

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحث لدى أية مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ نجاح محمد شعبان وافي لنيل درجة الماجستير في كلية التربية / قسم مناهج وطرق تدريس وموضوعها:

أثر استخدام برنامج الرسوم المتحركة على تعلم مفردات اللغة الإنجليزية لدى طلاب الصف الخامس الأساسي في غزة

The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza

وبعد المناقشة العلنية التي تمت اليوم الأحد 22 ذو الحجة 1434هـ، الموافق 2013/10/27م الساعة الواحدة والنصف ظهراً بمبنى الحديدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية / قسم مناهج وطرق تدريس. واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

أ.د. فؤاد علي العاجز



﴿يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ﴾

(المجادلة: 11)

DEDICATION

I would like to dedicate my work:

To Allah, who is the source of wisdom, patience, and infinite love.

To our prophet Mohammed, peace be upon him.

To my beloved country, Palestine.

To my father, who is my good example in life.

To my mother, who has scarified everything in her life for us.

To all my brothers and sisters, who have been supporting and encouraging me.

To my sincere friends.

To my university, “ The Islamic University of Gaza”.

To the great martyrs and prisoners, the symbol of sacrifice.

To all those who have lightened my way towards success.

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The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza

Abstract

The study aimed to investigate the effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in Gaza. The target domains were productive and receptive .To answer the questions of the study, the researcher adopted the quasi experimental approach. The sample of the study consisted of (64) students distributed into two groups. One of the groups represented the control group of (32) students, and the other represented the experimental one of (32) students. The groups were randomly chosen from a purposive sample from Haifa primary school for girls.

The animated pictures program was used in teaching the experimental group while the traditional method was used with the control one in the second term of the school year (2012-2013). An achievement vocabulary test was designed and validated to be used as a pre and post test in acquiring vocabulary in the English language for the fifth graders. The data of the study were analyzed using t-test independent sample, which was used to determine significant differences between the groups. Effect size technique was used to measure the effect size of the animated pictures program on the experimental group in each domain of the test.

The results indicated that there were statistically significant differences between both groups in favor of the experimental one, in receptive vocabulary, productive vocabulary and the total score due to the

animated pictures program. Effect size technique indicated a large effect of the Animated pictures program in improving receptive vocabulary , productive vocabulary and the total score for the experimental group. This result reflects the effectiveness of using animated pictures program in developing vocabulary.

Based on those findings, the study recommended the necessity of implementing the animated pictures program in teaching English vocabulary to bring about better outcomes in students' achievements of English language. It was also suggested that further research should be conducted on the effect of the animated pictures program on different dimensions of learning English language and other school subjects.

Abstract in Arabic

فعالية استخدام برنامج الرسوم المتحركة فى تعلم مفردات اللغة الانجليزية لدى طالبات الصف الخامس فى غزة

ملخص الدراسة

هدفت هذه الدراسة الى التعرف على فاعلية برنامج الرسوم المتحركة فى تعلم مفردات اللغة الانجليزية لدى طالبات الصف الخامس فى غزة .

وللإجابة على اسئلة الدراسة ، استخدمت الباحثة المنهج التجريبي ، حيث طبقت الدراسة على عينة ممثلة مكونة من (64) طالبة فى مدرسة حيفا الابتدائية للبنات.

وقد وزعت العينة على مجموعتين احدهما تجريبية تكونت من (32) طالبة ، والأخرى ضابطة تكونت من (32) طالبة ، واستخدم برنامج الرسوم المتحركة فى تدريس المجموعة التجريبية بينما استخدمت الطريقة التقليدية فى تدريس المجموعة الضابطة وذلك فى الفصل الدراسى الثانى من العام (2012 – 2013) .

ومن أجل جمع البيانات ، قامت الباحثة ببناء أدوات الدراسة وهي اختبار تحصيلي قبلي وبعدي.

بعد تحليل النتائج ومعالجتها إحصائياً ، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية فى تعلم مفردات اللغة الانجليزية فى هذه الدراسة .

وباستخدام مربع "ايتا" من اجل معرفة مدي حجم تأثير البرنامج تبين أن حجم التأثير كبير وهذا يدل على ان برنامج الرسوم المتحركة كان فعالا .

هذا وقد أوصت الدراسة بضرورة توظيف برنامج الرسوم المتحركة فى تعليم اللغة الإنجليزية؛ لتحقيق نتائج أفضل فى تحصيل الطلبة ، واقترحت الباحثة ضرورة اجراء المزيد من الدراسات للتعرف على أثر استخدام برنامج الرسوم المتحركة على الجوانب المختلفة فى تعليم اللغة الإنجليزية وغيرها من المواد الدراسية .

Table of contents

Subject	Page No.
DEDICATION	iii
ACKNOWLEDGEMENT	iv
Abstract	vi
Abstract in Arabic	viii
Table of contents	ix
List of Tables	xiii
List of Appendices	xv
Chapter I Background of the Study	2
1.1 Introduction	2
1.2 Statement of the problem	4
1.3 Research questions	4
1.4 Research hypotheses	5
1.5 Purpose of the study	6
1.6 Significance of the study	7
1.7 Definition of Terms	8
1.8 Limitations of the study	8
1.9 Steps of the study	9
Chapter II Literature review	11
Introduction	11
Section I The First Domain: Animated pictures	11
2.1 Definitions of Animated pictures	11
2.2 Background of animated pictures	12
2.3 The main types of animated pictures	14
2.4 Advantages of using animated pictures in the field of teaching	15
2.5 The advantages of using animated pictures in teaching EFL/ESL learners	19
2.6 Constraints facing teachers in using animated pictures in the Gaza Strip	20
2.7 The impact of using animated pictures on learners' attitudes	21
The Second Domain: Vocabulary learning	22
Introduction	22

Subject	Page No.
2.8 Definition of vocabulary	23
2.9 The Importance of Vocabulary	25
2.10 Types of vocabulary	27
2.11 Types of vocabulary lists	29
2.12 Strategies for Teaching Vocabulary	31
2.12.2 Six steps to Better Vocabulary teaching	32
2.13 Testing vocabulary	35
2.13.1 Reasons for testing vocabulary	36
2.13.2 What should we generally consider in assessing vocabulary?	37
The Third domain: Productive and Receptive vocabulary knowledge	37
Introduction	37
2.14 Definitions of Receptive and Productive vocabulary knowledge	38
2.15 Types of productive knowledge	39
2.16 Receptive and Productive vocabulary distinction	40
2.17 Stages of Receptive / productive distinction	40
2.18 The Receptive-Productive gap	41
Section II Previous studies	42
Introduction	42
2.19 The related literature concerned with using animated pictures program in teaching English language	43
2.20 The related literature concerned with using animation film strategy in teaching other subjects	56
2.21 General Commentary on the Previous Studies	66
Chapter III Methodology	73
Introduction	73
3.1 Research design	73
3.2 Population of the study	73
3.3 Sample of the study	73
3.4 The variables of the study	74
3.5 Instrumentation	75
3.5.1 Achievement test	75

Subject	Page No.
3.6 The pilot study	75
3.7 The validity of the test	76
3.7.1 The referee validity	76
3.7.2 The internal consistency validity	76
3.8 Reliability of the test	77
3.9 Controlling Variables	82
3.10 Statistical Analysis Procedures	84
3.11 The Animated pictures program used in the study	84
3.11.1 The validity of the program	85
3.11.2 Description of the Animated pictures program	85
3.11.4 Standards and a brief explanation of the animated pictures program	86
3.11.6 Justification of the program	88
3.11.7 The program Objectives	88
3.12 Standards that the researcher took into account in building the animated pictures program	89
3.18 Validating the program	93
3.19 The implementation stage of the program	93
3.20 Stages of the study	94
3.20.2 Implementing stage	97
3.20.3 The evaluating stage	98
Chapter IV Results: Analysis of data The results	100
Introduction	100
4.1 The results	100
4.1.1 Hypothesis (1) findings	100
4.1.2 Hypothesis (2) findings	103
4.1.3 Hypothesis (3) findings	105
4.1.4 Hypothesis (4) findings	107
4.1.5 Hypothesis (5) findings	109
4.2 Summary	112
Chapter V Discussion, Conclusions and Recommendations	115
Introduction	115

Subject	Page No.
5.1 Discussion	115
5.2 Interpretation of the results of the first hypothesis	116
5.3 Interpretation of the results of the second hypothesis	117
5.4 Interpretation of the results of the third hypothesis	118
5.5 Interpretation of the results of the fourth hypothesis	119
5.6 Interpretation of the results of the fifth hypothesis	121
5.7 Conclusions	122
5.8 Recommendations	123
References	128
Appendices	146

List of Tables

Table no.	Subject	Page no.
Table (1)	The distribution of the sample according to groups	74
Table (2)	Correlation coefficient for each item of the test	77
Table (3)	(KR21) and Split half coefficients of the test domains	78
Table (4)	Difficulty coefficient for each item of the test	79
Table (5)	Discrimination coefficient for each item of the test	81
Table (6)	T-test results of controlling English achievement variable	82
Table (7)	T-test results of controlling general achievement variable	82
Table (8)	T-test results of controlling Previous learning in English variable	83
Table (9)	T-test results of controlling age variable	83
Table (10)	Stages of the strategy	95
Table (11)	T.test results of differences between experimental and control groups	101
Table (12)	The table re free to determine the level of size effect (η^2) and (d)	102
Table (13)	"t" value, eta square " η^2 " , and "d" for each scope and the total score	103
Table (14)	T.test results of differences between experimental and control groups	104

Table no.	Subject	Page no.
Table (15)	"t" value, eta square " η^2 ", and "d" for each scope and the total degree	104
Table (16)	t.test results of differences between experimental and control groups	105
Table (17)	"t" value, eta square " η^2 ", and "d" for each scope and the total scores	106
Table (18)	Mann-Whitney U test of differences of learning in English variable	107
Table (19)	"Z" value, eta square " η^2 ", for each domain and the total score	108
Table (20)	Mann-Whitney U of differences of learning in English variable	109
Table (21)	"Z" value, eta square " η^2 ", for each domain and the total score	110
Table (22)	Black 's results of differences between the post test for experimental group and control one for all domain and total score of the test	111
Table (23)	"t" value, eta square " η^2 ", and "d" for each domain and the total score	112

List of Appendices

Title	Page no.
Appendix (A) The test	146
Appendix (B) Referee Committee	150
Appendix (C) Letter of Permission and approval	151
Appendix (D) Animated Pictures of unit 10	152
Appendix (E) Animated Pictures of unit 11	153
Appendix (F) Animated Pictures of unit 12	154
Appendix (G) The Interview	155

Chapter I

Background of the Study

Chapter I

Background of the Study

1.1 Introduction

English language has become more dominant around the world, and it is becoming the language in the field of education in universities and institutes as a means of learning and scientific research (Akbulut, 2007, p.53). It is also the language of international business, diplomacy, and professions (Kitao,1996, p.13). Moreover, it is the language of modern daily life interaction. For example, it is used for communication between nations around the world. In addition, it is the language which is mostly used in tourism, travel, science and technology (David, 2009, p.72). This important role of English has greatly contributed to the movement of teaching English as a foreign Language (Evans, 1978, p.39). Educators and researchers in TEFL, TESOL and applied linguistics have been searching for appropriate methods and techniques as Al-Mutawa and Kailani (1990) point that teaching methods have been changed in response to learner's needs and the change of syllabus.

Vocabulary is the most important factor in academic achievement for second or foreign language learners (Laufer & Nation,1999, p.254). Vocabulary learning constitutes a basic and an important part of English language learning (Cameron, 2003, p.132). Without vocabulary building, it is difficult to study grammar, speaking, listening, writing etc. Studies noted that without an adequate knowledge of relevant vocabulary, students have difficulty performing the tasks required of them in their school (Harley, 1996).

Vocabulary knowledge is fundamental to the development of English language proficiency. While many researchers accept the importance of vocabulary learning in language proficiency and academic achievement, their ideas about how vocabulary should be learned have varied widely because it is not an easy task to memorize a large amount of vocabulary. It is relatively difficult to learn new words, to keep words in mind and to recall them when needed (Tozcui & Coady, 2004, p.98).

The fast moving technology provides people in the area of education with limitless opportunities (Al-Seghayer, 2001, p.131). With the global interest in computers, innovative teaching methods have been oriented to English language learning environments. These teaching methods present different functions for educational environments. Coriano (2001, p.163) supports that Computers have potential advantages to both the teachers and the students. Learning with computers can be one of the effective ways to help students in the vocabulary learning process. Animation is considered as one small part of the computer revolution which is a very important part of high technology (Sun and Dong , 2004).

With the help of innovative methods and materials that multimedia provides, language learning environments can be more colorful, motivating and at the same time more supportive for students in the vocabulary learning process. It seems difficult to learn new vocabulary with such a bulk of words just by looking up a word or a term in dictionaries. Therefore, introducing words using a new method is necessary. This new method uses animated pictures to present new words and new vocabulary.

Wood (2001, p.127) mentions that as a tool, animated pictures make students more focused on the vocabulary because animated pictures are interactive and addresses almost all senses as well. While they try to

understand the meaning of words associating the scenes that they watch on the screen, students are also exposed to the pronunciation of words and the written form of words simultaneously. Vocabulary will be an interesting and exciting activity for the students in the language learning process. To learn words in a context but with animated pictures is thought to make the learning process much easier for students (Yüksel & Tanrıverdi, 2009, p.98).

In this respect, this study aims at determining the effectiveness of using animated pictures in English language vocabulary learning compared with the traditional method.

1.2 Statement of the problem:

The researcher believes that the problem of the present study springs from students' low achievement in vocabulary domain as a part of English language. Also, EFL students in the fifth grade in Governmental schools lack the strategies to cope with vocabulary. They perform poorly and receive low scores at vocabulary tests as a result.

1.3 Research questions:

The present study proposes the following major question:

- What is the effectiveness of using an animated pictures program in learning English vocabulary among the fifth graders in Gaza? "

The following minor questions emanate from the above major one:

1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of students who learn vocabulary

through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group) ?

2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of students who learn vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group) on the receptive vocabulary domain?

3 - Are there statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of students who learn vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group) on the productive vocabulary domain?

4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of high achievers in the experimental group and those of their peers in the control group?

5- Are there statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of low achievers in the experimental group and those of their peers in the control group?

1.4 Research hypotheses:

1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of students who learn vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group).

2- There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of students who learn

vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group) on the receptive vocabulary domain.

3 - There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of students who learn vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group) on the productive vocabulary domain.

4- There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of high achievers in the experimental group and those of their peers in the control group.

5- There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of low achievers in the experimental group and those of their peers in the control group.

1.5 Purpose of the study:

The study aimed at achieving the following objectives:

1. Identifying the effectiveness of using animated pictures on the fifth graders' achievement in English language in Gaza governorates.
2. Familiarizing English language teachers with the basic principles of designing, selecting and using animated pictures in teaching English language.
3. Measuring the change in fifth graders' achievement in English language as a result of implementing the animated pictures program in English language classes.

4- Examining the effect size of animated pictures in learning vocabulary as suggested in this study.

1.6 Significance of the study:

This study may be significant because it may :-

1 - Improve the performance of the fifth graders' in their learning of vocabulary.

2 - Improve teaching methods of English vocabulary as it is the language of modern technology, science, art, politics, medicine, and other subjects.

3. Contribute to helping teachers of English to adopt the animated pictures in teaching vocabulary and other language skills in order to help in solving some problems in teaching and learning English in Palestine.

4. Be important to curriculum designers to consider employing animated pictures.

5. Motivate learners and help to facilitate their acquisition of language vocabulary.

6. Be helpful for researchers to conduct new studies on using animated pictures in English language classes.

1.7 Definition of Terms:

1- **Program:** A group of concepts, activities and various experiences which is presented by an institution for learners in order to interact with that leads to modifying their behaviors (Good, 1998, p.323).

2- **Animated pictures:** Moving diagrams or cartoons that are made up of a sequence of images displayed one after the other and these animations are produced with effects and sounds (Rieber, 1990, cited in Iheanacho,1997).

3- **Effectiveness :** It is the degree of improvement in the students' achievement level in English vocabulary as a result of using animated pictures in English language classes (Groot, 2000, p.69).

4- **English vocabulary:** a group of words included in units (10-11-12) in the textbook " English for Palestine 5th", which will be taught through using animated pictures.

5- **Fifth grade students:** Students who finished the fourth grade from Primary school and their ages are between (10-11) years.

1.8 Limitations of the study:

This study was conducted under the following limitations:

- **Academic limitation:**

The study was limited to teaching English language vocabulary textbook "English for Palestine 5th " every vocabulary lesson in Units (10 – 11 – 12) through using animated pictures.

- **Time and place limitations:**

- The study was limited to the fifth graders, in Haifa primary school in Khan Yonis.
- It was implemented in the second semester (2012– 2013).

1.9 Steps of the study:

In order to achieve the aim of the study, the researcher:

1. Collected and reviewed the previous studies to avail from their procedures, tools, results and recommendations.
2. Prepared the theoretical framework through searching in many resources.
3. Designed the achievement test for the purpose of the study.
4. Consulted with experts in English language and methodology to assure the validity and reliability of the tool.
5. Computed the collected data and statistically analyzed the results.
6. Presented recommendations in the light of the study findings.

Chapter II

Literature review

Chapter II

Literature review

Introduction:

According to the purpose of this study, which aimed at investigating the effectiveness of using an animated pictures program in learning English vocabulary for the fifth graders in Gaza, the researcher divided this chapter into two sections. The first section is the theoretical framework which includes three domains: the first domain is the animated pictures, the second domain is vocabulary learning and the third domain is productive and receptive vocabulary knowledge.

The second section discusses some previous studies that other researchers conducted in concern with animated pictures and Vocabulary learning. Brief details are given, and suggestions as well as recommendation of their studies are drawn through the discussion. Then the researcher presents her comments on those previous studies.

Section I

The First Domain: Animated pictures

2.1 Definitions of Animated pictures :

Many researchers have given definitions of Animated pictures, and they are all extremely similar. However, differences arise because of different priorities.

Baek and Layne (1988, p. 132) define animated pictures as “The process of generating a series of frames containing an object or objects so that each frame appears as an alteration of the previous frame in order to

show motion". **Vasari and Haugh (1922, p. 83)** also define animated pictures as "An art or technique of producing images on a surface usually paper by means of marks in graphite ink, chalk, choral or cartoon. It is often a preliminary stage to work in other media". Moreover, **Gonzales (1996, p. 27)** proposed a broader definition of animated pictures as "a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task".

According to **Ganges (1968, p.57)**, "animated pictures are a moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lay the necessary foundation for learning". Moreover, **Betrancourt and Tversky (2000, p.113)** states that animated pictures are any application which generates a series of frames, so that each frame appears as an alteration of the previous one". Additionally, **Henry and Laura (2010, p. 20)** refer to animated pictures as "a rapid display of a sequence of static images that create the illusion of movement". **Brainy Quotes (2009)** also argues that animated pictures are the act of animating, or giving life or spirit, the state of being animate or alive. **The researcher** defines animated pictures as "the rapid display of a sequence movement of colored images and texts with sounds".

2.2 Background of animated pictures :

To 'animate' means literally 'to give life to'. 'Animating' is moving something which can not move by itself (Collins English Dictionary, 2003). It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in a number of ways. The most common method of presenting animation is as a motion

picture or video program (Anderson,1993). Animation increases the amount of information which can be transmitted. The images can convey a lot of information because the human visual system is a sophisticated information processor (Solomon,1989). Early animation started with simple drawings photographed one at a time. Animation history draws back to 1880s, a continuous development of technological inventions allowed animators to achieve higher quality efforts with greater ease. The Warner Brothers animators of the 1930s through 1950s produced some of the most successful cartoons of this century and historians noted that effective collaboration between its directors, animators, writers, technicians, artists, and musicians was one of the prime reasons for its success.

Traditional animation was the process used for most animated films of the 20th century. Traditional animated films are photographs of drawings, which are first drawn on paper. To create the illusion of movement, each drawing differs slightly from the one before it. The animators' drawings are photocopied onto transparent acetate sheets called cells, which are filled in with colors on the side opposite the line drawings.

The completed character cells are photographed one-by-one onto motion picture film against a painted background by a camera. Today animators and the backgrounds are either scanned into or drawn directly into a computer system and drawings (Anderson, 1993).

Moreover, **David and Dan (2002, p. 68)** state that this issue points to the fact that a successful and contemporary animation curriculum should not only be interdisciplinary, but also should encourage students to develop effective skills and activities.

2.3 The main types of animated pictures:

There are many types of animation which can be used in our classes, but the researcher will mention the three major types of animation. These types can be used in technology education and graphic communication classes:

1- Traditional animation:

Thomas and Lisa (2003) state that this type of animation is called cell animation because it is the individual frames of a traditionally animated film and photographs of drawings, which are first drawn on paper. It is the main process which can be used for the most animated film of the 20th century.

2- Full animation:

Full animation refers to the process of producing high quality traditionally animated films, which have a regular use, detailed drawing and visible movement.

3- Computer animation:

Computer animation means the digital pictures which can be digitally created. It focuses on manipulation of images in which characters and objects move and interact. Moreover, **Bancroft and Keane (2006, p.87)** define computer animation as a program which uses animation software to create and copy individual frames. Animation software programs, such as Mice or Animor, are known for their usability. "**The researcher** will use the computer animation, the most usable and the easiest kind which can be used in our schools.

2.4 Advantages of using animated pictures in the field of teaching :

Using animated pictures opens up practical possibilities more than static pictures. Here are just a few advantages of working with Animation:

- *Makes learning faster:*

Hegarty and Sims (1994, p.12) state that animation may help students learn faster and easier. Furthermore, they add that this is an excellent aid for teachers to teach students difficult subjects such as science and mathematics.

- *Visual attributes:*

Kobayashi (1986), Rieber (1996), Goetz and Fritz (1993) mention that information coded both visually and verbally is more likely to be remembered than when each is coded alone. So, animation doubles the chance of information being stored and as a result retrieved easily. **Rieber and Kini (1991, p.33)** also suggest a number of advantages of animation over static graphics. For example, with animated graphics, learners do not need to generate a mental image of the event or action being targeted and therefore, avoid the risk of creating a false understanding. In addition, **Wang (1994, p.18)** states that animation provides and increases capacity to present information regarding a continuity of motion.

Yunis (1999, pp. 170-175) also adds that the movement element in animation film is considered as the most important one that can confirm the information in the students' mind. Furthermore, Animation provides viewers with two different visual attributes: images and motion (**Rieber**

1996, pp. 34-36). For scientific learning, images and motions are both essential for understanding and memorization.

- *Saving time and effort:*

Stephenson (1994, p.179) argues that such system (animation system) can reduce time by an average of 33% and aid the "quality" of learning, as compared with more traditional techniques. **Stoney and Oliver (1998)** also cite that computers can save efforts from painting, shading, calculations for appropriate and consistent lightening effects instead of the animator. This can be explained in these following main points:

- a. Creating images that cannot be filmed by cameras, like the structure of an atom.
- b. Creating images that are impossible to obtain in real life like landing on any desired path of the earth from other spaces .
- c. Reproduction of some works of art that were destroyed by natural causes or by men.
- c. Producing work which requires high costs that can cause danger.
- e. Producing moving images generated from graphical materials like photographs, letters and maps.
- f. Transforming the abstract thoughts into concrete images.
- g. Producing images which look realistic.
- h. Transforming complex events into basic graphical expressions.
- i. Producing images which look realistic.

- *Using sounds and music effects :*

The usage of sound or music and how and where they are going to be used in the plan and during presenting animation is very important. These sounds can be used to support the images and the events in the animation.

- *More creative fun/ satisfying tool:*

William and Fisher (2002, p.324) notice that many case studies suggest that students find using animation in education more satisfying and engaging than traditional learning modalities. Moreover, **Hallagren and Gorbis (1999,p. 66)** confirm that "Historically, visualization technology played an important role in many fields and made district interesting environment. Scientific and engineering community has used it to convey information to a viewer. The perceived utility of visualization technique took a quantum leap forward when the entertainment industry realized that computers could be used to create special effects in animations. They realized that there is potential role for not only presenting information but also for holding a viewers' attention while it is being presented". Moreover, **Armstrong (1966, p.69)** adds that multimedia has the ability of capturing the attention of a generation who has grown up with technology. It plays an increasing role in their lives and education.

Waters (2007, p.34) also cites that using animation films helps students to develop listening, speaking and reading skills. This strategy provides an environment with native speakers, real texts and thousands of real- life images. The teacher through using animation films introduces the new vocabulary through defining them with objects, pictures and events. Thus, students acquire the new vocabulary and the language by linking

them to objects and events from the real world around them. Furthermore, **Coyner and Mccann (2004, p.223)** state that learning outside the traditional room using technologies like animations and movies through computers encourage students to learn.

- ***More useful and household record:***

King (2010,p.16) indicates that teachers, doctors and businessmen/women benefit from this strategy (animation) to explain complex subjects. Also, students (target group) can take the animation films to their houses. They can think deeply about them and repeat them many times.

- ***Instant, easy, photo sharing:***

King (2010, p.15) states that: "You don't have to address an envelope, find a stamp or truck off the post office or delivery drop box. You can send the animation film by attaching it through email. It is not just sending a film through an email, it is also convenient".

- ***Most coded animations become dynamic:***

Coyner and Mccann (2004) indicate that if anybody watches a movie on a DVD or CD player, he/she will see the same animation repeatedly. With a coded animation, students could use that to make it dynamic by determining a random point to place it with random direction and speed to move it. Hence, the animation will appear differently on the screen or T.V. or any other medium that will be used.

2.5 The advantages of using animated pictures in teaching EFL/ESL learners:

Animated pictures can enrich students' mastery of diverse subject matter. Through various lessons and units, educators and students can use a simple animation program to create visual, animated representations of numerous concepts. Animation films help students solidify their understanding of abstract ideas. **Rule (2008,pp.1-2)** confirms that using animation through computers has become easier with a variety of media tools, and it is an effective way for students to share cultural information.

- ***Facilitating understanding of subjects:***

Lin, Chen and Dwyer (2006, p.203) state that the use of animation in presenting a subject matter that requires visuals to complement the text in facilitating understanding of subject matter knowledge under a specific and limited condition has a superior effect.

- ***Enhancing listening comprehension:***

Wilberschied and Berman (2004, p.534) in their case study state that students who received authentic pictures taken from authentic videos and students who watched cartoons increased listening comprehension.

- ***Enhancing EFL / SFL writing:***

Baralt, Pennestri and Selevandin (2004, p.12) argue that using animation wordle/ word clouds (it is most of the popular form of data

visualization) is also commonly called text or tag cloud. It is a visual representation of word frequency that affects the students' writing through:

- a- Engaging discussion in the classroom using key words produced in a word cloud.
- b- Using animation wordle as a reflection tool for writing projects.
- c- Using word clouds to generate ideas for new writing topics and themes.
- d- Using animation word clouds as a reflection tool for writing process.

- ***Enhancing and facilitating immediate and delayed achievement in the EFL classroom:***

Lin, Chen and Dawyer (2006, p.203) state in their action research that computers generated animations are more effective than static visual in assisting students' retention of the more difficult and complex knowledge than they received from instruction.

2.6 Constraints facing teachers in using animated pictures in the Gaza Strip:

In the Gaza Strip, teachers face many difficulties in presenting any multimedia program or animation films. The researcher summarizes them in these following points:

1- Over crowded classes:

In Gaza Governmental schools, teachers face a main problem with the overcrowded classes. The teacher finds 60 students in one class, so, she/he loses control in the class. This problem of course leads to

misunderstanding the lesson itself and reduces the students' chances to ask any question related to the lesson.

2- Lack of equipment:

Most of Governmental schools lack technological equipment like computers, LCD, headphones and other things. Moreover, teachers cannot find a suitable place or room to present the material itself.

3- Lack of teacher training:

There are many teachers who cannot use technological equipment like LCD or projector, so they continue to present their material through the traditional way. This problem can be solved through training programs.

2.7 The impact of using animated pictures on learners' attitudes:

Animation may be entertaining and may change negative impressions into positive ones. **Clark (1983, pp.22-23)** argues that students may have a positive attitude toward the medium because of the novelty in the classroom. **Shahid (2005, p.53)** states that animations are more interesting. Moreover, **Bates (2006, p.39)** cites that students' performance and attitudes toward the subject matter through using animation are enhanced and increased. Most researchers agree that students can develop through animation. However, **Balajthy (1988), Kulik and Kulik (1986) and Kulik, et al. (1980)** report that there are a negative students' reactions toward computer-based instruction, which the researchers attributed to "poor lab conditions" (overcrowded lab with outdated, unreliable hardware and software) and an "unfortunate change in instructors midway through the course.

More typical is **Mikulecky**, who in his findings mentions that students' attitudes toward computer assisted instruction were strongly positive. Mothers and students reported in questionnaires that they enjoyed using the computer lessons and learned from them. In this case, the researchers maintain that students recognized that the computer taught them useful reading strategies.

The Second Domain: Vocabulary learning

Introduction

Vocabulary learning is an important element in second language learning. **Long and Richard (2007, p.39)** state that "By having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language". **Nassaji (2004, p.112)** mentions that ESL (English as a Second Language) learners who have wider vocabulary knowledge can make more effective use of certain types of lexical inferencing strategies than their weaker counterparts. **August, Carlo, Dressler and Snow (2005, p.143)** also point out that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade level than their peers were.

It is undeniable that vocabulary plays a very important role in language learning. It requires students to spend much time choosing or searching for the effective techniques of learning. From my experience as a teacher I notice that although most teachers and students acknowledge the importance of vocabulary learning, some teachers do not often mention or discuss the importance of vocabulary learning in class. After learning

English for many years, students can only read and understand short and simple texts and they find it difficult and feel unconfident to reproduce their vocabulary to communicate with foreigners.

There are various ways to teach and learn English vocabulary, in which using visual aids, especially movies or animated pictures, is considered one of the most useful and effective ways to teach and to learn English vocabulary.

2.8 Definition of vocabulary:

Vocabulary seems to be a simple and familiar concept to understand clearly; however, it is really hard to give its exact definition. Broadly defined, vocabulary is knowledge of words and word meaning. This definition offers the meaning of vocabulary on the whole. however, vocabulary is more complex than this definition suggests.

In the popular and more precise way, Oxford Advanced Learner's Dictionary Online defines vocabulary as follows:

- "All the words that a person knows or uses."
- "All the words in a particular language."
- "The words that people use when they are talking about a particular subject."
- "A list of words with their meanings, especially in a book or learning a foreign language. "

According to Wikipedia, the free encyclopedia defines vocabulary as:

- "All the words known and used by a particular person."

- "The set of words within a language that are familiar to a person."
- "A list of words and often phrases, usually arranged alphabetically and defined or translated, a lexicon or glossary".

The definition of vocabulary should be the one that comprises all these features. **Steven Stahl (2005, p.94)** mentions that "yet up till now, there has been no definition that describes fully the characteristics of vocabulary". Each linguist and scholar, in his special field, has tried to find out their suitable way to answer the question: "What is vocabulary?". According to **Pyle and Alges (1970, p .96)**, "vocabulary is the focus language with its sound and meaning interlock to allow us to communicate with one another and it is words that we arrange together to make sentences, conversation, discourses of all kinds. ". Also in terms of methodology, **Penny (1996, p. 60)** offers a clearer and more specific definition of vocabulary by saying that: "Vocabulary can be defined, roughly, as the words we teach in the foreign language.",

However, a new item of vocabulary may be more than a single word, for example, post office and mother-in law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as "call it a day", where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking 'items' rather than 'words". By this way, vocabulary is bigger than just the meaning of words. It covers a huge aspect of language and is the medium to express ideas.

Harper Collins (2003, p.33) also defines vocabulary as:

"a list or collection of signs or symbols constituting a means or system of non-verbal communication." According to **Laufer (2004, p.261)**,

vocabulary is "The set of forms, techniques, or other means of expression available to or characteristic of an artist, art form, etc.". **The researcher** concludes that vocabulary is a total number of words existing in language, including single words to express idea as well as multi- word idioms which can be understood in the context.

2.9 The Importance of Vocabulary:

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. According to **Wilkins (1972)** " without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed". Besides, **Harmer (1992)** shares the same idea that : "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used". Concerning the significance of vocabulary, **Mc Carthy (1995, p.312)** states, "Without words to express a wide range of meanings, communication in the second language cannot happen in any meaningful way". By these statements, the researcher concludes that vocabulary is the decisive component of all uses of language.

Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others.

Vocabulary has much effect on other English skills: writing, speaking, listening and reading. John Langan supports that by saying: "A

good command of many words will make you a better writer, speaker, listener and reader". Studies like those of Stahl and Fairbanks (1986); Beck, McKeown and Kucan (2002); Graves and Watts-Taffe (2002); McKeown and Beck (2004); Carter (2007); Frey and Fisher (2008) showed that students with a strong vocabulary and students who work to improve limited vocabulary are more successful in school and good vocabulary, more than any other factors, was common to people enjoying successful careers. To make it short, vocabulary is considered a vital part of effective communication; therefore, teaching vocabulary is necessary.

I. S. P. Nation also asserts that "Giving attention to vocabulary is unavoidable. Even the most formal or communication- directed approaches to language teaching must deal with needed vocabulary in one way or another".

Such above- mentioned studies support the importance of teaching vocabulary, however, some scholars have opposite opinions. For example **Harris and Harris and Snow (2004, p. 58)** suggest that " attempting to teach vocabulary is ineffective and the time spent on vocabulary teaching and learning is often time wasted."

This idea is so badly misleading for both teacher and learners. In fact, vocabulary teaching must be directly regarded as an essential part of progress in a foreign language. In conclusion, The researcher assures that vocabulary is the backbone of any language. It not only enables students to decode messages while listening or reading but also helps them improve their speaking and writing.

2.10 Types of vocabulary:

There are various ways to classify the types of vocabulary.

- **In terms of semantics:**

Milton (2009, p.227) classifies vocabulary into Notional words and Functional words. Notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on, whereas, functional words are articles, prepositions, conjunctions, interjections, and so forth.

- **In terms of methodology:**

Doff (1988, p.147) classifies vocabulary into active vocabulary and passive vocabulary. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening, but they are not used in speaking or writing.

- **In terms of communicative language teaching:**

Nguyen Bang and Nguyen Ba Ngoc (2002, p. 36) classify vocabulary into receptive and productive vocabulary. The receptive vocabulary refers to learner's understanding of vocabulary when he hears or reads it. In other words, it is words that learners recognize while hearing, listening or reading. Receptive vocabulary denotes the understanding of words or phrases in verbal or written scenarios.

Belisle (2007, p.64) also states that productive vocabulary is what learners can use effectively in communication to express their ideas.

2.10.1 Martin Sims' (1989, pp. 91-96) Classification:

- **Reading vocabulary:**

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

- **Listening vocabulary:**

A person's listening vocabulary is all the words he or she can recognize when listening to speech.

- **Speaking vocabulary:**

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

- **Writing vocabulary:**

Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

- **Focal vocabulary:**

Focal vocabulary is a specialized set of terms and distinctions that are particularly important to a certain group: those with a particular focus of experience or activity.

2.10.2 Another classification of vocabulary :

Dutro and Moran (2003, p. 22) classify vocabulary into brick and mortar vocabulary . “Brick” words are the vocabulary specific to the content and concepts taught in a specific discipline. “Brick” words tend to be found in glossaries and in bold face print in the content area text books.

“Mortar” words and phrases are the general utility vocabulary required for constructing sentences and paragraphs to engage in discussions using academic English. Mortar words and phrases help to connect language together and are essential to its comprehension.

Example: Social Studies

- **Bricks:** federalism, sovereignty, monarchy, and sectionalism.
- **Mortar:** therefore, consequently, implications, and corroborate.

2.11 Types of vocabulary lists:

Laufer (1998) mentions five different types of vocabulary lists:

- ***Translation:***

Translation lists contain flashcards with words, phrases, or sentences in one language on one side and in a different language on the other side. You can use these vocabulary lists with most of the different drills, including translation, listening comprehension, verb conjugation, etc.

- ***Question and Answer:***

Question and answer lists contain flash cards that have a question on one side, and an answer on the other. You can use these lists to practice grammar, word choice, verb conjugations, analogies, etc. These lists can be used with the "Question and Answer" drill..

- ***Synonyms:***

Synonym lists contain flash cards that have one or more words or phrases on one side, and synonyms for those words in the same language on the other side. You can use these to practice vocabulary entirely in the target language. Synonym lists can be used in the "Synonym" drills.

- ***Antonyms:***

Antonym lists contain flash cards that have one or more words or phrases on one side, and antonyms (words with opposite meanings) for

those words (in the same language) on the other side. You can use these to practice vocabulary entirely in the target language, and to create linkages between opposite words for the same contexts. Antonym lists can be used in the "Antonym" drills.

- ***Definitions:***

Definition lists contain flash cards that have one or more words on one side of the flashcard, and definitions for those words (in the same language) on the other side. You can use these to practice vocabulary entirely in the target language. Definition lists can be used in the new "Definition" drills.

2.12 Strategies for Teaching Vocabulary:

Arda Arkana (2010) states that Learning new vocabulary can be both fun and simple if you employ the right vocabulary strategies since everyone learns differently. **Renatha (2009, p.45)** also adds "The success of the students in learning English vocabulary depends on the strategy used by teachers in teaching English vocabulary because the method of English language teaching is one of the very important parts which will give influence to the children for increasing their ability." There are many traditional pedagogical methods for vocabulary acquisition. They include word-lists, dictionary use, workbooks, teacher-made materials, group discussion, and visuals such as pictures and real objects. Yet developing effective pedagogical methods for vocabulary acquisition continues to demand attention and exploration (Iheanacho, 1997, p.72).

Furthermore, **Brummitt-Yale (2009, p.127)** states some effective explicit and implicit strategies that can be employed with students of any age as follows:

- **Explicit Vocabulary Instruction which includes:**

- Pre-teaching Vocabulary Words
- Repeated Exposure to Words
- Keyword Method
- Word Maps

- **Implicit Vocabulary Instruction which includes**

Incidental Learning

Context Skills.

2.12.2 Six steps to Better Vocabulary teaching:

Marzano (2004) mentions six-steps to Better Vocabulary teaching

- Provide a description, explanation, or example of the new term.
- Ask students to restate the description, explanation, or example in their own words.
- Ask students to construct a picture, pictograph, or symbolic representation of the term.
- Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks
- Periodically ask students to discuss the terms with one another.
- Involve students periodically in games that enable them to play with terms.

2.12.3 Techniques to help one acquire new vocabulary:

The National Reading Panel (2000) mentions many techniques to help one acquire new vocabulary as followings:

- *Memorization:*

Hadzibeganovic and Cannas (2009, p.12) state that "Although memorization can be seen as boring, associating one word in the native language with the corresponding word in the second language until memorization is considered one of the best methods of vocabulary acquisition."Moreover, Sagarra and Alba (2006) add ' Although many argue that memorization does not typically require the complex cognitive processing that increases retention, it does typically require a large amount of repetition."

- *The Keyword Method:*

The keyword method requires deeper cognitive processing, thus increasing the likelihood of retention (Sagarra & Alba, 2006). This method uses both verbal and image memory systems(Paivio's,1986). It is best for words that represent concrete and imageable things. Abstract concepts or words that do not bring a distinct image to mind are difficult to associate. In addition, studies have shown that associative vocabulary learning is more successful with younger students (Sagarra & Alba, 2006).

- **Word lists:**

Several word lists have been developed to provide people with a limited vocabulary either for the purpose of rapid language proficiency or for effective communication. These include Basic English (850 words), Special English (1500 words) and Oxford (3000 words).

- **Multiple exposures in multiple contexts:**

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words. Moreover, **Kamil and Hiebert (2005)** argue that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts.

Beck et al. (2002) indicate three strategies for learning vocabulary as follows:

- ***Dictionary use:***

Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context.

- ***Morphemic analysis:***

Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes.

- ***Contextual analysis :***

Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues. Furthermore, **Diane August and her colleagues (2005)** suggest several strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students' first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement.

According to **Stahl (2005, p.13)**, students probably have to see a word more than once to place it firmly in their long-term memories. **Graves (2000, p.89)** also confirms that Computer technology can be used effectively to help teach vocabulary. **The researcher** concludes that dependence on a single vocabulary instructional method will not result in optimal learning ,so we must choose the best one which suits our students.

2.13 Testing vocabulary:

Leading experts in vocabulary studies and vocabulary testing, e.g. Robert Schmitt (2000), Paul Nation (2001) and John Read (2002), hold that vocabulary knowledge is a very important component of both first and second language proficiency, and that it is natural to assess the speaker's and learner's vocabulary knowledge in some ways. According to Read (2002,p.304), 'vocabulary, along with grammar and reading comprehension, was the aspect of language that was most commonly included in the new objective tests.'

2.13.1 Reasons for testing vocabulary:

According to **Read (2002, p. 311)** " Perhaps the most common reason for testing vocabulary is to find out if students have learned the words that were taught, or that they were expected to learn. ' **Schmitt (2000, p. 164)** also adds " Vocabulary tests are considered as a means to motivate students to study, to show students their progress in learning new words, and to make selected words more salient by including them on a test". And "to obtain an estimate of the size of learners' vocabularies."

The words and the range of words to be selected for testing purpose vary from test to test. **Schmitt(2000, pp. 164-166)** states that "if the teacher wants to test students' class achievement, then the words tested should obviously be drawn from the ones covered in the course". He also adds "Vocabulary tests used for placement or diagnostic purposes may need to sample from a more general range of words'. And " Vocabulary tests that are part of proficiency tests need to include the broadest range of words of all. Some of the words on these tests must be uncommon enough to allow the highest-level test takers to demonstrate their superior knowledge."

Moreover, **Nation (2001, p.213)** confirms that " testing the selected vocabulary, to a large extent, depends on what aspects of these selected words we want to test". For example, if we want to test whether the students know how the selected words are written and spelled, we can have a 'dictation'; if we want to test whether they know what other words they can use instead of the selected words, we can ask them to identify the words with the closest meanings in a multiple-choice vocabulary test; if we want to test whether they know the grammatical functions, the collocations and the constraints on the use of the selected words, we can make a cloze

test, or a guided writing test to elicit the relevant lexical knowledge from the students.

2.13.2 What should we generally consider in assessing vocabulary?

Nation(2001, p. 344) considers a number of criteria to be considered when designing a vocabulary test they are as follows:

- The Reliability.
- The Validity.
- The Practicality
- The Backwash.

The Third domain:

Productive and Receptive vocabulary knowledge

Introduction

Melka(1997,p.64) states that "The first major distinction that must be made when evaluating vocabulary knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive).

2.14 Definitions of Receptive and Productive vocabulary knowledge

Melka (1997, p.54) confirms that "Definitions of receptive and productive vocabulary knowledge vary greatly across studies, as do testing methods of both modalities.". Furthermore, there are many definitions of receptive and productive vocabulary knowledge, they can be defined as follows:

Some studies like **Horst and Meara (1999) and Read (2000)** define productive vocabulary knowledge as "The ability to retrieve or recall a word". Moreover, Other studies like **Laufer and Nation (1995); Cobb(2003)** consider productive vocabulary knowledge as "The ability to write the target word in context ". This ability, in turn, may be as elicited (controlled) or spontaneous (free). **Webb (2008, p.84)** also defines Productive vocabulary as "Words which can be produced within an appropriate context and match the intended meaning of the speaker.". On the other hand, **Ringbom (1998, p.93)** defines receptive vocabulary as "Words that are generally understood when heard or read or seen."

Melka (1997, p. 85) also defines receptive vocabulary as" Knowing how to pronounce, sign, or write a word.". Furthermore, **Singleton (1999, p. 51)** points out, "mastery of individual forms and meanings in isolation is absolutely no guarantee of a capacity to recognize or appropriately deploy the words in question in context." **Melka-Teichroew (1982, p.89)** also acknowledges that "the learning of a word usually progresses from receptive to productive knowledge". He also adds that "production is more sophisticated than Reception".

Moreover, **Laufer (1998, p.49)** confirms that "In most cases, a person's receptive vocabulary is larger than productive one. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is possible for the productive vocabulary to be larger than the receptive vocabulary, for

example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation."

2.15 Types of productive knowledge:

Carter (1987, pp.112-115) mentions two types of productive knowledge (controlled and free). The first type entails producing words when prompted by a task. An example is having to complete the word 'fragrant' in the garden was full of **fra** flowers. Free productive knowledge, on the other hand, has to do with the use of words at one's free will, without any specific prompts for particular words, as is the case of free composition. **Schmitt (2010, p. 78)** defines controlled and Free production as follows:

- "Controlled production is the elicited production of a word in a given context from which it is omitted."
- 'Free production, the highest knowledge level, is spontaneous and unprompted use in writing..'

2.16 Receptive and Productive vocabulary distinction:

In addition to the lack of consistency in defining receptive and productive vocabulary knowledge, there is also a disagreement on the nature of their distinction.

While some studies like, Fan (2000); Fitzpatrick et al. (2008); Laufer (1998) consider the receptive/productive distinction as dichotomous, others extend it to several subcategories. One such paradigm differentiates recognition, recall, comprehension and use (Read, 2000, p.96). Another

scheme specifies a four-level continuum that ranges from the ability to recognize the meaning of a given word from several distractors, to the ability to recall its meaning on the basis of form (Laufer et al. 2004, p.52).

2.17 Stages of Receptive / productive distinction:

Clark (1993, p. 210) states that "Within the receptive / productive distinction lies a range of abilities which are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt.'

Vermeer (2001, p.143) describes some stages of receptive / productive distinction as:

- Never encountered the word .
- Heard the word, but cannot define it.
- Recognize the word due to context or tone of voice.
- Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.
- Fluent with the word – its use and definition.

2.18 The Receptive-Productive gap:

The widely documented finding for some studies like, (Laufer (1998); Laufer and Paribakht (1998); Schmitt and Meara (1997); Webb (2008) is that L2 receptive vocabulary knowledge does not immediately or readily transfer to production is referred to as the receptive- productive gap. **Clark (1993, p. 245)** also states that " Regardless of how receptive and productive knowledge is defined, investigated, or explained, there is strong

evidence for the saliency of the gap between them, starting from the earliest stages of language development". Young children can understand forms well before they can produce them.

Infants under a year old, for example, understand some words for up to three or four months before they try to produce them; older children understand comparative word forms, for instance, long before they themselves can produce any, as well as novel-derived nouns before they themselves coin any. **Fan (2000) and Webb (2008)** also cite that "Not much is known about the development of the gap over time, and even its size and nature are subject to debate". He also adds that "No study so far has addressed the gap as a temporal and developmental phenomenon that may embody changing interactions between vocabulary knowledge levels."

Vermeer (2001, p.222) also confirms that " In L2, some studies claim that the receptive productive gap is predominant at beginner level and then gradually disappears as vocabulary knowledge develops. This observation is explained by the hypothesis that "deeper knowledge of words is the consequence of knowing more words, or that, conversely, the more words someone knows, the finer the networks and the deeper the word knowledge".

Section II

Previous studies

Introduction:

One of the most apparent phenomena of our era is the vast spread of English language, being the language of science, literature, policy, economy, trade and press. This global spread is unprecedented in several ways by the increasing number of users of the language, by its depth of

penetration into societies, by its range of functions . By 2015 , the number of people who speak English as a second or foreign language will exceed the native speakers. This issue imposes special challenges and burdens upon us as educators to bear. We have to prepare ourselves and our generations to live in this world by acquiring English language. The more widely English language is used, the greater is the need to teach it .

Abo- Jaber, et.al (2003, p.44) indicates that English language learning techniques should be adjusted to help students acquire language in a way that appeals to the modern requirements.

As a result of this fact, many studies and researches were conducted to examine the efficiency of different techniques in teaching English language. This chapter deals with some previous studies that were conducted to identify the effect of using animated pictures strategy on the students' achievement. These studies are presented under two titles:

- The related literature concerned with using animated pictures program in teaching English language.
- The related literature concerned with using animated pictures program in teaching other subjects .

2.19 The related literature concerned with using animated pictures program in teaching English language:

Karakas (2011) :

This study aimed to find out whether watching subtitled cartoons influences incidental vocabulary learning. The study was conducted with 42 first grade English Language Teaching (ELT) department students at the University of Mehmet Akif Ersoy, Burdur . To collect data from the

subjects, a 5-point vocabulary knowledge scale was used and 18 target words were integrated into the scale. The pre-test and post-test group design was selected for the administration. After subjects had been randomly assigned into two groups (one subtitle group and the other no-subtitle group), they were given the same pre- and post-tests. The findings of the study did not support the assumption that the subtitle group would outperform the no-subtitle group since there were no significant differences between the two groups according to t-test results. However, there was significant improvement in both groups from pre-test to post-test scores.

This progress was attributed to the presentation of target words in cartoons. In this way, the target words were contextualized and it became easy for participants to elicit the meanings of the words.

Kayouglu, Akbas and Oztruk (2011):

This study attempted to examine whether there were differences between learning vocabulary via animation and via traditional paper based methods. This study was conducted at Karadenize University in the academic year 2009 – 2010. Samples were selected randomly from pre intermediate classes and divided into a control group (22) and an experimental group (17). The Findings showed that although there were no significant differences between the posttest of each group, there was an increase in the post-test scores of the animation group as compared to the pre test scores. This increase implies that using animation can develop students' learning vocabulary through the teachers' observation and students' indication.

The results revealed that students had relatively positive attitudes toward using animation in vocabulary learning. Researchers in this study recommended that teachers use multimedia and animations as an integrative and additional way not as an alternative way.

Abu Algilasi (2010):

This study aimed at investigating the effects of using animation on students' performance in English four skills among students of the fifth grade in Southern Hebron.

The participants were 125 students, 61 females from Al-Zahra' Girls' School and 64 males from Taha Elreji Boys' school. For the purpose of the study, two units (19 and 20) from English for Palestine 5th Grade were designed on animation. Results of the study indicated that there were significant differences in the performance of the two groups in English four skills due to the use of animation in favor of the experimental group. There were significant differences in the performance of the two groups in the English language four skills due to gender. there were no significant differences in the performance of good and poor students in the two groups. However, there were significant differences in the performance of average students. The findings of the study showed that there was a high correlation in the performance of the two groups among the four skills.

Hanoi (2010) :

This research intended to examine the use of movies and videos to teach vocabulary to the 10th form students. More specifically, the researcher strived to investigate the current situation of teaching and

learning vocabulary at Hanoi high schools, the specific use of movies and videos and propose some recommendations for wider exploitation of this method. Based on the theoretical framework, a survey was conducted with the participants of 100 grade 10 students and 10 teachers at Hanoi high schools. A questionnaire and an oral interview were employed as useful instruments for data collection. The result of this study indicated that the quality of teaching and learning vocabulary was not really good. Besides, teachers had not made use of movies and videos in teaching though they were supposed to help retain students' motivation, expand students' memory and better their pronunciation.

Reed (2010) :

This experimental study investigated to what degree, if at all, video game interactivity would help or hinder the noticing and recall of second language vocabulary. Eighty randomly-selected Japanese university undergraduates were paired based on similar English language and game proficiencies. One subject played an English-language music video game for 20 minutes while the paired subject watched the game simultaneously on another monitor. Following gameplay, a vocabulary recall test, a cognitive load measure, an experience questionnaire, and a two-week delayed vocabulary recall test were administered. Results were analyzed using paired samples t-tests and various analyses of variance. Both the players and the watchers of the video game recalled vocabulary from the game, but the players recalled significantly less vocabulary than the watchers did. This seemed to be a result of the extraneous cognitive load induced by the interactivity of the game; the players perceived the game and its language to be significantly more difficult than the watchers did.

Players also reported difficulty simultaneously attending to game play and vocabulary. Both players and watchers forgot significant amounts of vocabulary over the course of the study. These findings were related to theories and studies of vocabulary acquisition and video game-based language learning.

Taraf and Arikani (2010):

This study examined the effectiveness of authentic animated cartoons in teaching grammar and vocabulary to young Turkish learners of English in order to find out whether there was a significant effect of cartoons in grammar and vocabulary instruction to young learners. In this study, pre and post design tests were administered and a comparison was made between instruction based essentially on traditional grammar and vocabulary teaching and one that made use of authentic animated cartoons.

Thirty 4th grade students from private schools took part in this study. The researcher divided students into a control group which consisted of 15 students and taught grammar and vocabulary in a traditional way and an experimental group which consisted of 15 students, but they learned through animation films. Results indicated that students who learned through animations outperformed the control group students in learning vocabulary and grammar.

Sarko (2008):

This thesis is a comparative study between teaching English vocabularies by using pictures and cartoon videos. The aims of this research were to find out the application of Direct Method by using

pictures and cartoon videos; and to find out the more effective teaching method between using pictures and watching cartoon videos in teaching English vocabularies to the sixth grade students at SDN Cilubang II, Bogor. In this research the writer used qualitative method. The writer also used the test to collect the data of the research. The test was in multiple choices and matching which consisted of 30 questions given to 25 students for each group. Based on the analysis of the data, the writer found that teaching English vocabularies by using pictures to the sixth grade students at SDN Cilubang II, Bogor was more effective and better than teaching English vocabularies by using cartoon videos because the average percentage of group A was higher than group B. The average percentage of group A (using pictures) was 89,3% and the average percentage of group B (using cartoon videos) was 85,6%.

Sarko (2008):

In this research paper " The Use of Animation Movies for Developing Students' Writing Skills of Narrative Text", the researcher concentrated on and recognized the difficulties in understanding a narrative text and to what extent teaching writing of a narrative text could improve students' writing skills. The research gave some useful information about a narrative text and teaching writing by using a film called " Brother Bear" It would be more interesting for the students to produce a narrative text by listening to the dialogue of the film. This study used the experimental design , using two groups (experimental and control) .

The techniques of collecting data were tests. An interview was also conducted to know the difficulties in producing a narrative text faced by students. Results showed that students' scores in the writing draft "1" were

64.3%, and this meant that the test was not successful. On the other hand, in the writing of the revision "2", the students reached 72.9%. It meant that the test was successful.

Verdugo (2007):

This study investigated the effects of digital stories on the understanding of spoken English by a group of 6 year old Spanish learners. A quasi - experiment was carried out at six different schools of primary education in Spain. The researchers selected 222 students and divided them into two groups: the control group which included 116 students and the experimental group which included 106 students. A pre-test and posttest designs were used to investigate whether the internet - based technology could improve listening comprehension in English as a foreign language.

Findings indicated that the experimental group outperformed the control group in the final test. The researcher recommended future researches to include the same age groups and digital materials to explore other linguistics areas and to concentrate on the link between information and communication technology and to improve language learning.

Al.Musallam, Al-Twairesh and Al-Shubaily (2006) :

This study aimed at testing the effect of still pictures and animated pictures on the acquisition of vocabulary items. It attempted to find out which mode was more effective in improving vocabulary acquisition and retention. The study had conducted on two groups of elementary school girls in Riyadh based on the vocabulary items of a lesson in their text book. The participants of the study were 42 Saudi female students aged between

11 – 12 years old. They were divided into two groups. One group, which was the control group, was taught using the traditional way, i.e. through still pictures, while the experimental group was taught in a multimedia environment, using animated pictures. A pre-test and a post-test were administered in order to collect the required data. The results of both tests were analyzed using Paired Sample T-test. The researchers hypothesized that the use of multimedia enhanced the perception and retention of vocabulary items more than still pictures did. The findings of the study supported the researchers' hypothesis, which was animated pictures were more effective in teaching unknown vocabulary items than still pictures did.

Chen (2006):

This paper investigated the effects of text-picture annotation and audio-picture annotation on the second language vocabulary immediate recall and reading comprehension. For this purpose, the researcher used the experimental design as he used two groups one experimental and the other control. The researcher studied 78 intermediate adult English second language learners from three different universities in the United States. Multiple choice and written language were used to assess their reading comprehension. Results indicated that the audio picture annotation group did better than the text picture group in learning second language vocabulary immediate recall.

Lin, Chen and Dwyer (2006):

This study titled "Effects of Static Visuals and Computer-generated animations in Facilitating Immediate and Delayed Achievement in the EFL classroom. It attempted to find answers to the following questions:

- 1- What is the effect of visuals on EFL students' learning from a content-based lesson presented in a CBI environment?
- 2- How successful are the various visuals (static visuals vs. computer generated animations) in maximizing learning effectiveness?
- 3- Under what conditions are static visuals and computer-generated animations beneficial to EFL students' learning of a content-based lesson in a CBI environment?

Participants were 58 undergraduate students (9 males and 49 females) whose age was 19, and enrolled in two different sections of an intermediate English reading class at a private university in Taiwan. The participants were divided into two groups; the experimental group which learned through using animation and the control group which learned in a traditional way.

Learning achievement was measured via four criterion tests developed to accompany the instructional module: (1) drawing test, (2) identification test, (3) terminology test, and (4) comprehension test. Results showed that the learners who received animation outperformed the other group which received the static visuals. Results revealed that static visuals might have been equally as effective as computer generated animation in presenting knowledge that was more complicated and that required thorough understanding of all phases of content related knowledge ranging from simple to complex. The researchers suggested that the use of animations

were more effective than the static visuals in presenting materials which required understanding of basic factual knowledge and simple concepts.

Alhendi (2005):

This study discussed the impact of cartoon movies on children language in Rades city in Tunisia, where the population of the study were there. The researcher used the experimental method; it used two groups, one experimental and the other control. To collect data, the researcher used the standard deviations and note cards. This study was conducted on a sample of children consisting of (120). The study demonstrated that the most basic conditions of child language acquisition were between him and those around him. Cartoon films, therefore, may have been one of the factors that influenced language delay and irregular growth of the child in the first stage of his life. The television programs were still not eligible for secure delivery of speech to early childhood because there were many characters who were represented in one scene and how they spoke quickly at the same time.

Madden, Slavin and Chambers (2005):

"Technology Infusion in Success for All Reading Outcomes for First-Graders" was a title of a study conducted by Madden, Slavin and Chambers (2005). The researchers investigated the claim whether embedded multimedia, (involved brief video content threaded through teachers' lessons, computer questions, computer spelling, computers' stories, letter sounding and letter identification), or computer-assisted tutoring could improve the students' reading performance.

The students were 159 first grade students, and they were divided into two groups. The control group which learned without the technology elements, and the experimental group which learned through technology. A pretest was used for the two groups to ensure the validity of using computers' animation on the experiment of all group. Results showed that students who learned reading comprehension through computer outperformed the students who learned through using the traditional way.

The researcher recommended that future investigations should also focus on understanding the motivational processes by which embedded multimedia enhances learning. For example, it might be useful to explore whether the self-efficacy and self-regulation of students and tutors increase over time with the use of technology-enhanced curricula.

Pranatha (2005):

This study aimed to describe teaching vocabulary by using cartoon, the student response toward teaching vocabulary by using cartoon. The design of this study was descriptive. The population was one English teacher and 45 students in second grade (2F) at SLTP 6 Serang in the academic year 2003/2004. The instruments to collect data were observation, interview and questionnaire. After analyzing the data, the writer made a conclusion. Based on the result of observation, interview and questioner, the writer found that the teacher used cartoon in teaching vocabulary and student liked being taught by using cartoon. It was proved that the cartoon could attract the students' interest in teaching English especially in vocabulary. Related to the finding of the study, it was concluded that cartoons were important to be used in teaching vocabulary because they could attract the students' interest in studying English.

Besides, cartoon could be effective in teaching vocabulary at junior high school.

Fang Lin (2004):

This study investigated the effects of video-based computer assisted language learning (VBCALL) program on English learners' incidental vocabulary acquisition and further explored the differences in vocabulary learning between English learners with high and low English reading and listening proficiency. The participants in this study were 82 university students. Based on the results of an English proficiency test, three English proficiency groups were set up: 44 participants with high reading and high listening English proficiency (the RHLH group), 20 participants with high reading and low listening English proficiency (the RHLL group), and 18 participants with low reading and high listening English proficiency (the RLLH group). All participants completed five practice sessions, five vocabulary follow-up tests, and vocabulary pre- and post-tests. Quantitative analysis was conducted in terms of three proficiency groups. The results demonstrated that RHLH, RHLL, and RLLH groups' vocabulary post-tests were both higher than those of their pre-tests. Paired t-test results showed that RHLH and RHLL groups performed significantly better in the vocabulary posttest. One-way ANOVA results demonstrated that in the vocabulary follow-up tests, the total scores revealed significant differences between the RHLH and RLLH groups. The qualitative interpretation was presented in terms of the participants' one-on-one interview response.

Koroghlanian and Klein (2004):

Koroghlanian and Klein described how audio animation assisted the achievement, spatial ability (low and high) on reading comprehension and the attitudes' development of high school students in biology.

The purpose of the study was to investigate the effects of instructional mode (text vs. audio), illustration mode (static illustration vs. animation), and spatial ability (low vs. high) on practice and posttest achievement, attitude and time.

The researchers hypothesized that using audio animation might improve the spatial ability (reading comprehension), save time, and develop attitudes toward the subject. To test this hypothesis, the researchers compared the effects of reading based on the dual coding model (single sensory input with image representations in the text processing) to see the performance differences in reading comprehension, saving time and attitudes.

Results indicated that spatial ability was significantly related to practice achievement and attitudes. In addition, participants with high spatial ability performed better on the practicing items than those with low spatial ability. Participants with low spatial ability responded more positively than those with high spatial ability to attitude items concerning concentration, interest, and amount of invested mental effort. Findings also revealed that participants who received animation spent significantly more time on the program than those who received static illustrations.

San and Dong (2004):

San and Dong investigated the difficulties which encounter young children when dealing with the context. Conducted in two traditional English departments, this study had two experimental Chinese seven-year old children. The first group received sentence level translation through presenting the translation of the Chinese sentences to the English meaning through animations and cartoons. The second experiment group received the target warming up, and that was through giving the students five minutes of warming up and printed words on flash cards. Teacher read the word aloud then asked the students to repeat it again. This study used pre – post test to achieve the purpose of the study, and also it used a questionnaire. Results revealed that learning second language vocabulary through animation based context without any learning supports was inefficient for the young beginners. Also, the two methods, sentences level translation and the target warming were both effective in facilitating second language learning in multimedia context.

Wilberschied and Berman (2004):

This study investigated the differences in achievement in foreign language listening comprehension. 61 students in a foreign language in an elementary school program were studied during instruction using video clips from authentic Chinese T.V broadcasts in two advanced organizer condition. The first type of advance organizer consisted of written words and sentences in Chinese, which summarized major scenes in the video the students were to watch. The second advanced organizer involved the same written words and sentences as the first, with accompanying pictures taken from the video itself. Statistical significant of the listening comprehension

scores from the exercises couldn't be established. However, the exercises seemed to be helpful. Student's interview results indicated that students perceived the pictures as more helpful than text alone.

2.20 The related literature concerned with using animation film strategy in teaching other subjects:

Al shalool and others (2011):

This study aimed at investigating the effectiveness of using animated pictures in scientific concept acquisition in teaching Science for 6th graders. Participants of the study were 70 female students and 98 males from 6th graders in Erbed. They were divided into two groups. The control group, was taught using the traditional way, while the experimental group was taught using animated pictures. A pre-test and a post-test were administered in order to collect the required data. Results of the study indicated that there were significant differences in the performance of the two groups in scientific concept acquisition due to the use of animated pictures in favor of the experimental group. There were significant differences in the performance of the two groups in scientific concept acquisition due to gender in favor of females. There were no significant differences in the experimental groups' degree of acquisition of scientific habits due to the gender.

Muhana (2011):

This study aimed to identify the effectiveness of animated pictures on first-grade students who acquired basic skills of critical thinking and

dealing with computers. The researcher used two research approaches: the descriptive and the experimental approach. The study sample was selected randomly from the first grade students in junior secondary schools for boys and girls and consisted of (85) students. In order to achieve the objectives of the study, the researcher surveyed procedures followed by remodeling and organizing computer decision for first grade secondary school, and the preparation of the proposed programming scenario using animated pictures.

Note card was also used as a tool of the study to examine the students' performance with computer. Results showed that there were statistically significant differences at (0.01) between pre and post application test of the experimental group using the note card. Also the study recommended the ministry of education to use the animated picture which was one of computer programs as one of teaching skills.

Radwan (2011):

This study aimed to teach first-graders some critical thinking skills and how to deal with computer through using educational software based on motion graphics. The researcher used the experimental approach of one group which depended on the pre and post measurement. The research sample consisted of 40 female and male students of the first grade junior high school who were selected from two schools of Minya governorate. To achieve the objectives of the study, the researcher used the note card, test of critical thinking commensurate with a computer which suited the study sample. The researcher concluded that the existence of differences between middle-grades students in the experimental group of the pre and post test applications in the performance of pupils note card to computer skills for the post application. Statistical differences were also found between the

experimental group scores in pre-post applications in favor of the post application test. The researcher recommended using these educational programs of education designed by animation and using it as one of the techniques and methods of teaching because these programs take into account individual differences.

Bataineh (2010):

This study investigated the effects of using instructional technologies (audio- visual videos) on improving reading comprehension skills. The researcher studied 25 students as an experimental group for the academic year 2005-2006 from the Isra university at the Pharmacy Department.

A number of procedures were followed: First, test papers of students of pharmacy were analyzed to identify the linguistic difficulties. Certain instructional technologies (audio– visual videos) were suggested to help students overcome these difficulties. A posttest was conducted at the end of the experiment in order to measure the progress. The findings of the study revealed that the suggested instructional technologies adopted in the experiment were effective in improving students' comprehension of scientific texts.

Ashkar and others (2009):

This study aimed at investigating the effect of teaching via animated movies on students' learning outcomes and motivation to learn. Applying the quantitative methodology, two pre-post-questionnaires were administered: Science thinking skills and motivation to learn science.

Students' overall achievement in science was examined by their grades in the report-cards. The population (N=1335) was divided into

experimental (N=926) and control (N=409) groups from 17 elementary schools. Findings indicated that the use of animated movies enhanced students' thinking skills in terms of science understanding, knowledge implementation, and reasoning ability. The study also indicated that students who studied science with the use of animated movies developed higher motivation to learn science in terms of self-efficacy, interest and enjoyment, connection to daily living, and importance to the student's future compared to students who studied science in a traditional way.

Albrihi (2007):

This study discussed the social skills reflected in animated movies for children on TV. The research population was all animated movies for children in the channel (22). The researcher depended on the simple random sample method in choosing two series of animated films (Sally and flower galal animation). The serial number of those animation films reached (66) by time (24.30) and percentage (14.5%) of animated movies.

The researcher used a descriptive analytical approach. It used a content analysis form. This form had been prepared in the light of the social skills rating prepared by the researcher for that purpose and composed of (43) items spread over four areas. The study results showed that love and respect to others came in first place of the total social skills in school.

Shorrab (2007):

This study identified the values contained in the cartoon programs on Palestine TV. This study also aimed to identify the values contained in

cartoons in all dimensions and its relationship with the variables of study: see animation, sex, economic, social, housing, classroom. The researcher used a descriptive analytical approach which tries to describe the phenomenon in question, data analysis, and indicate the relationship between components. The population of the study consisted of four and five grade of the elementary school in the Gaza Strip. The researcher used (51189) female and male students. (Ministry of education, Gaza, 2006). The sample was selected randomly and included (400) male and female students of grade four and five of the elementary school in Gaza for the academic year 2006/2007. The study achieved many results, including differences in dimensions, "Dalia" injustice, cruelty, loyalty, due to the variable (watch or not watch) for viewing animation in telecommunications (loyalty, cruelty) and for those who did not. This study also found statistically significant differences in dimensions (injustice, cruelty, impulsive, sincerity) attributable to the sex variable and the differences in favor of males (loyalty) and for females in the dimensions (of cruelty and fidelity).

Abu Aleneen (2005):

This study investigated the impact of television on children culturally and educationally in Tripoli, Libya. The study sample consisted of 560 students. The researcher used descriptive analytical approach, Cartoon films and a questionnaire were used in this study as tools. The results indicated that this program (cartoon films) had its positive and negative sides. The study reviewed the positive and negative effects of cartoon films. One of the positive effects was that cartoon films increased the culture of children. Also, the results indicated that the child who watched

TV series especially adult films learned how to live and communicate with people. The results showed that watching cartoon films increased vocabulary and improved children language. In addition to that, results showed that it was possible to affect children's belief and religion, as it could kill children's imagination.

Harto Pramono (2005):

This study aimed at discussing the role of animated pictures in supporting learning and the underlying theory that explains how individuals process visual and verbal information and how they can benefit from such a combination. It was hypothesized that the facilitative effect of animated pictures was attributed to the supportive role of pictures played in the cognitive processing involved in mental model building of the situation being explained. The findings of the study showed that it was important to use animated pictures in the teaching – learning process.

Kabbinar (2005):

In this study, concept cartoon approach was introduced as a teaching and learning approach, which took account of constructivist views on learning science. Also, a number of concept cartoons were created and used in various primary science classes in an attempt to find out the potential benefits of teaching via concept cartoons.

First, a number of case studies were conducted in different primary science classes (4th and 5th grades) to study concept cartoons' effectiveness. Students' ideas were determined both individually via written probes and via classroom interactions. Firstly, the case studies

indicated that the concept cartoons were effective for finding out students' ideas without being affected by the ideas of others. Secondly, a number of case studies were conducted to determine the effectiveness of concept cartoon teaching. Results showed that concept cartoon teaching was effective in creating focused discussions where reasoning behind students' misconceptions could be uncovered, especially via teachers' thought-provoking questions. It was also found that the method was effective in providing a purpose for investigation as long as the context itself. Lastly, two experiments were designed to answer the question of how effective concept cartoon teaching for remedying students' misconceptions was. For this reason, students' ideas were determined before and after the teaching.

The results of these experiments indicated that teaching via concept cartoons was effective in remedying the misconceptions. It needed to be emphasized that the success of teaching did not only stem from the concept cartoons itself as a teaching material but it also stems from the quality of classroom interactions during the discussion and investigation phases of the teaching.

Deborah (2004):

This study titled "The effectiveness of using animations to illustrate specific laboratory procedures in the Molecular Genetics Module". Four groups of Flash animations were created to illustrate specific laboratory procedures in the Molecular Genetics Module. These Flash animation groups not only simulated the step-by-step experimental procedure, but also demonstrated the submicroscopic events that were taking place in the reaction tube. Each of these animation groups corresponded to one major laboratory experiment performed during the Molecular Genetics module of

Biotechnology 385. Each animation began with pictures of the equipment and reagents that would be needed for that laboratory procedure, as well as a menu of steps in the procedure. Students could start at the first step or jump to any other step at any time during the animation. Results indicated that the students' performance progressed during using the flash animation and the interaction between the students and the teacher also progressed.

Eden's and Potter (2003):

In this study titled " The effectiveness of using animations in improving the conceptual understanding of scientific principles ".the researchers found that students' drawings improved the conceptual understanding of scientific principles. Students were divided into two groups: the control group that received a written description on the scientific principles and the experimental group that received a drawing which described the scientific principles. A pre/posttest was used to the two groups to measure their understanding. A statistically significant difference on the posttest conceptual understanding measure was found between students who generated descriptive drawings and those who wrote in a science log. Findings suggested that under certain conditions, descriptive drawing was a viable way for students to learn scientific concepts. These findings supported the use of generative drawings as a conceptual change strategy.

Palacios and González (2002) :

This study aimed at coupling physics teaching with viewing cartoon programs. The study used the experimental design. It used two groups one

experimental and the other control. To achieve the purpose of the study, the researcher used pre – post test. The study was carried out over two school years with a small number of participating students. It involved the individualized analysis of two cartoon programs by teachers and students with a focus on discriminating between `real' and `impossible' situations, a class discussion of the results, an attempt to give a physical explanation for what was observed, an in-depth debate about some of the previously identified phenomena, and a final interview with the students and their parents. Using TV cartoons was a clear incentive to the students and results encouraged them to develop the notion of TV `literacy' further.

Reda (2001):

This study aimed to reveal the relationship between cartoon movies and TV child attitudes towards violence. The population of the study was children in the fifth grade of elementary school. The researcher used a descriptive analytical approach. The sample was (400) pupils studying from fifth grade of primary school in Cairo governorates. To achieve the purpose of the study. The researcher used a questionnaire and a random sample of cartoons from Egyptian television. The researcher used a test and attitudes measurement to collect data . Results of the study asserted that 51% of the sample said that their families sometimes prevented them from watching cartoons. There was also a correlation between the rate of exposure to cartoons and children's attitudes towards violence.

Al Johaini (2000):

This study aimed to determine the effect of using animation on preliminary children stage in Medina in acquiring some public values and retaining them, and then the effect of different respondents of sex (male/female), in both the acquisition and the retention of values . The researcher used the experimental method. The researcher chose the sample of two semesters in a random manner, one experimental group and the other a control one. The sample of the study was (12) students divided into (6) males in the experimental group and (6) females in the same group. It used the test as a tool of the study. The study found that there was no difference at ($\alpha \leq 0.05$) between the gained scores in the experimental group and the scores of gain in the control one. The researcher provided a number of recommendations, including the investment of animated movies in learning , employing in child guidance, especially in early childhood, and imparting the desired values.

Chanlin (2000):

This study discussed how different instructional attributes provided by animation could facilitate descriptive and procedural learning in physics. This study used the experimental design. It used two groups: one experimental and the other control. This study was conducted on three hundred and fifty seven students at eighth grade. The participants were divided into nine classes. They were assigned to different visual treatments on the class basis. The researcher used a computer for teaching physics, and students learned it individually. After a period of time, a criterion test was used to assess the students' learning performance. Results revealed that

the use of animated and graphic representations facilitated assimilation of scientific knowledge.

Khalil (2000):

This study aimed to reveal the impact of foreign animated films on the values and behavior of the child. It adopted a descriptive analytical field study, a sample of 1164 people, consisting of children (7-13 years) and parents. The study also included content analysis of a group of foreign animated films presented at the Saudi channel Spacetoon. The study concluded that all children in the sample were watching animated movies which captured their attention, and parents saw that the values contained in the films had a negative impact on the child's behavior.

2.21 General Commentary on the Previous Studies:

In accordance with the above-mentioned studies, the researcher divided them into two domains; The first tackled studies that examined the effectiveness of using animated pictures in developing English language learning, and the English language skills such as reading, writing, listening, speaking, vocabulary and grammar. The second tackled the studies that examined the effectiveness of using animated pictures in developing the achievement in different school subjects.

2.21.1 Comments on the previous studies (A):

There are similarities and differences between this study and the previous one in many things.

- **According to the aim:**

The current study agreed with some previous studies like Karakas's (2011), Kayouglu's, Akbas's and Oztruk's (2011), Hanoi's (2010), Reed's (2010), Taraf and Arikan's (2010), Sarko's (2008), Al.Musallam's, Al-Twairash's and Al-Shubaily's (2006), Chen's (2006), Pranatha's (2005) and Lin's (2004) in finding out the effectiveness of using animated pictures in learning vocabulary.

However, the current study disagreed with the other studies in the dependent variable which was (vocabulary learning). These studies discussed the effectiveness of using animated pictures in different skills like Abu Algilasi's (2010) in English four skills; Verdugo's and Belmonte's (2007) in speaking; Lin's and Dwyer's (2006) in facilitating immediate and delayed achievement in the EFL classroom; Alhendi's (2005) in children language; Koroghlanian's and Klein's (2004) in reading comprehension and Wilberschied's (2004) in listening comprehension.

The researcher concluded that the current study agreed with all the previous studies in the independent variable which is the animated pictures program, but the dependent variable was the same or near in the meaning in some studies and was different with other studies.

- **According to the Methodology:**

The current study agreed with Some of the previous studies in using the experimental method as Karakas's (2011), Kayouglu, Akbas's and Oztruk's (2011), Abu Algilasi's (2010), Hanoi's (2010), Reed's (2010), Taraf and Arikan's (2010), Verdugo's (2007), Al.Musallam's, Twairash and Al-Shubaily's (2006), Chen's (2006), Lin's and Dwyer's (2006),

Alhendi's (2005) , Madden's , Slavin and Chambers's (2005) and San and Dong's (2004).

However, some of the previous studies utilized the descriptive method as Pranatha's (2005), Koroghlanian's and Klein's (2004) and Wilberschied's and Berman's (2004) .

- **According to the tools:**

The current study agreed with Some of the previous studies in the tool (achievement test) as Karakas's (2011) , Kayouglu's, Akbas and Oztruk's (2011), Abu Algilasi (2010), Hanoi's (2010) , Reed's (2010) , Taraf and Arikan's (2010) , Verdugo , Belmonte's (2007) , Al.Musallam's , Al-Twairesh and Al-Shubaily's (2006) , Chen's (2006) , Lin's and Dwyer's (2006) , Alhendi's (2005) , Madden , Slavin and Chambers's (2005) , Lin's (2004) and San and Dong's (2004).

Unlike this study, Some of the previous studies used different tools as Koroghlanian and Klein (2004) used only a questionnaire, Pranatha (2005) used a questionnaire and interviews, Madden , Slavin and Chambers (2005) used a questionnaire, Alhendi (2005) used the standard directions and note cards, Puspitasar (2007) used a questionnaire, an observation card and interviews, Reed (2010) used a vocabulary recall test, a cognitive load measure, an experience questionnaire, and a two-week delayed vocabulary recall test and Hanoi (2010) used a questionnaire and an oral interview.

The researcher concluded that her study used the same tool of some previous studies, others studies used different tools such as questionnaire, note taking and an observation card.

- **According to the Population and Sample:**

Population and sample of the previous studies were different from one study to another in number, gender and age. Some of the previous studies applied their experiment on a graduate or colleges students as Karakas (2011) , Kayouglu, Akbas and Oztruk (2011), Reed (2010) , Chen (2006), Lin and Dwyer (2006), while the sample of other studies was students from elementary, preparatory or secondary schools like Abu Algilasi (2010), Hanoi (2010) , Taraf and Arikan (2010), Sarko (2008), Verdugo , Belmonte (2007), Al.Musallam , Al-Twairish and Al-Shubaily (2006), Alhendi (2005), Madden , Slavin and Chambers (2005), Pranatha (2005), Koroghlanian and Klein (2004), San and Dong (2004) and Wilberschied and Berman. (2004).

The researcher used a sample from the fifth grade.

2.22.2 Comments on the previous studies (B):

There are similarities and differences between this study and the previous one in many things.

- **According to the aim:**

The current study agreed with Al-momani's (2011), Al shalool and others' (2011), Muhana's (2011), Radwan (2011), Kabbinar's (2005), Eden's and Potter (2003), Palacios and González's (2002) , Reda's (2001) and Al johaini's (2000) in using animated pictures as an independent variable.

However, other studies investigated the effectiveness of using animated pictures in various subjects as Bataineh (2010), Kabbinar (2005) and Eden and Potter (2003) in science. Chanlin (2000) and Palacios and González (2002) in physics.

Moreover, other studies discussed the values and the social skills which contained in animated pictures programs as Albrihi (2007), Shorrab (2007), Deborah (2004) and Khalil (2000).

- **According to the Methodology:**

The current study agreed with Some of the previous studies in using the experimental method as Muhana (2011), Radwan (2011), Kabbinar (2005), Eden and Potter (2003), Palacios and González (2002) and Al johaini (2000). But Khalil (2000), Reda (2001) , Al houli (2004), Shorrab (2007) and Majdoub (2005) used the descriptive method. Moreover, Al shalool and others (2011) used the both methods.

- **According to the tools:**

The tools used in the previous studies were vary from one study to another in number and type of tools,For example, Al-momani (2011) and Al shalool and others (2011) used two tests, while Radwan (2011) used two test and a Note card for the students, van Wyk (2009) used three tools, a pre-post test, questionnaire and interviews, Gorrow , Bing and Royer (2003) used only a questionnaire, Muhana (2011) used Note card.

From the previous studies, the researcher concluded the following:

- 1) All the previous studies dealt with the animated pictures as an independent variable.
- 2) None of the previous studies dealt with the questions and the hypotheses of this current study. This indicates the importance of this study in dealing with new questions, tests and hypotheses.
- 3) Results of many previous studies uncovered the existence of a general weakness in Vocabulary learning in all levels which supports the need for this study.
- 4) All the previous studies indicated that there was a strong relationship between the animated pictures and its positive effect on the students' achievement toward EFL.
- 5) According to the previous studies domain (A), it indicated that vocabulary could be improved by applying an animated pictures program.
- 6) The recommendations of the previous studies highlighted the students' importance of considering the animated pictures strategy in improving the achievement, and their positive attitudes toward (EFL).

The literature review has paved the way for the researcher, facilitated her work and provided her with model instruments used for collecting and analyzing data to carry out this study. The researcher wishes that this study would be one of her hard work series.

Chapter III

Methodology

Chapter III

Methodology

Introduction

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study: the research design, the population, the sample, instrumentation, the pilot study, a description of language and animated pictures used in the study.

3.1 Research design:

The study used the experimental approach which requires two groups of students: an experimental group and a control one. The program of animated pictures was used in teaching vocabulary to the experimental group while the traditional method was used with the control group subjects.

3.2 Population of the study:

The population of the study consisted of all fifth (female) graders at the governmental schools in Gaza governorates for the scholastic year (2012 – 2013). The population of the study was (6288) female students.

3.3 Sample of the study:

The sample of the study consisted of (64) students distributed into two groups. One experimental group that consisted of (32) students and a control group that consisted of (32) students.

The groups were randomly chosen from a purposive sample from Haifa Primary Girls' school in Gaza.

Table (1) shows the distribution of the sample.

Table (1)
The distribution of the sample according to groups

Group	Experimental	Control
count	32	32

The subjects were equivalent in the economic, cultural and social level. They were equivalent in their general achievement according to the statistical treatment of their results in the second term of the school year (2012-2013). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the mid- first term exam of the school year (2012-2013). Age variable of the sample was also controlled before the application of the experiment.

3.4 The variables of the study:

The study included the following variables:

3.4.1 Independent Variable:

The independent variable in this study is the teaching method:

- The animated pictures method.
- The traditional method.

3.4.2 Dependent Variable

The dependent variable is represented in the students' achievement in English language vocabulary.

3.5 Instrumentation:

To achieve the aims of the study, the researcher used the following tools:

- Achievement test
- An interview

3.5.1 Achievement test:

A pre-post achievement test was prepared by the researcher to measure the subjects' achievement. It was used as a pre test applied before the experiment and as a post test applied after the experiment. (see Appendix 5).

The test aimed at measuring the effectiveness of using animated pictures on vocabulary in English language .

3.6 The pilot study:

The test was applied on a random sample of (32) students from Haifa Primary Girls' school. The results were recorded and statistically analyzed to assess its validity and reliability. The items of the test were modified in the light of the statistic results.

3.7 The validity of the test:

Mackey and Gass (2005, p.107) state " Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information".

Al Agha (1996, p.118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity .

3.7.1 The referee validity:

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, and experienced supervisors and teachers in governmental schools . The items of the test were modified according to their recommendations.

3.7.2 The internal consistency validity:

Al Agha (1996, p. 121) asserts that " The internal consistency validity indicates the correlation of the score of each item with the total average of the test . It also indicates the correlation of the average of each scope with the total average". This validity was calculated by using (Pcarson Formula).

The coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05) as illustrated in Table (2).Tt can be concluded that the test was highly consistent and valid as a tool for the study.

Table (2)
Correlation coefficient for each item of the test

No.		Pearson Correlation	Sig. level	No.		Pearson Correlation	Sig. level
1	Receptive	0.548	sig. at 0.01	17	Receptive	0.785	sig. at 0.01
2		0.644	sig. at 0.01	18		0.731	sig. at 0.01
3		0.590	sig. at 0.01	19		0.893	sig. at 0.01
4		0.573	sig. at 0.01	20		0.691	sig. at 0.01
5		0.634	sig. at 0.01	21		0.871	sig. at 0.01
6		0.722	sig. at 0.01	22		0.876	sig. at 0.01
7		0.661	sig. at 0.01	23		0.922	sig. at 0.01
8		0.775	sig. at 0.01	24		0.928	sig. at 0.01
9		0.803	sig. at 0.01	25		0.937	sig. at 0.01
10		0.851	sig. at 0.01	26		productive	0.662
11		0.725	sig. at 0.01	27	0.535		sig. at 0.01
12		0.714	sig. at 0.01	28	0.589		sig. at 0.01
13		0.715	sig. at 0.01	29	0.726		sig. at 0.01
14		0.494	sig. at 0.01	30	0.748		sig. at 0.01
15		0.545	sig. at 0.01	31	0.686		sig. at 0.01
16		0.667	sig. at 0.01				

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

The results illustrated in table (2) show that the value of these items are suitable and highly consistent and valid for conducting this study.

3.8 Reliability of the test:

Mackey and Gass (2005,p. 128) point out that the test is reliable when it derives similar results if it is administrated twice in the same

condition'. So, the researcher computed the test reliability coefficient through:

(A) Kooder Richardson: (K-R21):

Kooder Richardson relies on calculating the percentages of the correct answer to the items on the variance of every item.

(B) Split- Half Method:

Abu Hattab and Sadeq (1980, p.14) cite that the split- half method depends on splitting the test in two parts and calculating the correlation between the parts then making a correlation for the correlation coefficient by Spearman Brown Prophecy Formula.

Table (3) describes (KR21) and Split half coefficients for the test domains.

Table (3)
(KR21) and Split half coefficients of the test domains

Test Domains	(KR21)	Split half coefficients of the test domains
Receptive	0.938	0.892
Productive	0.741	0.632
Total	0.943	0.913

According to **Odah (2002, p.170)**, the result shows that the reliability coefficients are acceptable because they are 0.70. This means, the test is reliable and valid to be applied.

- **Difficulty Coefficient:**

Difficulty coefficient means the percentage of the students who did not answer the test correctly to the total number of students who answered the test. We can calculate this from the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of the students who did not answer the test correctly}}{\text{The total students who answered the test}} \times 100$$

Table (4) shows the difficulty coefficient for each item of the test:

Table (4)
Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.44	12	0.44	23	0.31
2	0.31	13	0.63	24	0.44
3	0.44	14	0.50	25	0.31
4	0.44	15	0.56	26	0.38
5	0.31	16	0.44	27	0.31
6	0.56	17	0.50	28	0.31
7	0.50	18	0.56	29	0.56
8	0.56	19	0.56	30	0.38
9	0.50	20	0.50	31	0.50
10	0.38	21	0.31		
11	0.69	22	0.38		
Total difficulty coefficient	0.45				

Table (4) shows that the difficulty coefficient wobbles between (0.31 – 0.69) with total average (0.45). This means each the item is acceptable or in the normal limit of difficulties according to point of view of assessment and evaluation specialists.

- **Discrimination coefficient:**

This means the test's ability to differentiate between the high achievers and the low ones.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the student who has the correct answer from the high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the student who has the correct answer from the low achievers}}{\text{No. of low achievers}}$$

Table (5) shows the discrimination coefficient for each item of the test:

Table (5)
Discrimination coefficient for each item of the test

No.	Discrimination coefficient	No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.38	12	0.38	23	0.38
2	0.38	13	0.75	24	0.38
3	0.63	14	0.50	25	0.38
4	0.38	15	0.38	26	0.50
5	0.63	16	0.38	27	0.38
6	0.63	17	0.75	28	0.38
7	0.75	18	0.63	29	0.88
8	0.63	19	0.63	30	0.50
9	0.75	20	0.50	31	0.75
10	0.75	21	0.38		
11	0.63	22	0.75		
Total Discrimination coefficient	0.55				

Table (5) shows that the discrimination coefficient wobble between (0.38 – 0.75) with total average (0.55). This means each item is acceptable or in the normal limit of discrimination according to the view point of assessment and evaluation specialists.

To assure the result accuracy and avoid any marginal interference, the researcher tried to control some variables before the study.

3.9 Controlling Variables:

(A) Controlling English achievement variable

Table (6)

T-test results of controlling English achievement variable

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
achievement	experimental	32	63.094	21.757	0.540	0.591	not sig.
	control	32	60.281	19.861			

Table (6) shows that there are no statistically significant differences at (0.05) between the experimental and the control groups due to the English achievement variable.

(B) Controlling general achievement variable

Table (7)

T-test results of controlling general achievement variable

	group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
General achievement	experimental	32	764.516	152.505	0.174	0.862	not sig.
	control	32	757.290	173.288			

Table (7) shows that there are no statistically significant differences at (0.05) between the experimental and the control groups due to the general achievement variable.

(C) Controlling Previous learning variable

Table (8)

T-test results of controlling Previous learning in English variable

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Receptive	experimental	32	3.969	2.362	0.103	0.919	not sig.
	control	32	4.031	2.508			
Productive	experimental	32	0.625	0.907	0.150	0.881	not sig.
	control	32	0.594	0.756			
Total	experimental	32	4.594	2.227	0.209	0.835	not sig.
	control	32	4.719	2.543			

Table (8) shows that there are no statistically significant differences at (0.05) between the experimental and the control groups at both domains (receptive and productive).

(D) Controlling age variable

Table (9)

T-test results of controlling age variable

scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
age	Experimental	32	11.537	0.199	0.447	0.656	not sig
	Control	32	11.560	0.199			

Tables (9) indicates that there are no statistically significant differences at (0.05) level between the experimental and the control groups due to the age variable.

3.10 Statistical Analysis Procedures:-

The pre and post treatment tests were collected, computed, and analyzed by using Statistical Package for Social Sciences (SPSS). The significance level used was 0.05. The following statistical techniques were used:

1. Spearman correlation to determine the internal consistency and the evaluation criteria of the test.
2. T. Test independent samples to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.
3. Split-half technique.
4. Effect size level by using T value, Eta square, and Cohen's to check the effect size (extent) of the evident significant differences between the two groups and within the experimental group.

3.11 The Animated pictures program used in the study:

In this study, the researcher got the animated pictures from different sources: the fifth graders student book, the internet and the researchers' experience in teaching English Language. The aim of using animated pictures is to teach English vocabulary for the experimental group.

3.11.1 The validity of the program:

To test the program validity, the researcher submitted this program in its first version on the C.D. to a group of English Language supervisors and teachers. The researcher did the needed adjustments according to their recommendations.

3.11.2 Description of the Animated pictures program:

The researcher derived the content of the animated pictures from these resources:

- 1- Researches and previous studies related to the animated pictures program.
- 2- Recent trends in teaching vocabulary and the uses of technology.
- 3- The importance of vocabulary at this level (primary level).
- 4- The nature of students at this level.

The researcher used some steps in building the animated pictures program. as follows:

First: determining the general framework of the program and this included a general framework to:

- 1- Animated pictures definition and the duration of time.
- 2- Introduction to program .
- 3- Objectives of the program.
- 4- Program criteria.

Second: determining the content of the program.

Third: determining the methods and techniques used in teaching the program.

Fourth: choosing activities and teaching aids used in teaching the program.

Fifth: determining the methods of evaluating students under this program.

Sixth: specifying the program steps in preparing lessons.

Seventh: setting the program and ensuring its validity.

3.11.3 The following step is a detailed explanation of the animation program:

The general framework of the animated pictures program:

The general framework of the animation program addresses several points:

Definition of the program, introduction to the program , justifications and objectives:

3.11.4 Standards and a brief explanation of the animated pictures program:

- ***The program title:***

The effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in Gaza.

- ***The program duration:***

The implementation of the program takes (6) weeks, equivalent to (8) class periods according to the vocabulary in the Palestinian curriculum of the fifth grade.

- **Implementation of the animated pictures program:**

Through a survey and the pre test which was carried out, the researcher found that there were some difficulties in learning vocabulary which

confirmed the findings of the low general achievement of the students in the English language in 2011 – 2012 semester.

The researcher built a proposed program for the treatment of learning vocabulary of the fifth graders .

Farra (1989, p.43) confirms that a program or strategy is used to teach a particular class based on a set of specific contextual units (modules) that are organized to suit the process, individualized instruction and self-learning. Those also can be used to estimate the performance of teachers. This includes the goals and means of communication and educational tools, content, educational activities, references and all kinds of evaluation. Also it includes a set of guidelines that explains how to use and how to move from one unit to another, and included in the program guide.

Moreover, **Afaneh (2000, p.75)** adds that any program can be used to teach the students as a unit if it included a set of experiences, activities, tools, methods of teaching and evaluation.

The researcher defines the animation program as a designed unit in a coherent way to achieve certain goals through the content, teaching methods, and treatment methods in order to evaluate vocabulary learning and understanding of fifth grade students.

The researcher collected the educational material from the seventh grade curriculum text book of the Ministry of Education and Higher education from the unit "10, 11, 12" entitled " Ben and Amy's holiday " , " The Wolf's shoes " and " Omar and Rania's visit to Qalqilia " .

3.11.5 The animation program included the following points:

- 1 – The Lesson title.
- 2 – The behavioral objectives.
- 3 - Methods and techniques used in teaching this program.
- 4 - Methods of evaluating students' education as part of this program.

The researcher at the end of this program prepared animated pictures ' CDs for the three units, to avail students and facilitate learning.

3.11.6 Justification of the program:

- 1- The findings of the examination test prepared by the researcher before applying the animation program indicated that there was a general weakness in vocabulary learning .
- 2- Most of the complaints came from those teachers who teach students vocabulary.
- 3- The primary stage is the basic foundation stage in the learning process and any defects may lead to the failure of students.
- 4- The lack of studies in the Gaza Strip which address applying animated pictures program
- 5- The fifth grade is the appropriate grade to apply the animated pictures program.

3.11.7 The program Objectives:

The program aims to use animation mainly to facilitate the understanding of vocabulary with students at the fifth grade as a primary goal in learning the English language especially vocabulary learning. However, the researcher did not ignore the other goals because they are necessary and helps students in the treatment.

The researcher took into account not to change the objectives of the study itself. The researcher defined the goals of the program as follows:

3.12 Standards that the researcher took into account in building the animated pictures program:

The animated pictures program is based on several foundations and has been addressed through the four axes: Standards of educational objectives, standards for content, standards of teaching and learning strategies and standards for evaluation.

3.12.1 Standards of the educational objectives:

The educational objective is defined as an educational output which is expected from the student after he\she experienced all the activities required. This type of objective reflects and measures the students' performance. This is because the objective reflects the student's performance after conducting the experiment. Also , it facilitates the evaluation process and the planning of the educational situation and serves the guidance of the learners' behavior. The researcher formulates the educational goals taking into account the following points:

- 1-Specifying goals.
- 2- The goals should provide opportunities for students to practice activities.
- 3- The goals take into account the applications of vocabulary and relate them to life problems.
- 4- Goals are formulated in easy words.

After that, the researcher explained and discussed the goals of the program with the students before implementing it.

3.12.2 Standards of the content:

Farra (1988 , p.186) indicates that there are conditions that must be taken into account when choosing the content of the animated pictures or any program:

- 1- The content should be based on specific goals and the diversity of the content should achieve the same goals.
- 2- Organizing the content should be in various ways according to the classification system.
- 3- Activities are associated with the appropriate content and commensurate with the students' level.
- 4- One activity should lead to many goals.
- 5- Educational experiences in the program give multiple opportunities for students to answer.

According to those conditions, and in the light of the main objectives of the program of using animation on the vocabulary learning of 5th graders at Gaza Governmental Schools, the researcher reformulated the content taking into account the following points:

- 1- The language used in the animated pictures program is easy and clear, so as not to constitute an obstacle to students' learning.
- 2- The content should include a variety of examples to fit the students' level and take into account the individual differences.
- 3- The content should include illustrations and lovely characters with colors to attract the students' attention.
- 4- Topics and film animation are related to the students' life.

3.12.3 Standards of teaching and learning:

- 1 - Methods should take into account the students' individual differences.
- 2 - Learning ranging from easy to difficult.

- 3 - We must focus on the student's active participation in most activities.
- 4 - Using verbal reinforcement to encourage students to produce the maximum amount of new ideas.

3.13 Determining the content of the lesson:

The researcher re-drafted the lesson content and translated it into animated pictures which matched the vocabulary.

Farra (1988, p.186) states that there are some conditions that should relate to the content:

- 1- The animation language should be easy and clear.
- 2- The content should be suitable for the students' age and their mental ability.
- 3- The content should contain animation which attracts the students' attention.

3.14 Determining the methods and techniques used in implementing vocabulary:

Ahmed (1979, p. 7-6) identifies methods and techniques used in teaching according to the psychology theory as a technique that is used by the teacher in teaching the educational activity to get knowledge across the students easily and in less time. Good teaching ways overcome the shortcomings that can be in the curriculum or in the book.

The researcher has used the dialogue and discussion methods as one of the best methods used in program's treatment. The dialogue and the discussion aimed to provoke students' creative thinking and increase classroom interaction. In addition, they increase the students' motivation.

3.15 The choice of activities and teaching aids to help implement the program.

Farra (1988, p.188) cites that activities should be based on a series of measures designed to ensure the educational goals. Also, he adds that there is a correlation between the activities and educational goals.

The researcher used activities that suit the students' level and adequate time to share their abilities. The researcher took into account the following points in **choosing activities**:

- 1- Activities should relate to the objectives and content.
- 2- Activities should provide the opportunity for all students to participate positively.
- 3- Activities should contribute to achieving the desired goals.
- 4- Activities should encourage students to reflect and think carefully

3.16 Determining the methods of evaluation included in the program:

Toaima (2000, p.36) defines the evaluation stage as a set of procedures which collects information specific to a group or a persons or to insure the achievement of predetermined goals in order to take certain decisions.

The researcher took into account the following points in the evaluation process:

The evaluation level includes a practical guidance, diagnosis and treatment. It is a continuous process that begins before the beginning of the lesson, during and after the teaching process.

The researcher took into account the following points:

- 1- *Pre evaluation*: The teacher adopted it to make sure students got the basic requirements to learn any lesson from the lessons of the program.

2- *Formative evaluation*: The teacher observed the students' performance and examined their work papers. This type of evaluation was designed to measure pupil achievement.

3- *The achievement evaluation*: It is a test designed for students at the end of the program to measure the achievement of students after their studies and during the program.

3.18 Validating the program:

After building the program and putting it in its initial version, and ensuring its validity, animated pictures were presented to a number of referees:

1 - Professors, curriculum and teaching methods.

2 – Specialist professors in animation field.

3 - English Language teachers at seventh grade.

The researcher provided each of them with a copy of the animated pictures program through CDs and asked them to write their opinion through written suggestions. Also, the researcher considered their advice and opinions in deleting and adding some points.

3.19 The implementation stage of the program:

After finishing the program, the implementation stage of the proposed program has to follow several steps:

1- Choosing the pilot study and the suitable classes to apply the experiment. i.e piloting the study.

2- Getting permission from the Ministry of education; the researcher got a Certified application from the Islamic University of Gaza to facilitate the job. Also, the researcher took the plan and the tools of the study to the

Ministry in order to obtain approval to implement the program. After the approval was granted, the researcher began conducting the experiment.

3- Applying the achievement test before the researcher started using the program in order to ensure equivalence after the two groups: the control and the experimental group and to compare the results of application.

4- Teaching the experimental group the vocabulary of the three units using animated pictures and teaching the control group the same subject using a traditional way in February, 2012/2013.

3.20 Stages of the study:

3.20.1 Preparing stage

The basic aim of this program was to ease the vocabulary learning . It engaged students vocabulary and developed their abilities to understand the English Language through understanding vocabulary . The program was implemented in three stages, which are listed in the table (10) .

Table (10)
Stages of the strategy

Stages	Description of the stage	Duration
Preparation stage	1- Preparing the training material (vocabulary of three units) 2- Familiarizing the students with the program. 3- Preparing pre and post test. 4- Pilot study	1 week
Implementing stage	1- Practicing the vocabulary materials and exams	4weeks
Evaluation stage	1- Posttest Results of statistical analysis.	1Week

- ***Preparing the library:***

The researcher did her best to select the material which was appropriate to students' age and level. Both students' interest and vocabulary proficiency were taken into consideration. The purpose was to provide material that students could watch, and comprehend. The researcher intended to achieve enjoyment and pleasure.

She took the vocabulary that was presented to students from their student book.

In this program, a new technology was used to present the vocabulary that was on LCD not only did students watch, but they could listen. As a result, the classroom atmosphere was so interesting.

- ***Challenges:***

The great challenge that the researcher suffered a lot from was the shortage of time, since the school time is very limited and allocated for the formal learning. Another main challenge was the high cost of animated pictures program, but the researcher overcame this problem. The researcher did the training class in one week, and the researcher made use of free classes of the students and arranged this issue with the headmistress and the teachers who were very helpful.

Another challenge was the irregular supplies of electricity under the hard circumstances that all Palestinians live due to the siege. The researcher managed to overcome this challenge by visiting the school for many times.

The third and the big problem was the lack of technological equipment to view the animated pictures. The researcher could not find a computer, an LCD, a white board and a loudspeaker.

Besides, the researcher did not find a suitable room to show animated pictures to students (no curtains), but the researcher overcame this problem through putting papers on the room windows and closing the doors.

3.20.2 Implementing stage:

- **Vocabulary training:**

For the students to listen and comprehend, they should be involved in vocabulary skill. The researcher concentrated on receptive and productive domains which are involved in the study. To help students master these skills, the experimental group received systematic training on the vocabulary through viewing animated pictures. Students first read the title of the unit then the researcher asked them to listen carefully to the characters' dialogue and to concentrate on the new colored words and pronouncing them after the characters. Then the teacher asked them to repeat the new words in groups and individually. After that, students were able to answer the exercises, related to the new vocabulary.

The animated pictures were presented with sounds. Students watched the animated pictures, and listened to the characters' pronunciation of the new vocabulary. The presented animated pictures were enjoyable, attractive, pleasant and suitable for the students' level.

- **Teacher's role:**

The teacher (researcher) played a central role in the vocabulary learning process. Firstly, the researcher asked students to listen carefully to the dialogue and concentrate on the colored words and pronounce them after the characters and students repeated. The researcher drew the students attention before, during and after vocabulary learning and examining the animated pictures. She encouraged the students to participate. Secondly, the researcher also controlled the technological equipment which included the computer, the LCD and the headphone.

- ***Explicit instruction:***

The teacher explained to participants when, why and how to use this skill.

- **Guided practice:**

The teacher guided the students as they learned how and when to use the skill.

- **Application;**

The teacher helped students to concentrate and pronounce the new words as much as possible while watching the animated pictures during the regular classes.

- **Teacher's record:**

As the helping teachers were controlling the process, the researcher kept her own records about the students' progress and marks.

3.20.3 The evaluating stage:

A post test was carried out by the two target groups. The data were collected, analyzed statistically and the findings were recorded.

The researcher noticed that the students had built self confidence and better fluency, their class participation, and test scores improved.

Chapter IV

Results: Analysis of data

Chapter IV

Results: Analysis of data

The results

Introduction:

This study aimed at investigating the effectiveness of using animated pictures program in learning English vocabulary for the fifth graders in Gaza Governmental Schools.

In this chapter, the researcher displays the results according to the statistical analysis of the collected data. The findings of the research were tackled with regard to the research questions. Therefore, the researcher employed different statistic formulas such as means of frequencies, percentages and t-test to show the final results of the collected data.

Tables were also used to clarify and present these data with analysis and interpretation. In addition, effect size through (η^2) was used to measure and obtain the extent to which the independent variable, the program, had an effect on the dependent variable, the experimental group's achievement.

4.1 The results:

4.1.1 Hypothesis (1) findings:

The researcher tested the following null hypothesis:
There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of the students who learn vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group).

To investigate the first hypothesis, means and standard deviations of the experimental and the control groups' scores were computed.

To test this hypothesis, the researcher used T. test . The following table shows that:

Table (11)

T.test results of differences between experimental and control groups

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
total	experimental	32	23.656	5.265	8.315	0.000	sig. at 0.01
	control	32	11.469	6.406			

“ t ” table value at (62) d f. at (0.05) sig. level equal 2.00

“ t ” table value at (62) d f. at (0.01) sig. level equal 2.66

Table (11) indicates that the (t) computed value, (8.315), is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to total score in favor of the experimental group.

There are also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (11.469), the mean of the experimental group was (23.656) .This shows that there are statistically significant differences between the experimental group and their counterparts in the control one in favor of the experimental group in the total score and this means the suggested program had a good effect on improving the skills of the experimental group.

To calculate the effect size of the animated pictures program, the researcher used Eta square " η^2 " of the method by using the following equation (Afana, 2000 : p 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$d = \frac{2t}{\sqrt{df}}$$

Table (12)
level of effect size (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Implementing the above mentioned equation of the effect size, the results of " η^2 " and "d" values as shown in table (12) indicate a large effect of animated pictures program in improving the total score for the experimental group.

Table (13)

"t" value, eta square " η^2 " , and "d" for each scope and the total score

Scope	t value	η^2	d	Effect volume
Total	8.315	0.527	2.112	large

So the null hypothesis is rejected and the alternative hypothesis is accepted.

4.1.2 Hypothesis (2) findings:

The researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of the students who learn vocabulary through animated pictures (experimental group) and those who learn vocabulary through the traditional method (control group) on the receptive domain.

To investigate the second hypothesis, means and standard deviations of the experimental and the control groups' scores were computed.

To test this hypothesis, the researcher used T. test. test. The following table shows that:

Table (14)

T.test results of differences between experimental and control groups

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Receptive	experimental	32	19.750	4.265	7.096	0.000	sig. at 0.01
	control	32	10.656	5.862			

Table (14) indicates that the (t) computed value, (8.315) is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to receptive domain in favor of the experimental group. There are also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group is (11.469), the mean of the experimental group is (23.656). This shows that there are statistically significant differences between the experimental group mean scores and their counterparts in the control one in favor of the experimental group in the receptive domain. That means the suggested program had a good effect on improving the skills of the experimental group.

Table (15)

"t" value, eta square " η^2 ", and "d" for each scope and the total degree

Scope	t value	η^2	d	Effect volume
Receptive	7.096	0.448	1.802	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " and "d" values as shown in table (15) indicate a large effect of animated pictures program on improving the receptive domain for the experimental group. So the null hypothesis is rejected and the alternative hypothesis is accepted.

4.1.3 Hypothesis (3) findings:

The researcher tested the following null hypothesis:
There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the mean scores of the students who learned vocabulary through animated pictures (experimental group) and those of who learned vocabulary through the traditional method (control group) on the productive domain.

To investigate the third hypothesis, means and standard deviation of the experimental and the control groups' results were computed.

To test this hypothesis, the researcher used T. test. The following table shows that:

Table (16)

t.test results of differences between experimental and control groups

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Productive	experimental	32	3.938	1.435	9.922	0.000	sig. at 0.01
	control	32	0.906	0.963			

Table (16) indicates that the (t) computed value, (8.315), is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to productive domain in favor of the experimental group. There are also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group is (11.469) , the mean of the experimental group is (23.656). This shows that there are statistically significant differences between the mean scores of the experimental group and those of their counterparts in the control one in favor of the experimental group in the productive domain. That means the suggested program had a good effect improving the skills for the experimental group.

Table (17)

"t" value, eta square " η^2 ", and "d" for each scope and the total scores

Scope	t value	η^2	d	Effect volume
productive	9.922	0.614	2.520	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " and "d" values as shown in table (17) indicate a large effect of animated pictures program on improving the productive domain of the experimental group. So the null hypothesis is rejected and the alternative hypothesis is accepted.

4.1.4 Hypothesis (4) findings:

The researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the means of high achievers in the experimental group and their peers in the control group.

To investigate the fourth hypothesis, means and standard deviations of the experimental and the control groups' scores were computed. To test this hypothesis, the researcher used Mann-Whitney U test. The following table shows:

Table (18)

Mann-Whitney U test of differences of learning in English variable

scope	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value	Sig. level
Receptive	high achievers in experimental	8	12.250	98.000	2.000	3.193	0.001	sig. at 0.01
	high achievers in control	8	4.750	38.000				
productive	high achievers in experimental	8	12.250	98.000	2.000	3.268	0.001	sig. at 0.01
	high achievers in control	8	4.750	38.000				
Total	high achievers in experimental	8	12.313	98.500	1.500	3.242	0.001	sig. at 0.01
	high achievers in control	8	4.688	37.500				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (18) indicates that the (z) computed value of receptive domain is (3.193), (z) computed value in productive, (3.268), (z) computed value in total is (3.242) , are larger than the (z) table value, 2.58, in the post test.

This means that there are significant differences at ($\alpha = 0.01$) between the means of high achievers in experimental group and those of the control one in relation to both domains (receptive – productive) and the total scores in favor of the high achievers in experimental group . That means the suggested program has a good effect on improving the skill for the experimental group.

To calculate the size effect the researcher used " η^2 " size effect:

Table (19)

"Z" value, eta square " η^2 " , for each domain and the total score

Domain	Z	Z²	Z² +4	η^2	Size effect
Receptive	3.193	10.196	14.196	0.718	Large
Productive	3.268	10.680	14.680	0.728	Large
Total	3.242	10.507	14.507	0.724	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " values as shown in table (19) indicates a large effect of animated pictures program on improving both domains (w receptive – productive) and the total score among the experimental group. So the null hypothesis is rejected and the alternative hypothesis is accepted.

4.1.5 Hypothesis (5) findings:

The researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the means of low achievers in experimental group and those of peers in the control group.

To test this hypothesis, the researcher used Mann-Whitney U test the following table shows :

Table (20)

Mann-Whitney U of differences of learning in English variable

scope	Groups	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Receptive	low achievers in experimental	8	12.500	100.000	0.000	3.371	0.001	sig. at 0.01
	low achievers in control	8	4.500	36.000				
productive	low achievers in experimental	8	12.375	99.000	1.000	3.343	0.001	not sig.
	low achievers in control	8	4.625	37.000				
total	low achievers in experimental	8	12.500	100.000	0.000	3.366	0.001	sig. at 0.05
	low achievers in control	8	4.500	36.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (20) indicates that the (z) computed value in receptive, (3.371), (z) computed value in productive, (3.343) , (z) computed value in total

score , (3.366) are larger than the (z) table value, 2.58, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the means of low achievers in experimental group and the control one in relation to both domains (receptive – productive) and the total score in favor of the low achievers in experimental group. That means the suggested program has a good effect on improving the skill of the experimental group.

To calculate the size effect the researcher used " η^2 " size effect:

Table (21)

"Z" value, eta square " η^2 " , for each domain and the total score

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Receptive	3.371	11.361	15.361	0.740	Large
Productive	3.343	11.174	15.174	0.736	Large
Total	3.366	11.327	15.327	0.739	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " values as shown in Table (21) indicate a large effect of animated pictures program on improving both domains (receptive – productive) and the total score of the experimental group.

So the null hypothesis is rejected and the alternative hypothesis is accepted.

Table (22)

Black 's results of differences between the post test for experimental group and control one for all domain and total score of the test

Group	applied	N	Mean	Total degree	Black gain
high achievers in experimental group	pre	8	3.969	31	1.5
	post	8	19.750		
low achievers in experimental group	pre	8	0.625	31	1.3
	post	8	3.938		
Total	pre	8	4.594	31	1.4
	post	8	23.656		

Table (22) indicates that the (B) computed value in the high achievers in experimental group is, (1.5), (B) computed value in the low achievers in experimental group is, (1.3) , (B) computed value in total score is , **(1.4)** , are larger than the (B) table value which is 1.2. Moreover, the (B) computed value in the high achievers in the experimental group in the post test is larger than the (B) computed value in the low achievers. This means that there are significant differences in the post test between the high achievers and the low achievers in the experimental group in favor of the high achievers. . That mean the animated pictures program has a good effect to improve the skill for the experimental group.

To calculate the size effect the researcher used Eta square " η^2 " and "d" size effect :

Table (23)

"t" value, eta square " η^2 " , and "d" for each domain and the total score

Group	t value	η^2	Black	d	Effect volume
high achievers in experimental group	22.021	0.940	1.5	7.910	large
low achievers in experimental group	10.286	0.773	1.3	3.695	large
Total	20.595	0.932	1.4	7.398	large

Table (23) shows that there is a large effect size for the high achievers, the low achievers and the total score of the post test in the experimental group. This means the suggested animated pictures program has a large effect and improves the skills for the experimental group.

4.2 Summary:

This chapter dealt with data results. The results of each hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental and the control one in favor of the experimental group due to the teaching method. The results of the second hypothesis indicated significant differences between the two groups on the receptive domain in favor of the experimental group. The results of the third hypothesis indicated differences of statistical significance between the two groups on the productive domain in favor of the experimental group. The results of the fourth hypothesis indicated differences of statistical significance between the high achievers in the two groups in favor of the experimental group. Finally, the results of the fifth hypothesis indicated

differences of statistical significance between the low achievers in the two groups in favor of the experimental group.

Based on the previous statistical results, one may emphasize the success of using this program in favor of the experimental group.

Chapter V
Discussion,
Conclusions and
Recommendations

Chapter V

Discussion, Conclusions and Recommendations

Introduction:

This chapter discusses and interprets the results of the study. It summarizes the conclusions that were drawn in the light of the study results. Moreover, the researcher also suggests some recommendations which can be valuable for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in the Gaza Strip.

5.1 Discussion:

The researcher attributes these results to the advantages of the animated pictures as a teaching and learning strategy. **These advantages are:**

- 1- Motivating and authenticity.
- 2- Learning in groups.
- 3- Analyzing of the interaction.
- 4- Guiding investigation.
- 5- keeping in mind the profitability of the pupil time.
- 6- enhancing the communication skills among students.
- 7- Stimulating the self-learning.
- 8- Making the student the center of the educational process.
- 9- Engaging learners in real- world learning activities.
- 10- enabling the students to work independently where the role of the teacher changed from transmitted of knowledge to facilitator.

5.2 Interpretation of the results of the first hypothesis:

The researcher tested the first hypothesis which supposed that there were not statistically significant difference at ($\alpha \leq 0.05$) in the post-test results between the students who learned vocabulary through animated pictures (experimental group) and those who learned vocabulary through the traditional method (control group).

The findings indicated that the (t) computed value, (8.315), was larger than the (t) table value, (2.66), in the post test results. This means that there are significant differences at ($\alpha = 0.01$) in the post test results between the experimental group and the control group in favor of the experimental group. There were also significant differences between the means of both groups in favor of the experimental group, whereas the mean of the control group was (11.469), the mean of the experimental group was (23.656). Besides, the researcher found that the effect size indicated a large effect of animated pictures program in improving the vocabulary for the experimental group.

This large effect can be attributed to the activities, techniques and the variety of teaching aids used in the animated pictures program which aimed at developing vocabulary. Furthermore, these results were attributed to the effectiveness of animated pictures strategy as it affected positively both the affective domain of students' thinking and the cognitive domain. As to the affective domain, the animated pictures strategy was practiced through the computer which provided students with multimedia advantages. Any piece of information a student searched for was accompanied with sound, movement, pictures and colors. These advantages of multimedia provoked students' interests and motivation. Consequently, a motivated learner can

learn easier than other less motivated students. In addition, animated pictures provide different resources of information in different contexts.

Kristiansen (2001) confirms that "Not only the learners, but also the teachers are interested in using animations while teaching the subject ". Akbas and Oztruk (2011) also state that animated pictures are a valuable strategy for various reasons. First, they have the ability to contextualize learning in a variety of meaningful ways." Both motivation and the different resources of information incite students' imagination and expectation which means that he is capable of wider and more accurate prediction.

This result agreed with the results of almost all the previous studies like; Karakas (2011), Kayouglu, Akbas and Oztruk (2011), Abu Algilasi (2010), Hanoi (2010), Michael Reed (2010) , Taraf and Arikan (2010), Sarko (2008), Puspitasar (2007), Verdugo, Belmonte (2007), Al.Musallam , Al-Twairish and Al-Shubaily (2006), Chen (2006), Lin , Chen and Dwyer (2006), Alhendi (2005), Madden , Slavin and Chambers (2005) , Pranatha (2005), Fang Lin (2004), Koroghlanian and Klein (2004), San and Dong (2004) and Wilberschied and Berman (2004).

5.3 Interpretation of the results of the second hypothesis:

The researcher tested the second hypothesis which supposed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the students who learned vocabulary through animated pictures (experimental group) and those who learned vocabulary through the traditional method (control group) on the receptive domain.

The findings indicated that the (t) computed value, (7.096), was larger than the (t) table value, (2.66), in the post test results. This means

that there are significant differences at ($\alpha = 0.01$) in the level of the receptive domain between the experimental group and the control group in favor of the experimental group. There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (10.656), the mean of the experimental group was (19.750). Besides, the researcher found that the effect size indicated a large effect of animated pictures program on improving the receptive domain for the experimental group.

This large effect can be attributed to the activities, techniques and the variety of teaching aids used in the animated pictures program which aimed at developing receptive domain. Furthermore, the result is also attributed to the positive effect of the animated pictures program which enhances receptive vocabulary. It provides a variety of information sources in a variety of contexts which help the students to understand the relations among words. Additionally, the findings were in agreement with the findings of all the previous studies such as :Karakas (2011), Kayouglu, Akbas and Oztruk (2011), Abu Algilasi (2010), Hanoi (2010), Michael Reed (2010), Taraf and Arikan (2010), SARKO (2008), Puspitasar (2007), Verdugo Al.Musallam , Al-Twairesh and Al-Shubaily (2006) , Chen (2006), Lin , Chen and Dwyer (2006), Alhendi (2005), Madden , Slavin and Chambers (2005), Pranatha (2005), Lin (2004), San and Dong (2004) and Wilberschied and Berman (2004).

5.4 Interpretation of the results of the third hypothesis:

The researcher tested the third hypothesis which supposed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the students who learned vocabulary through animated

pictures (experimental group) and those who learned vocabulary through the traditional method (control group) on the productive domain .

The findings indicated that the (t) computed value, (9.922), was larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha = 0.01$) in the level of productive domain between the experimental group and the control group in favor of the experimental group. There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (0.906), the mean of the experimental group was (3.938). Besides, the researcher found that the effect size indicated a large effect of animated pictures program on improving the productive domain for the experimental group.

This large effect can be attributed to the activities, techniques and the variety of teaching aids used in the animated pictures program which aimed at developing productive domain . Furthermore, this result is attributed to the effectiveness of animated pictures program.

5.5 Interpretation of the results of the fourth hypothesis:

The researcher tested the fourth hypothesis which supposed that there were statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the high achievers who learned vocabulary through animated pictures (experimental group) and those who learned vocabulary through the traditional method (control group). The findings indicated that the (Z) computed value, (9.922), was larger than the (Z) table value, (2.66), in the post test results. This means that there are significant differences at ($\alpha = 0.01$) in the level of receptive and productive domains and the total score between the high achievers in experimental group and the control group in favor of the experimental group. There were also

significant differences between the means of both groups in favor of the experimental group, whereas the mean of the control group was (0.906), the mean of the experimental group was (3.938).

Besides, the researcher found that the effect size indicated a large effect of animated pictures program in improving the receptive and productive domains and the total score for the high achievers in the experimental group. This large effect can be attributed to the activities, techniques and the variety of teaching aids used in the animated pictures program which aimed at developing the receptive, productive domains and the total score. Furthermore, this result is attributed to the effectiveness of animated pictures program.

A lot of studies like,(Brewster et al.(2002); Cabrera and Martinez (2001); Pinter (2006) ; Halliwell (1992); Slatterly and Willis (2001) prove that animated pictures suit well in fostering young learners' imagination and fantasy because they contain colorful characters and catchy visual presentations accompanied by enjoyable sounds and music.

Animated pictures play an important role in lowering the affective filter, which psychologically affects one's learning. For example, high achievers feel comfortable since it is easy for them to get meaning from animated pictures with subtitles and captions.

Moreover, the findings were in agreement with the findings of all the previous studies such as Karakas (2011), Kayouglu, Akbas and Oztruk (2011), Abu Algilasi (2010), Hanoi (2010) , Michael Reed (2010) , Taraf and Arikan (2010), sarko (2008), Puspitasar (2007), Verdugo , Al.Musallam, Al-Twairesh and Al-Shubaily (2006), Chen (2006), Lin, Chen and Dwyer (2006), Alhendi (2005), Madden, Slavin and Chambers

(2005), Pranatha (2005), Fang Lin (2004), San and Dong (2004) and Wilberschied and Berman (2004).

5.6 Interpretation of the results of the fifth hypothesis:

The researcher tested the fifth hypothesis which supposed that there were statistically significant differences at ($\alpha \leq 0.05$) in the post-test results between the low achievers who learned vocabulary through animated pictures (experimental group) and those who learned vocabulary through the traditional method (control group).

The findings indicated that the (Z) computed value, (3.366), was larger than the (Z) table value, (2.66), in the post test results. This means that there are significant differences at ($\alpha = 0.01$) in the level of receptive and productive domains and the total score between the low achievers in experimental group and the control group in favor of the experimental group. There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (4.500), the mean of the experimental group was (12.500). Besides, the researcher found that the effect size indicated a large effect of animated pictures program on improving the receptive and productive domains and the total score for the low achievers in the experimental group.

This large effect can be attributed to the activities, techniques and the variety of teaching aids used in the animated pictures program which aimed at developing the receptive and productive domains and the total score. Furthermore, this result can be attributed to the effectiveness of animated pictures program. Using animated pictures makes students, especially low achievers pay attention to the lesson, arouses their interest in it and creates the good learning atmosphere during the lesson. Thi and Anh (2010, p.73)

also confirm that " through animated pictures with sound and picture, learners can enjoy themselves, release stress and have an open mind to learn and perceive words. Besides, learners can benefit a lot from widening communication expressions and phrases".

Moreover, the findings are in agreement with the findings of all the previous studies such as :Karakas (2011), Kayouglu, Akbas and Oztruk (2011), Abu Algilasi (2010), Hanoi (2010) , Michael Reed (2010) , Taraf and Arikan (2010), SARKO (2008), Puspitasar (2007), Verdugo , Al.Musallam , Al-Twairesh and Al-Shubaily (2006) , Chen (2006), Lin , Chen and Dwyer (2006), Alhendi (2005), Madden , Slavin and Chambers (2005), Pranatha (2005), Fang Lin (2004), San and Dong (2004) and Wilberschied and Berman (2004).

5.7 Conclusions:

Based on the findings derived from the results of this study, the following conclusions were reached:

1. The animated pictures program had superiority over the traditional method in teaching English language vocabulary.
2. The animated pictures program added variety to the range of learning situations.
3. The animated pictures program provided students with a better learning environment which reflected on their achievement in English language vocabulary.
4. The animated pictures program developed cooperative learning within the same group and competition with other groups.
5. The animated pictures program increased pupil-pupil communication which provided fluency practice and reduced the domination of the class.

6. The animated pictures program stimulated students towards an independent practice of English language vocabulary instead of direct instruction.
7. The animated pictures program was very effective in motivating shy students towards participation and interaction.
8. The animated pictures program provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively.
9. Teachers need to have empirical data on the types of technologies and technology applications introduced to them in their teacher education programs and in professional development.
10. The animated pictures program was very effective in motivating high and low achievers towards participation and interaction.

5.8 Recommendations:

In the light of the findings, the researcher offers the following recommendations:

- ***Curriculum designers and decision makers are recommended:***
 - To integrate the animated pictures program in the educational process in the Palestinian educational institutions.
 - To provide the Palestinian syllabus with different vocabularies that enhance English language skills.
 - To provide schools with the equipment (LCD, computers, headphones, special room) which enable them to utilize the animated pictures.

- **Supervisors are recommended to:**
 - improve the educational strategies in preparatory schools by throwing

a way the traditional strategies which have a negative effect on the student's pertain having information, values and concepts, and the importance to concentrate on new strategies which have a clear educational philosophy and a vital role in encouraging learning by practice.

- include the animated pictures program to improve and develop vocabulary.
- prepare and distribute instructional material that increases teachers' awareness of the benefits of animated pictures in developing English language skills, especially, in vocabulary.
- consider the animated pictures and to use them in teaching different skills.
- conduct training courses that help teachers enhance their abilities in implementing animation activities.

- **English language teachers are recommended to:**

- move from the traditional method in teaching vocabulary into a modern strategy, such as, animated pictures that create a new learning environment.
- change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire language.
- qualify the students in Palestinian faculties of education to use technology in Educational process in general, and in English in particular.
- adopt modern techniques that enhance students' participation and interaction.

In choosing animated pictures, teachers have to consider the following:

- 1- Select animated pictures that are good match for the vocabulary of the -
- 2- Choose animated pictures that have an interactive element to .book
- 3- choose the characters of the -.engage and hold students' interest

4- Check the students' understanding .animated pictures from the real life and interest all the time.

5.9 Suggestions for further researches:

Education in Palestine is still in need for a lot of researches that touch all the inputs of the educational system. These inputs are represented in the strategies, the teacher, the students, the curriculum, the administration and the local community.

- The Palestinian Ministry of Education should conduct further researches to investigate the effectiveness of similar programs in different aspects of education in Palestine.
- Further studies should be conducted to examine the Palestinian teachers' perception of utilizing language-learning skills and animated pictures program in teaching English language.
- Further studies should be conducted to investigate the strategies and techniques employed by teachers in Gaza schools.

5.9.1 The researcher suggests the following titles for further studies:

1. The effect of animated pictures program on developing students' critical thinking.
2. The Impact of animated pictures program on developing students' Listening and speaking skills of English language.
- 3.. The effect of animated pictures program on students' attitudes toward English language learning.
4. The effect of animated pictures program on developing literacy activities.
5. Using animated pictures program for oral communication in English as a foreign language.

6. Students' Perceptions of English Learning through EFL animated pictures program.
7. The Effects of animated pictures program on the Achievement and Attitudes of Prospective Teachers .
8. The Effectiveness of animated pictures program on Elementary School Students' Higher-Order Thinking, Learning Motivation, and English Learning Achievement.
9. What Students Think About Using animated pictures program, Learning Motivation, and English Learning Achievement in the English Classroom..
10. The Effects of the animated pictures program on EFL Learners' Writing Performance.

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Appendices

Appendices
Appendix (A)

Vocabulary Achievement Test

Haifa Primary School -A-

Subject :

English Name :

class : 5th

Final mark : 26

Time : 25 minutes

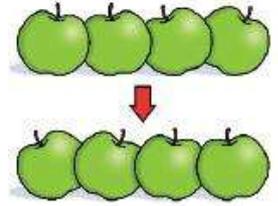
***Finish the sentences from the list :- (6 points)**

with	look	by	about	end	Some
	like				

- 1- The book is talking his life.
- 2- We need suger for the tea.
- 3- They are twins ,they each other.
- 4- In the ,we found the hotel.
- 5- She came to the party me.
- 6- They go to schoolbus .

***Match the words with their pictures :- (8 points)**

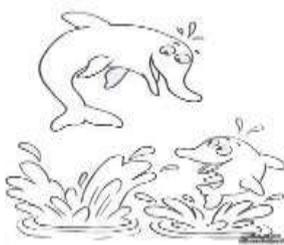
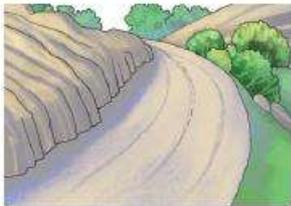
(fruit - out - road- nothing- those - laugh - marry -wolf)



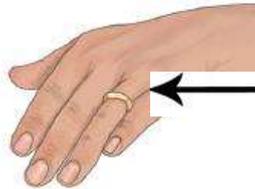
.....

.....

.....



.....



.....

.....

.....

.....

***Odd one out :-**

(6 points)

1- fruit - also - vegetables

2- palace - princess - laugh

3- then - marry - wedding

4 - greedy - hour - angry

5- by - for - move.

6- hear - any - hide .

***Re - arrange the letters of the words :- (3 points)**

1- s- a- l- o

2 . p-a-l- t- n

3- g-a-n-i-a

***Order the following words alphabetically :- (3 points)**

1- then - last - them

.....

.....

2- hide - both - hear.

.....

***** Good Luck *******

Name:.....

***Complete the following sentences;-**

1- I lost my pen ,so Iit everywhere.

2- He ate all the chocolates . He was.....

3- Let's go a walk .

4- My sisterunder the table .

5- She liked the film and wanted to watch it

6- I don't havemoney .

******* Good Luck *******

Appendix (B)

Referee Committee

Dr. Awad Kshta	The Islamic University
Dr. Mohammad Atteya	Al Aqsa University
Mr. Hussein Abu AL- keer	Supervisor of English Language
Mr. Hader Abu Shaweesh	Supervisor of English Language
Mr. Majed Salah	Supervisor of English Language
Mrs. Najat Nasser	Supervisor of English Language
Mrs. Evoon Al khateeb	Teacher of English Language

Appendix (C)

Palestinian National Authority
Ministry Of Education & Higher Education
Directorate of Education Khan -Younis



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم - خان يونس

قسم التخطيط والمعلومات
التاريخ : 2013 / 1 / 27 م

المحترمون

السادة/ مديرو المدارس ومديراتها المعنيون
السلام عليكم ورحمة الله وبركاته ،،،

الموضوع / تسهيل مهمة

نهدىكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه نرجو منكم تسهيل مهمة الباحثة: نجاح محمد شعبان وافي، حيث تجري الباحثة بحث ماجستير بعنوان :

The Effectiveness of Using Animated Pictures Program on Learning

English Vocabulary for the fifth Graders in Gaza"

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية الجامعة الإسلامية بغزة، تخصص " مناهج وطرق التدريس" في تطبيق أدوات البحث على عينة من طلاب الصف الخامس الأساسي، وذلك حسب الأصول.

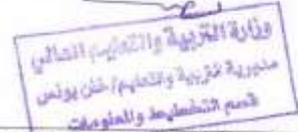
بإسيرة أسيرة مسنة هنا لرصيدهم وتفضلوا فائق التقدير والاحترام،،،

لأناج من تعليمهم الا بتسارع بعينه بعينه

و من حيث لا حول

بشكركم تحية

مدير التربية والتعليم
أشرف رياض حوز الله



Appendix (D)

Unit (10)

Ben and Amy's holiday



wedding - marry - look like - princess - also

about - hour - again - for - by - palace

Appendix (E)

Unit (11)

The Wolf's shoes



wolf - hear - road hide - both - look for
with - laugh - end - greedy - nothing - angry

Appendix (F)

Unit (12)

Omar and Rania's visit to Qalqilia



any - then - some - Us- last - those
out - them - move - fruit- vegetable - plant

Appendix (G)

The Interview

- What is your opinion of the program?

- What are the points of strength of the program?

- What do you like in the program?

- How do you feel towards the use of the program?

- Do you find a difference between the use of animated pictures
program and the traditional method in learning vocabulary?