that their self-efficacy towards internet/ VL is stronger than library/ PL because of the knowledge prepared for using the internet; besides the familiarity with the computing skills that remains in existence or endured on them since school level. Thus, the participants acknowledged that they do not stop with the theoretical knowledge but also they develop their own practical

knowledge via PL and VL research, and they are motivated enough to continue conducting researches in this way.

Lacović conducted a research about "Students' Information Behavior and the Role of Academic Library" in 2012, the study tried to answer the questions: What are the students' information needs? What kind of information sources students use and why? What is the role of academic libraries in students' information behavior? The method of the study was collecting data from the related researches conducted about the library and internet use at universities, the results showed different findings; in some universities the majority of the students used books, journal articles and databases which they needed for academic tasks; some other researches showed that the internet was used and was convenient for the students in finding scientific papers and other appropriated materials; also, some other researches showed that the lecturers' and peers' directions and suggestions had been very important factors in finding information resources; other studies found that students use Google as their search engine, and this is elaborated in the paper information behavior of the researchers of the future; Remarkably, some studies showed that most students used PL, and not VL; In addition, several researches displayed that young students favored to use VL for discovering, and downloading required subjects. They spent less time on reading e-books, or e-journals, and expected from the academic libraries to offer new services over mobile devices such as iPads. The findings indicate that the role of universities and their headquarters are very important in providing various ways of technologies and methods and tools of researching at higher education settings that students need to use and develop with the help of instructors and become more independent as well.

A study by Omekwu etal. (2014) examined the "Internet Search Strategies Employed by Library and Information Science Students of University of Nigeria, For Research". The study tried to answer the five main questions about the utilization; internet search strategies; the enhancement of internet in researching; the problems of using internet by the library and information science (LIS) students and the strategies could be used to enhance the use of internet. The descriptive survey is adopted as the method of the study and the instrument was a questionnaire. The participants were 100 out of 193, which is %51.8 were undergraduate students of library and information science (LIS) at the University of Nigeria, Nsukka for 2012/2013. The results or the grand Mean (X) score of the items of each of the five questions were 3.2; 2.6; 3.3; 3.2 and 3.2. The implications and the findings showed that the study revealed that students use the internet to search for materials for writing term papers, projects and other assignments. Also, the results from this study showed that searching and locating information on the internet requires not only literacy skills but problem solving skills as well.

Among the researches that were conducted on the PL and VL, a research was conducted by Kumah, 2015, it was about "A Comparative Study of use of the Library and the Internet as Sources of Information by Graduate Students in the University Of Ghana" the participants were 168 (10%) of the total of 1,686, they were 122 males (73.9%) and 43 females (26.1%) of the first and second year graduate students, the participants were taking the courses of MA, MSC, MBA, MPA and MPhil. The tool of the data collection was a questionnaire designed and relied on the literature review. The study found that both PL and VL were used as sources of gaining information, but VL is used more, it indicates that the PL should be innovated to accomplish the needs of higher education in the University of Ghana. This shows the level and balance between the practical training, self-development and theoretical knowledge by the graduate students is kept.

Regarding the importance of theory and practice integration, or theoretical knowledge and practical knowledge coordination, a research was conducted by Moreira, et al, in 2015, it was about "Among Theory, Practice and Technology: the Relation Between Theoretical and Practical Knowledge in the Context of Accounting Training and the Thinking or theory of

Jürgen Habermas". The methodology was a mixed approach of qualitative, quantitative and exploratory to confirmatory.

In the **qualitative part**, the first talk was about the university and science: horizons of autonomy; science, technology and the job market: professional training in accountancy adopting the Habermas's "theory of knowledge constitutive interests" in (1987; 1993) in the context of higher education in Brazil, in which it is about the way of teaching and learning; the purpose of university in meeting the needs of the market. The theory states that knowledge is not only constructed by the method of science but also by human interests and needs. The processes of learning and teaching science or knowledge construction should be inventive and the instructors should reproduce their specific scientific progression. The talk of the study is also about the role of technology in science development and the role of market requirements in inspiring both science and technology in the modern human life and that scientific knowledge as well as practical knowledge, resulting from technology, is transformed into reflection and emancipation of thought. In addition, the Habermas's "Theory of Communicative Action Connections between Theory and Practice" claims that the communicative practice empowers the assembly between science and technology that are essential to the education life.

While in the **quantitative part**, the study applies two methods, it is analyzing the "pedagogical projects of the courses in relation to the national curriculum guidelines for accounting programs". It has been found that the curricula of accounting give greater emphasis to knowledge of information technology per se than to its application in accountancy. Also, there is no source or subject content of knowledge of information technology applied to accounting, even though the terminology of this curriculum component leads to that understanding. The conclusion is that in accounting training and practice cannot be dissociated from theory and it should be given adequate share. This research clearly proves the importance of practical knowledge in balance with the theoretical one in accounting specifically and in the curricula generally of other modules at university. Despite, the research needed to provide the particular methods of training practical knowledge such as laboratory, library, and internet research.

To sum up, the above studies reveal that the PL and VL research has been studied in different ways and for different purposes, the level and ratio of balancing between theoretical knowledge and practical knowledge needs to be studied in the context of CBE/SU-E in order to solve the student's problems regarding their future life long careers.

3. The Rationale
The Kurdistan Regional Government/ Iraq (KRG/IR) Ministry of Higher Education and Scientific Research (MHESR) reintroduced the semester system in 2019-20; to ensure the graduates future abilities and capabilities in their lifelong careers. PL and VL provide the teacher's flipped calluses also the student's self-paced leaning, self-awareness, self-control, social, emotional and autonomous leaning. PL and VL proper use provides the balance between theoretical and practical knowledge gaining, in turn, it assists the graduates to be academically and skillfully qualified to fulfill the requirements of market and businesses.

4. Research Questions
The study tries to investigate the extent of using PL and VL for doing assignments, conducting researches and projects for the purpose of keeping the balance between theoretical and practical knowledge gaining.
The problem is that both teaching and learning processes are more theoretical and less practical. That is why university graduates are not skillful enough and cannot accurately transfer their gained knowledge from university to their real life long careers and professions.
The undergraduates may use the PL and VL, but the use might only lead to theoretical knowledge gaining not to practical learning. The majority of the students might only use them

when an instructor asks them intensively not extensively, i.e. they might not be autonomous academic information seekers. Or, merely the seniors may use them for their graduation research or project not as permanent performance of learning and development.

The study intends to answer the following questions:

To what extent do teachers and students use PL and VL research as methods of active teaching and learning in and outside of the classroom assignments and projects?

To what extent do students of both curricula gain theoretical knowledge and transfer it to practical knowledge?

5 Methodology
5.1 Participants
The area of the study is English Language Department ELD, College of Basic Education CBE Salahaddin University-Erbil SU-E. The participants are the teachers, third and fourth grade students of the ELD, they are supposed to be experienced and knowledgeable in using and properly practicing the PL and VL for learning and researching; they can easily distinguish between dependent and independent learning, theoretical and practical knowledge. Also, not only the teachers but also the students can evaluate the accomplishments of their department's level of lesson delivery i.e. pedagogy. Approximately, 40% of teachers (six males and nine females), 15% of third grade (six males and sixteen females), and 15% of fourth grade students (six males and nineteen females) of the ELD participated in the study.

5.2 Instruments and Procedures
The tool is a two questionnaire for the teachers on one hand and for the fourth and third grade students on the other hand; the structure is Likert five scale and the contents or the criteria of the items are from the literature review and the distinction features of the study. SPSS is used for the data analyze. The participants were free to take part or refute the participation. Whenever the participants asked the items and the purpose of the study explained for accurate understanding. The questionnaires were subjected to pilot test; five questionnaires were handed out as a test before the real data collection in 2022. Teachers questionnaire are of fourteen items, the first seven items are information background and the rest are the basics. While, students questionnaire is of twenty items and item two to seven are the information background and the rest are the basics.

5.3 Validity
The tool has gained face validity because a group of specialists checked and modified the items. It also has item validity, as the following SPSS statistics display:

Table 2: The Teachers Questionnaire P Value of the Frequencies

One-Sample Test									
	N	Mean	Std. Deviation	Std. Error Deviation	Test Value = 12.5				
					t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
	15	25.40000	3.99643	1.03187					Lower / Upper
Total					12.502	14	**.000**	12.90000	10.6869 / 15.1131

Table 3: The Third Grade Questionnaire P Value of the Frequencies

One-Sample Test

	N	Mean	Std. Deviation	Std. Error Mean	Test Value = 325					
					T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
21-Tatal	22	38.23	6.510	1.388	-206.632	21	**.000**	-286.773	-289.66	-283.89

Table 4: The Fourth Grade Questionnaire P value of the Frequencies

One-Sample Test

	N	Mean	Std. Deviation	Std. Error Mean	Test Value = 32.5					
	24	37.50	5.898	1.204	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total					4.153	23	**.000**	5.000	2.51	7.49

As it is displayed in tables 2, 3, and 4 the significant P value of the frequencies of all the items of teachers, students (Fourth and third grades) questionnaire is 0.000, i.e. It is less than 0.05 or more than 95%. So the items are valid and they measure the purpose of the study also they indicate that the null hypotheses is refuted.

5.4 Reliability

Reliability is dependability, the items of the tools should be reliable, it is measured by Cronbach's Alpha; it is a measure of internal consistency that is how closely related a set of items as a group, and if the statistics is between 0.7 and 0.9 it is reliable.

Here, tables 5,6, and 7 display that the Cronbach's Alpha is more than 0.700.

Table 5: Teachers, Case Processing Summary & Reliability Statistics

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	13	86.7	**.716**	15
	Excluded[a]	2	13.3		
	Total	15	100.0		
a. Listwise deletion based on all variables in the procedure.					

Table 6: Third Grade, Case Processing Summary & Reliability Statistics

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	16	55.2	**.787**	23
	Excluded[a]	13	44.8		

Total	29	100.0			
a. Listwise deletion based on all variables in the procedure.					

Table 7: Fourth Grade, Case Processing Summary & Reliability Statistics

4th Grade, Case Processing Summary				&	Reliability Statistics		
		N	%		Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Cases	Valid	21	87.5		**.700**	.711	13
	Excludedª	3	12.5				
	Total	24	100.0				
a. Listwise deletion based on all variables in the procedure.							

The results show that the reliability is good enough. That is why; the tool is dependable and consistent.

5.6. Data Analysis and Results

The following are the three tabulated outputs (tables 8.9.and 10) of the frequencies; means and Std. Devotions of the participants. Each table is supported by a graph (graphs 1, 2, and 3), the graphs calculate the basic items only, which are focused for the results of the study, in addition to a graph that displays the comparisons between the three questionnaires results, which is (graph 4):

Table 8: Teachers Questionnaire Frequencies, Means, and Std. Deviation Statistics

Statistics									
	N Valid	Missing	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
1-I am skilled enough in computing and surfing or searching in internet.	14	1	14					1.00	.000
			Personal	College	Department				
2-I have access to …..Internet.	15	0	6	1	8			2.13	.990
			My own home Library	College Physical Library	Virtual Library				

3-For studying, learning and conducting research projects I only use…..	15	0	3	2	10			2.47	.834
4-It is economically more efficient (takes me less time, and cost).	15	0	4	1	10			2.40	.910
5-It is easier (Take less effort).	15	0	2	2	11			2.60	.737
6-It better provides me with new and required information and knowledge.	15	0	2	2	11			2.60	.737
7-I prefer the use of..	15	0	4	3	8			2.27	.884
			Never	Rarely	Sometimes	Often	Always		
8-Whenever needed, I assist my students to use and find resources in (PL).	13	2			6	4	3	3.77	.832
9-Whenever needed, I assist my students to use and find resources in (VL).	15	0		1	5	6	3	3.73	.884
10-Whenever needed, I teach my students researching techniques such as how to cite and document others ideas and works (paraphrasing, summarization, quotation, and how to avoid plagiarism).	15	0			4	9	2	3.87	.640
11-Whenever needed, I teach my students how to use physical (PL).	15	0	1		11	2	1	3.13	.834
12-Whenever needed, I teach my students how to use (VL) and find resources.	14	1		1	7	4	2	3.50	.855
13-I integrate both PL and VL techniques in my instruction and I encourage the students to use PL and VL for learning.	15	0		1	5	8	1	3.60	.737
14-I do not only depend on classroom activities, tasks and assignment, but also on out of classroom by using both PL and VL.	15	0		1	5	7	2	3.67	.816

Graph 1: Teachers Frequencies, Means, and Std. Deviation Compared Statistics:
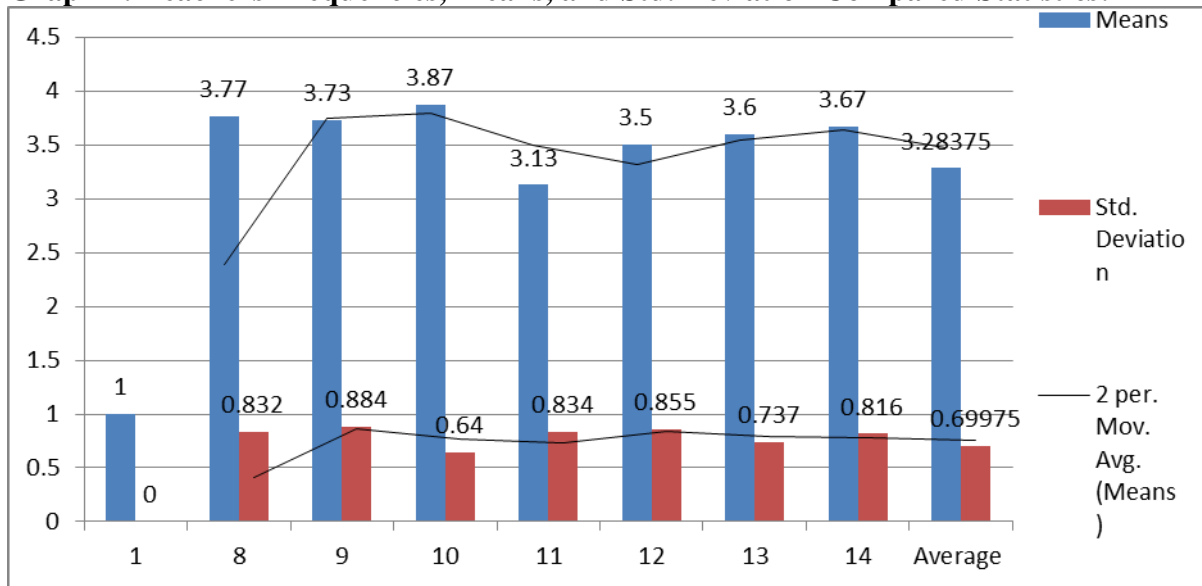
In this graph, the background items number two to seven are excluded, because they are not about using of PL and VL. The average of the means is 3.28, it is neutrally acknowledged. Also, the average of the Std. deviations is 0.69m the attitudes are too close to each other, in which it is not a typical standard. The outputs indicate that both PL and VL are not used for both teaching and learning processes.

Table 9: Third Grade Questionnaire Frequencies, Means, and Std. Deviation Statistics

Statistics									
	N Valid	Missing	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
1-I am skilled enough in computing and surfing or searching in internet.	21	8	1	3	8	6	3	3.33	1.065
			Personal	College Library	Department Library	None			
2-I have access to …..Internet.	22	7	17	1	2	2		1.50	1.012
			My own Home Library	College or University Physical	Virtual Library				
3-For studying, learning, conducting assignments and research projects I only use…..	22	7	3	6	13			2.45	.739
4-It is economically more efficient (takes me less time, and cost).	22	7	7	1	14			2.32	.945

| Statement								Mean	Std.
5-It is easier (Take less effort).	22	7	7	6	9			2.09	.868
6-It better provides me with new and required information and knowledge.	22	7	3	6	13			2.45	.739
7-I prefer the use of..	21	8	7	6	8			2.05	.865
8-I am skilled enough to use computer and internet for conducting assignments or research projects.	22	7	3	3	9	4	3	3.05	1.214
9-I am skilled enough at finding resources in (PL). I can use library catalogues and find the books I need.	22	7	3	7	5	5	2	2.82	1.220
10-I learnt from the ''Research Approaches'' subject (Module) at college to practically do researches i.e. the teaching was good.	22	7	2	7	3	9	1	3.00	1.155
11-I am skilled enough at finding resources in (VL). I download articles of journals, researches and electronic books.	21	8	1	2	9	4	5	3.48	1.123
12-I am skilled enough at researching techniques, I can cite and document others works and ideas (I can paraphrase, summarize and take quotations).	22	7	1	5	9	6	1	3.05	.950
13-The college/ university library is comfortable, quiet and large enough that I can make use of it.	22	7	1	3	9	8	1	3.23	.922
14-The college/ university library provides electronic books, pdfs and published researches.	21	8	8	3	6	2	2	2.38	1.359
15-I use (PL) for reading and studying only.	21	8	1	8	5	6	1	2.90	1.044
16-I use (VL) for reading and studying only.	20	9	3	4	9	2	2	2.80	1.152
17-I use internet for social media interactions only not for conducting assignments or researches.	22	7	5	7	3	5	2	2.64	1.329
18-I am given outside of classroom practical assignments.	22	7	1	5	8	4	4	3.23	1.152

19-I am asked to use PL and VL resources such as books, researches, and encyclopedia..; read them and use them in writing essays, projects, and/or researches, i.e. conducting assignments.	22	7	1	1	14	4	2	3.23	.869
20-The college subjects (modules) are studied practically in sound laboratory, (PL) and (VL), and practical activities and tasks.	22	7		5	12	3	2	3.09	.868

Graph 2: Third Grade Frequencies, Means, and Std. Deviation Compared Statistics
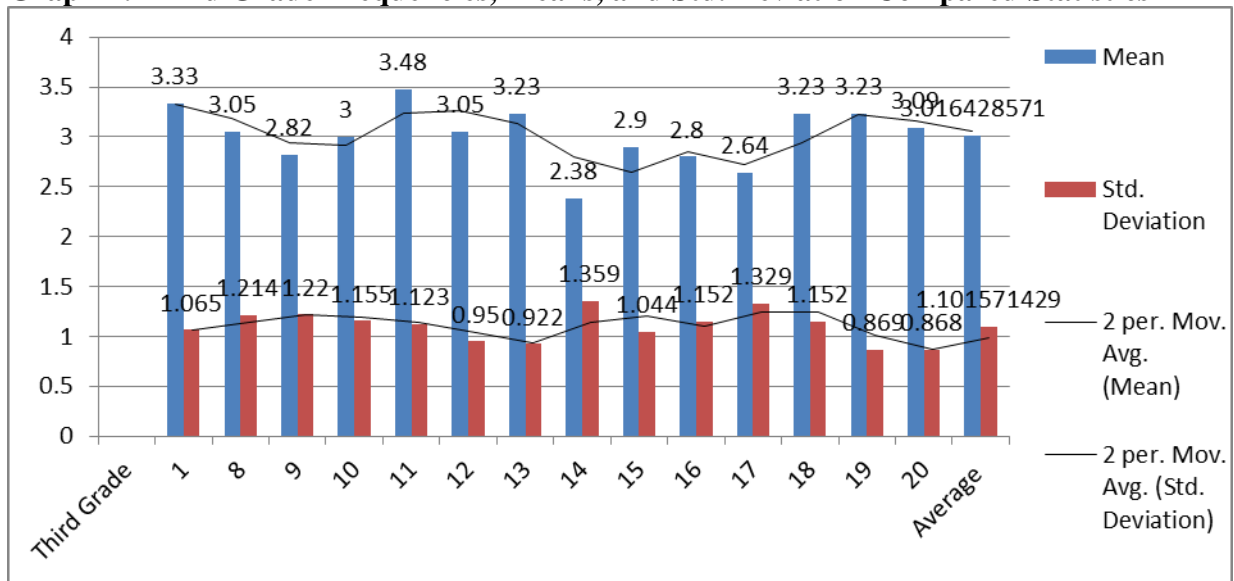
In this graph, background items 2 to 7 are excluded, because they are not about using PL and VL. The rest basic items are measured. The average means of the basic items is 3.01, it is neutrally acknowledged. In addition, the average of the Std. Deviations is 1.10, so the attitudes are close enough. It indicates that the third grade students, who are adapting the Semester System, disinterestedly admit that the use of both PL and VL in learning, researching and development. It indicates that the adoption and adaption are neither proper nor enough.

Table 10: Fourth Grade Frequencies, Means, and Std. Deviations Statistics

	Statistics								
Items	N Valid	Missing	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
1-I am skilled enough in computing and surfing or searching in internet.	25	1	1	2	8	11	3	3.52	.963

			Personal	College Library	Department Library	None			
2-I have access to …..Internet.	24	2	17	2	1	4		1.67	1.167
			My own home library	University Physical Library	Virtual Library				
3-For studying, learning, conducting assignments and research projects I only use…..	25	1	4	5	16			2.48	.770
4-It is economically more efficient (takes me less time, and cost).	26	0	3	10	13			2.38	.697
5-It is easier (Take less effort).	26	0	4	4	18			2.54	.761
6-It better provides me with new and required information and knowledge.	26	0	2	7	16			2.62	.697
7-I prefer the use of..	25	1	3	6	16			2.52	.714
			Never	Rarely	Sometimes	Often	Always		
8-I am skilled enough to use computer and internet for conducting assignments or research projects.	24	2	4	10	7	3		3.38	.924
9-I am skilled enough at finding resources in (PL). I can use library catalogues and find the books I need.	24	2		8	9	6	1	3.00	.885
10-I learnt from the ''Research Approaches'' subject (Module) at college to practically do researches i.e. the teaching was good.	24	2	3	4	8	7	2	3.04	1.160
11-I am skilled enough at finding resources in (VL). I download articles of journals, researches and electronic books.	23	3		7	7	6	3	3.22	1.043
12-I am skilled enough at researching techniques, I can cite and document others works and ideas (I can paraphrase, summarize and take quotations).	23	3	1	6	7	8	1	3.09	.996
13-The college/ university library is comfortable, quiet and large enough that I can make use of it.	24	2		2	14	5	3	3.38	.824

								Mean	Std. Dev.
14-The college/ university library provides electronic books, pdfs and published researches.	24	2	9	9	5	1		1.92	.881
15-I use (PL) for reading and studying only.	22	4		6	14	1	1	2.86	.710
16-I use (VL) for reading and studying only.	23	3	1	4	14	5		2.91	.900
17-I use internet for social media interactions only not for conducting assignments or researches.	24	2	3	8	6	4	3	2.83	1.239
18-I am given outside of classroom practical assignments.	24	2	1	4	17	2		2.83	.637
19-I am asked to use PL and VL resources such as books, researches, encyclopedia..; read them and use them in writing essays, projects, and/or researches, i.e. conducting assignments.	26	0	1	4	13	6	2	3.15	.925
20-The college subjects (modules) are studied practically in sound laboratory, (PL) and (VL), and practical activities and tasks.	25	1	2	6	16	1		2.64	.700

Graph 3: Fourth Grade Frequencies, Means, and Std. Deviation Compared Statistics
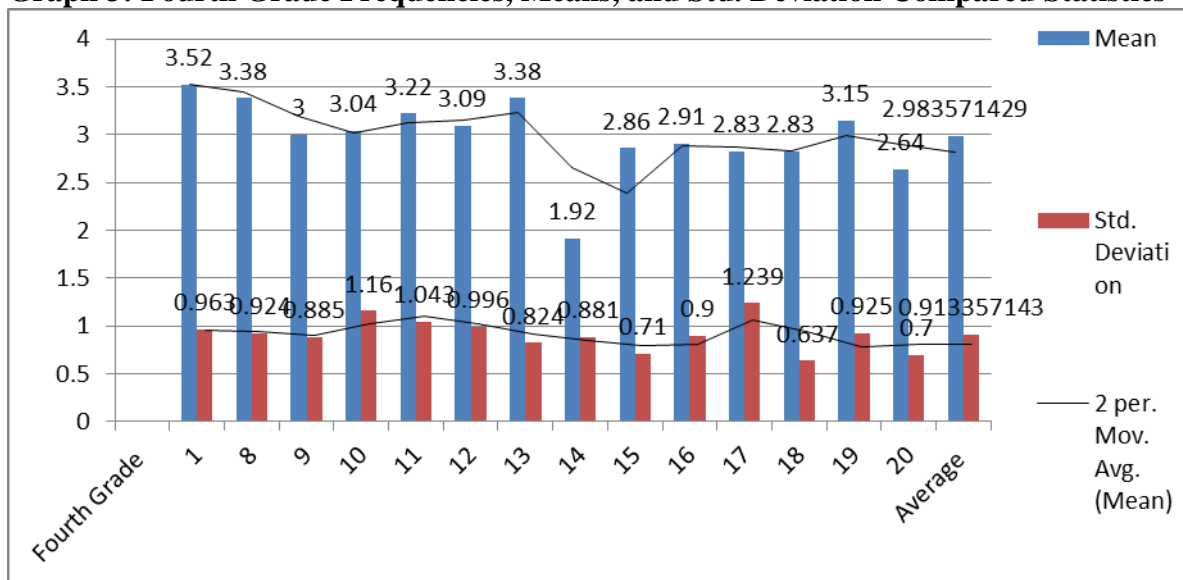
Again, the background items two to seven are excluded, because they are not about using PL and VL. It shows that the average means is 2.98, it is negatively acknowledged. And the average of the Std. deviations is 0.91, it displays that the attitudes are close to each other, the Std. Deviation is normal. It indicates the fourth grade students, who adopted and adapted the yearly curriculum system; admit that they did not make use of the PL and VL research for leaning, researching and development. It indicates that PL and VL are neither properly adopted, adapted nor used, it directly causes the inefficient teaching and learning and knowledge production outcomes.

6. Results

The following table and graph explain the results of the study. The positive and negative points are summarized:

Table 11: The Compared Results of the Teachers, Third and Fourth Grade Students.

	Teachers	Third Grade Students	Fourth Grade Students
1	They are not skilled enough in computing and internet surfing.	-the majority says that they are skilled in computing and internet.	
2	They more access to VL and their own PL rather than college PL.	Mostly, they have access to personal internet.	
3	They mostly use VL		
4	To them, VL is more economical, efficient and takes less effort.	To them, VL is more economical	To them, both VL and college PL are more economical, efficient and takes lass effort.
5		They say that both PL and VL are easy and take less effort.	
6	They say that VL better provides them with new and required information.		
7	They prefer the use of VL.	They prefer the use of physical library.	They prefer the use of VL.
8	They say that they assist their students to use both PL and VL.	They say that they can practically use computer and internet for conducting assignments and researching.	
9		They are not good enough in finding resources in PL.	They are partially good enough in finding resources in PL.
10	Whenever needed, they often teach their students researching techniques.	They occasionally (not regularly) learnt from ''Research Approaches'' subject to practically do researches. The teaching was partially good.	
11	They teach their students how to use both PL and VL.	They are skilled enough at finding related resources and topics of their researches and assignments on VL.	
12		They say that they are skilled enough at researching techniques; they can paraphrase, summarize and quote form resources.	
13	While teaching, they integrate both PL and VL techniques; they encourage their students to use both PL and VL for learning.	They are comfortable and can make use of the college, university PL.	
14	They do not only depend on inside the classroom activities but also on the outside classroom activities and assignments.	They say that the college and university library do not provide them VL i.e. in campus VL.	
15		They rarely use both PL and VL.	
16			
17		They rarely use internet for social interactions	
18		They are given outside classroom practical assignments.	They are rarely given outside classroom practical assignments.
19		They are asked to use both PL and VL for conducting	

20		Although there is not any sound library, but, they claim that they conduct assignments in the sound labs, PL and VL settings.	They rarely studied college subjects practically in both PL and VL contexts.

Graph 4: The Comparison between the Teachers and Third and Fourth Grade Students Attitudes and Average
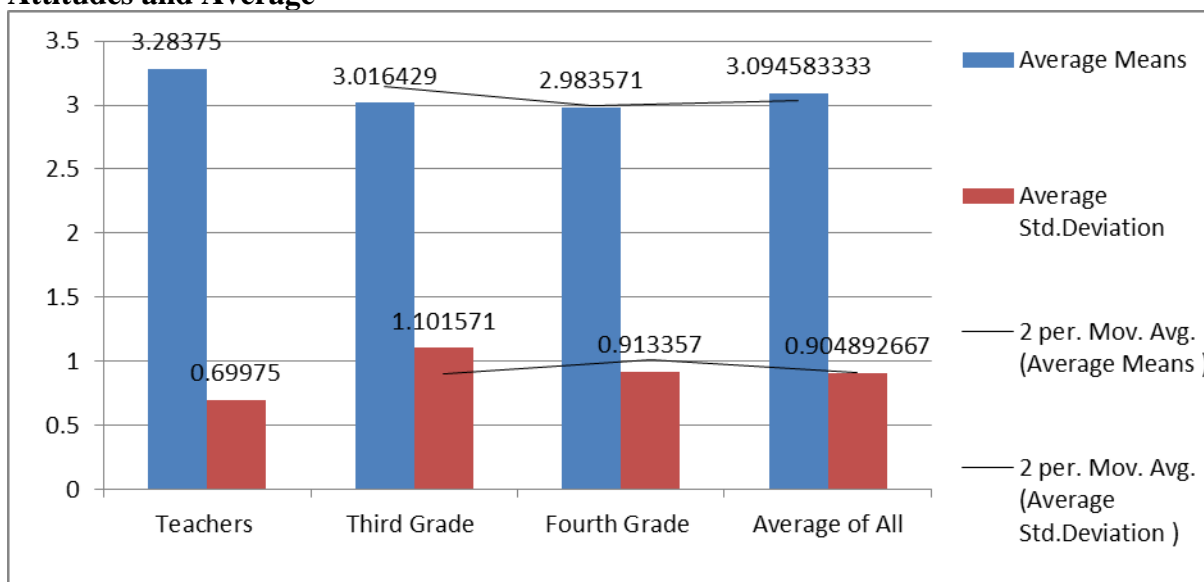
This graph compares the results of the attitudes of the participants (i.e. teachers, third grade, and fourth grade students) and provides the average means and Std. Deviation of all the items. Both teachers and third grade (students who adapt Semester system) neutrally admit their application of both PL and VL, while fourth grade students (who adapted yearly system) negatively acknowledge their use of both PL and VL. The average of the means is 3.09, it is almost neutral application, so, both PL and VL, are not properly used or applied in both yearly and semester systems. As well as, the average of the Std. Deviation is 0.90; the attitudes are close around the mean.

It indicates that both teaching and learning processes lack gaining and balancing between theoretical and practical knowledge transference. As, college students are going to be basic school teachers, there result show that the improper use of PL and VL affects their efficiency and qualification of their career.

7. Discussions

The Higher Education curriculum system was at about a decade subjected to interval change between four years system and eight semester system. In semester system it is supposed that the number of modules and exams are more than yearly system, the teachers and students pay more effort with shorter periods of time, the contents and ways of teaching and learning are different, it is supposed that semester system more and better focuses and balances between theoretical and practical knowledge, it fosters flipped classes so that the students conduct assignments depending on the practical, independent, group work library research. It has been three years that the curriculum changed from yearly to semester system. When the balance between theoretical and practical knowledge is kept, it promises better understanding, the skills of leadership, entrepreneurship and higher levels of proficiencies.

Modern teaching and learning approaches, methods, techniques and strategies are aimed at graduates or individuals that are locally, nationally and internationally active and creative,

skillful, qualified and knowledgeable; by developing and balancing between theoretical and practical knowledge.

Slight synchronic and synchronic use of the PL and VL in learning, does not allow flipped classes and does not produce advanced learners at higher education, especially in the humanity science departments, because the processes of teaching and learning are more theoretical, laboratories and field studies are hardly used by teachers and students who are adopters and adapters namely third grade and fourth grade. In this case, the gained knowledge does not stay long in the long term memory; it also does not lead to practical knowledge conduction.

Even evaluation approach loses the balance, in which, it relies on assessment and measurement, assessment better evaluates practical knowledge while measurement better evaluates theoretical knowledge. The question is that how can students' theoretical and practical knowledge be assessed without practical teaching and learning? In which, the use of PL and VL assures it.

8. Conclusions

The study shows that both teaching and synchronic and asynchronic learning processes of yearly and semester systems lack the appropriate use of PL and VL research. This leads to less autonomous, independent, advanced learners' learning, and the learning centered approach. The study is beneficial for the weighing of the balance between theoretical and practical teaching and learning processes, curriculum development, and accurate evaluation.

In this regard, teachers, students, researchers, and stakeholders need to rethink, restate, rebuild and recreate the ways of teaching and learning processes at the English Language Department (ELD)/ College of Basic Education (CBE)/ Salahaddin University-Erbil (SU-E), so that, using library research becomes an obligation technically. Generally, the universities should enlarge in campus PL and VL qualitatively and quantitatively in order to fulfill the higher education modern life requirements.

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لێکۆڵێنەوە له بەکارهێنانی بەرتوکخانەی دیجیتاڵ و ماددی لای مامۆستایان و قوتابیانی زانکۆ

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پوخته

توێژینەوەکه لەسەر بەکارهێنانی پەرتوکخانەی فیزیکی و دیجیتاڵییه له لایەن مامۆستایان و قوتابیانی زانکۆ، وەك تەکنیکی ئەنجامدانی ئەرکی خوێندنی زانکۆیی و لێکۆڵێنەوە. به ئامانجی خودفێربوون، خودپێشخستن و هاوتاکردنی فێربوونی تیۆری و کرداری. بەشداربووانی مامۆستایان و قوتابیانی دوو سیستەمی خوێندنی جیاوازن، قۆناغی چوارەم سیستەی سالانه پەیڕەو دەکەن و قۆناغی سێیەم پەیڕەوی سیستەمی پێشخراوی کۆرس پەیڕەوو دەکەن له بەش زمانی ئینگلیزی کۆلێژی پەروەردەی بنەڕەتی زانکۆی سەلاحەددین هەولێر له 2022. دوو پرسیاری سەرەكی کراون: ئایا پەرتوکخانەی فیزیکی و دیجیتاڵ به ڕێکوپێکی بەکاردەهێنرێن؟ جیاوازی له نێوان هەردوو سیستەمەکه له بەکارهێنانی پەرتوکخانەی فیزیکی و دیجیتاڵیدا چیه ؟ داتا لێکۆڵێنەوەکه به ڕێگای دوو ڕاپرسی بۆ بەشداربووان له مامۆستایان و قوتابیانی قۆناغی چوارەم و سێیەم کۆکراوەتەوه. ڕێبازی لێکۆڵێنەوەکه زیاتر چەندییتیه. به بەرنامەی SPSS لێکدراوەتەوه و شیکراوەتەوه و بەدوایدا تاوتوێکردن، دەرئەنجا لەگەڵ پێشنیارەکان لەخۆدەگرێ. گریمانه ئەوەیه که هەردوو جۆری پەرتوکخانه به شێوەیەکه باش بەکارناین بۆ خودفێربوون و خودپێشخستن. کۆتا دەرئەنجامەکان دەریانخست که پەرتوکخانەی فیزیکی و دیجیتاڵ لەلایەن پەیڕەوەکەران هەردوو سیستەمی پێشتری ساڵانه و ئێستای کۆرس بەباش بەکارناین. واتا هەردوو سیستەم هاوتایی له نێوان فێربوونی تیۆری و کرداری ناپارێزن. ئەوەش کاریگەری ڕاستەو خۆ و نەرێنی لەسەر خودفێربوون، پێشکەوتن ، هاوتاکردنی فێربوون و وەرگرتنی تیۆری و کرداری هەیه و له داهاتوودا دەرچوان کارامەیی و توانای تەواویان نابێت.

زاراوه گرنگەکان: پەرتوکخانەی ماددی و دیجیتاڵ، خودفێربوونی زمان، پێشکەوتن، هاوتاکردنی فێربوونی زانست به تیوری و کرداری.

تحقيق في استخدام مدرسي والطلاب الجامعة للمكتبة الافتراضية و المادية

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ملخص

تبحث الدراسة في استخدام المكتبة المادية (PL) والمكتبة الافتراضية (VL) كتقنيات الواجبات و البحث ، وتهدف إلى التعلم الذاتي ، والتطوير الذاتي ، والموازنة بين المعرفة النظرية والعملية. كان المشاركون مدرسين وطلاب من منهجين مختلفين، طلاب الصف الرابع الذين التحقوا بنظام المناهج السنوية والصف الثالث الذين التحقوا بنظام الفصل الدراسي، في قسم اللغة الإنجليزية (ELD) / كلية التربية الأساسي (CBE)) / جامعة صلاح الدين أربيل (SU-E) في عام 2022. هناك سؤالان رئيسيان: هل يتم استخدام PL و VL بشكل صحيح في عمليات التدريس والتعلم؟ ما الفرق بين النظامين في استخدام PL و VL؟. تم جمع بيانات هذه الدراسة من خلال استبيانين لمدرسين الصفين الثالث والرابع. المنهجية هي في الغالب كمية. تم تحليل البيانات بواسطة SPSS متبوعة بالمناقشات والاستنتاجات والتوصيات. الفرضية أن كلا النظامين لا يستخدمان PL و VL بشكل صحيح كطريقة لتعلم عملية وذاتية. النتائج النهائية أن المشاركين في كلا النظامين يعترفون بشكل شبه محايد وغير كافٍ باستخدام PL و VL لكل من عمليات التدريس والتعلم. حيث يشير إلى أن كلا النظامين السنوي والفصلي الدراسي لا يحافظان على التوازن بين المعرفة النظرية والعملية ، والاستخدام غير المناسب وغير الكفء لاستخدام البحث في PL و VL ، ويمكن القول أن الخريجين لن يكونوا ماهرين ومؤهلين بدقة في حياتهم المهنية الطويلة.

الكلمات الدالة: المكتبة المادية والمكتبة الافتراضية ، التعلم الذاتي للغة ، التطوير ، موازنة اكتساب المعرفة النظرية والعملية.