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The Effects of Using Text and Picture Animation on Promoting English Learning among Students of the 5th Grade

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Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, and this thesis has not been submitted for a higher degree to any other university or institution.

DEDICATION

I want to dedicate this paper to my mother, my brothers and my sisters. They all supported me spiritually and morally through my journey of study. They provided me with encouragement and motivation to complete this program. They taught me the value of hard work: to learn, strive and achieve.

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Abstract

The study aims at investigating the effects of using animation on students' performance in English four skills among students of the fifth grade in Southern Hebron. This study addressed the following research questions:

1. What are the effects of using picture and text animation on the students' achievement and performance?
2. What are its effects on students' performance due to gender and students' level?
3. Are there significant differences between the general ability of the students in every group and their achievement in the four skills?
4. Are there significant differences between the performance of the same level students in the two groups?
5. Is there a correlation in the two groups' performance among the four skills?

The participants were 125 students, 61 females from Al-Zahra' Girls' School and 64 males from Taha Elreji Boys' school. Both schools are from Dura, Southern Hebron. The study included three independent variables and one dependent variable. The independent variables are method, gender and students' general ability. The dependent variable is students' performance in the achievement test in the four skills.

For the purpose of the study, two units (19 & 20) from English for Palestine 5th Grade were designed on animation. Participants were divided into two groups; experimental (68) and control (57). The participants in the experimental group were enrolled in the study for a month in the second semester of the academic year 2008/2009. The students in the experimental group were taught the two units via computer, whereas, the control group students were traditionally taught. A test was designed to assess students' achievement in the four skills; listening, speaking, reading

and writing at the end of the study. The test consisted of two papers; paper one included reading and vocabulary and paper two included listening and writing. Speaking was orally tested.

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. Moreover, there were significant differences in the performance of the two groups in the English language four skills due to gender; females got higher results than males. Results also indicated that 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.

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CHAPTER ONE

The Problem

1.1 Introduction

English language has become more dominant around the world, and it is becoming

language in the field of education by universities and institutes as a mean of learning and scientific research. It is also the language of international business, diplomacy, and professions, Kitao (1996). 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). This important role of English has greatly contributed to the movement of teaching English as a foreign Language.

Educators and researchers in TEFL, TESOL and applied linguistics have been searching for appropriate methods and techniques as Al-Mutawa & Kailani (1990) point that teaching methods have been changed in response to learner's needs and the change of syllabus. Between 1890 to1950 the Grammar Translation method was used. Grammar was taught as a set of rules. The medium of instruction was the mother tongue and vocabulary was learned via translation. As a reaction to Grammar Translation method, a new method originated in the nineteenth century, that is the "Direct Method", which was advocated by Berlitz and Goun in the USA. In this method, speaking and listening were the most important skills; the medium of instruction was English, Long-Fu (2001). Then the Audio-lingual method (1960s-1970s) emerged, where language was seen as a set of structures and grammar rules were an illusion. According to this method, speaking and listening were the most important skills. The learning method was based on descriptive linguistics and

behavioral psychology principles. Humanistic approaches were used after 1970s animating from the USA, and particularly championed by Earl Stevick, Al-Mutawa & Kailani (1990).

The need for good communication skill in English has created a huge demand for teaching around the world. People today have a great motivation to improve their command of English. The world demand to be able to master English to a high level of accuracy and fluency has created an enormous demand for an appropriate teaching methodology. As a result, the Communicative Approach emerged for the purpose of helping learners to use the target language in a variety of contexts and language functional use. The Communicative Approach to language teaching was first pioneered by British linguists and applied linguists and among these, the most prominent name in the early stages was that of Wilkins, who was the first to use the term "Communicative Approach," Roberts (2004).

The Communicative Approach is based on the idea that learning a language successfully comes through involving the learner is using the language in real and authentic situations. In the Communicative Approach, a language is viewed and learned within its social and cultural context. Moreover, the focus is on meaning rather than structure besides both fluency and accuracy are important too. One of the most important characteristics of the Communicative Approach is that the course contents are based on students' needs, and teaching is learner-centered where the teacher is just a facilitator. Classroom activities guided by the Communicative Approach are characterized by producing meaningful and real communication at all levels. They stimulate interpersonal interaction and develop communication skills, Strong (1993). Activities are also based on real-life communication and they are task-based in which language is used for a purpose, Woozly (2004). Since the

Communicative Approach gives a big concern to the role of the learner as the center of the learning process, activities should accommodate the learners' learning style and needs in order to fulfill its goals.

People learn in many different learning styles or ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience or by "hands-on" tasks (kinesthetic or tactile learners), others learn better when they work alone while others prefer to learn in groups, Dunn (1984); Reinert (1976). Learning styles play a crucial role in the learning process as they affect the learners' outcomes.

It could be argued that the use of computer animation as a teaching technique can fulfill different kinds of learning styles and it accommodates the activities of the Communicative Approach. The use of computer animation in computer-assisted instruction medium is a way of taking advantage of the capabilities that computer technology has provided. From a pedagogical view point, computer animation can be used as a visual aid to illustrate meaning, and give organization to the material being taught. The advancements in computer animation allow realistic scenes to be generated and provide interactive tools that students are able to use to create an environment that they are able to control. Animation consolidates better understanding and greater retention. It also provides different opportunities for better instructional material, Hart (2003).

According to Almekhlafi (2006), Computer-Assisted Language Learning (CALL) is a technique for using technology in the field of language learning. Al-Jarf (2005) defines CALL as:

> An approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and

assessment of material to be learned, usually including a substantial interactive element, (p.3).

In light of this definition and for the purpose of this study, CALL is defined as the use of picture and text animation in teaching EFL. Several studies; Caplan (2002); Kim (2003); Lamboy (2003); Sallas (2006) and others have been conducted to investigate the effects of CALL on learning languages. Research results demonstrated positive effects of CALL on students' learning and language competency, Peterson (1998); Ayres (2002); Chika-matsu (2003).

1.2 Rationale for the Study

The year 2000, English was taught from the 5^{th} grade at schools in Palestine and the syllabus, which was used at that time, was called "Petra" for the basic grades and "Oxford" for the secondary level. Since 2000 and onwards, English has been taught from the first grade, and a new syllabus has been introduced "English for Palestine". This syllabus emphasizes the use of the Communicative Approach and moves towards a more skills-based approach to foreign language learning. Themes and topics in the textbooks have been chosen to interest and stimulate learners. (English for Palestine, Teachers' book 5, p. 4). The Communicative Approach is here understood as an approach that emphasizes meaningful interaction and information exchange. It could be argued that the development of CALL programs can fit in this approach to language teaching as it emphasizes student-centered lessons, and gives the learners the opportunity to learn on their own. A number of studies like, Klassen & Milton (1999); Witt (1999); Hegelheimer; Tower (2004) investigated the role of CALL in teaching English and found that it

correlates to language promotion. Moreover, activities and lessons in the textbooks are presented in a way which is helpful for enhancing and designing different computer programs that make learning more enthusiastic and dynamic. This was incorporated in a recent tendency in Palestine that aims to include technology in teaching. Instructors are usually trained on the basic operation of software. However, it could be said that most of them are not aware of the conceptual underpinnings of the use of technology and how it can accommodate learning styles and enhance students' perceptions of the content being presented. In 2006, a new training program was introduced by the Ministry of Education on using the Information & Communications Technology (ICT) in teaching different subjects including English. Approximately, 15 schools from all the governorates of the West Bank participated in this training program. According to the views of teachers who use ICT in their schools, ICT has brought improvement in the education environment in their classrooms. However, this training program needs consistency and continuity so as to have positive and long- lasting results.

As the main aim of the Palestinian syllabus is to develop students' competence in the four skills, and to encourage students to become confident users of language, animation can be used to stimulate students' interaction and involvement through the use of more authentic learning environment. The activities are combined with sounds and movements just like in the real world. By using animation, skills are easily integrated, since the variety of media makes it natural to combine listening, speaking, reading and writing in a single activity, Warschauer (1998). Using animation in EFL could enhance learning in teaching English for Palestine, especially when illustrating dynamic processes.

Initial studies, Jones & Scaife (2000); Alkhalifa (2005) suggested that certain characteristics of animation have significant effects on cognitive interaction with material and therefore on comprehension. They also showed that current computer technology provides the facility to interact physically, emotionally and mentally with information on the screen. This in itself may influence the kind of learning that takes place, especially for children.

Hays (1996) showed that animation is better than text at communicating concepts involving time and motion. Some researchers, Reiber and Kini (1991); Catrambone (2002) believe that animation might have a privileged position in this regard. For instance, they suggest that animation makes the cognitive task more concrete by providing motion which attributes directly to the learner cognitive perception, Fleming & Richard (2002).

1.3 Statement of the Problem

Students in Palestine have a problem in learning English, although they learn it from the first grade. It could be said that learning is an extremely complex process, as learners are individuals with different personalities, styles, and preferences. Despite the strenuous efforts that teachers devote to improve students' language skill, it's noticed that students finish high school with limited proficiency. Teachers and parents always complain of the low level of students' proficiency. This could be attributed to several reasons:-

1. The learning styles.
2. Strategies used by students.
3. Impact of the curriculum.
4. Methods that are used to teach English.

Thus, the need for an effective way for developing students' performance in English four skills. It is believed that teachers could do something to develop new techniques of teaching to promote students' motivation towards learning English. Methods of teaching English will be more interesting if creativity and authenticity are used. So as to achieve this goal, it may be helpful to combine traditional methods (Teacher's Book instructions) with new multimedia activities such as animation. At the Ministry of Education, there is a recent tendency to include technology, it can accommodate learning styles and enhance students' perceptions of the content being presented. Animation could be effective for gaining attention in presenting information in the classroom and make language teaching enjoyable for both teachers and students.

1.4 The Purpose of this Study

This study aims at investigating the use of text and picture animation in promoting English language skills in 5th grade hoping that this idea of teaching will contribute to significant developments in the teaching and learning of English. Furthermore, it could be a kind of reinforcement to the use of the communicative approach. Animation allows real motional scenes, and provides interactive tools that students are able to use to create an environment that they are able to control. For example, the movements in pictures such as mouth, eyes and hands provides the opportunity for a better understanding, more interaction and greater retention. It also improves special performance of instructional material, Hart (2003).

1.5. Research Questions

This study aims to answer the following questions:

1. What are the effects of using picture and text animation on the students' achievement and performance?

2. What are its effects on students' performance due to gender and students' level?

3. Are there significant differences between the general ability of the students in every group (control vs. experimental) and their achievement in the four skills?

4. Are there significant differences between the performance of the same level students in the two groups?

5. Is there correlation in the two groups' performance among the four skills?

The general questions could be developed into the following null hypotheses

1. There will be no significant differences in the two groups' performance in English language four skills due to methods of teaching (Using animation versus traditional method).

2. There will be no significant differences between the general ability of the students in every group and their achievement in the four skills.

3. There will be no significant differences between the two groups' performance in English language four skills due to gender.

4. Their will be no significant differences in the performance of the same level students in the two groups.

5. There will be no correlation between the two groups' performance among the four skills.

1.6 Significance of the Study

Improving teaching methods of English is urgently needed as it is the language of modern technology, science, art, politics, medicine, and other subjects. Since teachers always strive hard to capture the learners' attention, concerted efforts are needed to charter a well planned program for this purpose. In fact, collaboration to improve such effective methods and programs will be vital to all efficient teaching.

Despite the efforts of the Ministry of Education in improving the teachers' abilities through training courses on teaching methods, teachers always complain about their students' poor proficiency in English. So it is of a great importance to think of new teaching methods and techniques which can be used to promote students' efficiency in the four skills (listening, reading, speaking, and writing). Several studies, Caplan (2002); Kim (2003); Lamboy (2003); Sallas (2006); Herrington & Kervin (2007); Phing (2007) showed that using computer in teaching a foreign language can promote learners proficiency significantly. It is hoped that this study will contribute to the improvement of teaching methods.

This study differs from the previous ones in terms of population, method, age of learners, instrument, language skills and gender. For instance, the participants of this study are 5^{th} grade students (11-12 years old) while other studies like, Chun & Plass (1996); Liang (2008); Lim& Shen (2006), were implemented on university

students or high school learners. This might be because students at these stages have good access in using computers. Animation in the current study used for teaching the four skills including vocabulary and grammar. However, in the other studies, multimedia was used for teaching one skill, for example, Lin & Chen (2007); Chun & Plass (1999); reading, Jing (2006); speaking, Alsouqi (2001) and Itmeizeh (2008); writing. Sallas (2006) investigated the use of animation in teaching grammar and Kim (2003) tested the use of animation in teaching listening. This study also employs the units of the students' textbook for the use of animation. Units 19 and 20 from the 5th grade textbook were chosen to be designed on animation. Whereas, other studies used imported material from outside the textbook Moreover, it also investigates the effects of using both text and picture animation in teaching English language skills.

Furthermore, this study could contribute positively to the general context of ELT in Palestine. The followings are some specific attributes of the study.

1- Contributing to the use of the communicative method in teaching English and seeking for more vital and effective ways of teaching and learning English.
2- Showing the effects of using technology on learning English as a foreign Language.
3- Introducing new techniques and ways of teaching two units of the textbook with two different topics in addition to enriching these units with additional activities.
4- Developing two units to be taught by using animation could contribute to the general goal of the Ministry of Education that aims at developing using

computer and different technological facilities in the Palestinian educational system. The ultimate goal of the ministry in this respect is to have all the school curricula developed for English learning activities.

5- Providing teachers with new material in teaching the four skills by using animation.

1.7 **Limitations of the Study**

The researcher acknowledges the following limitations:-

The results of this study could be generalized only to a similar population. Moreover, the design of the two units could be generalized and used only in schools of Palestine as they have been built around the Palestinian textbooks (English for Palestine).

1.8 Assumptions:

The study is based on the following assumptions:-

1-The groups and the number of the students are appropriate to the study.

2- Two units on two different topics are enough to reflect the differences between the two teaching techniques used in this study.

3-The general ability (students' average mark in English in grades 2,3 and 4) of the sample is appropriate to show the effect of using animation in learning EFL.

4- The students have answered the tests to the best of their abilities.

5- The teachers have followed the researchers' instructions appropriately.

1.9 Definition of Terms

Advance Organizer: An advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information), Mayer (2003),

Animation: is the rapid display of a sequence of images in order to create an illusion of movement. 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, **en.wikipedia.org/wiki/Animation** (free encyclopedia)

In this study, animation is slight movements of text and picture; two units from the 5th grade textbook" English for Palestine" were designed on animation for the purpose of teaching English four skills.

CALL: Computer Assisted Language Learning; a system whose goal is to assist learners learn a language by using a computer, Akahori & Yang (2000).

CAPT: Computer Assisted Pronunciation- Teaching System

Computer-assisted Instruction (CAI): an interactive instructional technique in which a computer is used to present instructional material, monitor learning, and select additional instructional material in accordance with individual, Fourie(2001).

Dynamic image: text and picture animation of some texts, exercises of two units from EFP 5th grade textbook.

EFL: English as a Foreign Language.

EFP: English for Palestine.

ESL: English as a Second Language.

General ability: The average of students' marks in English in the last three years (2^{nd} , 3^{rd} & 4^{th} grades).

ICT: Information & Communications Technology is a term that covers all forms of computer and communications equipment and software used to create, store, transmit, interpret, and manipulate information in its various formats (e.g., business data, voice conversations, still images, motion pictures and multimedia presentations). Since 2006, the Ministry of Education has been investigating the use of ICT in teaching at schools.

Learning Styles: Different ways used by individuals to process and organize information or to respond to environmental stimuli which refer to their learning styles, Shuell (1989).

TEFL: Teaching English as a Foreign Language.

TESOL: Teachers of English to Speakers of Other Languages

Traditional method: the method which is used in teaching English for Palestine syllabus without the use of animation. Teachers follow the same procedure of the teachers' book (see appendix (3), p. 128). It's supposed to be the communicative approach; however, it is not completely pure communicative.

VKS (Vocabulary Knowledge Scale): "Identifying levels of knowledge that may be interpreted as stages in the acquisition of the word." Read (1997), p. 315).

1.10 Summary

This chapter presented a general introduction to the reader about the whole thesis. It threw light on the importance of learning English, methods of teaching, learning styles and cognitive thinking, and dual coding theory.

Then the researcher presented the rationale, statement of the problem, the purpose of the study, research questions, hypotheses, significance of the study, limitations of the study, assumptions and finally, definitions of terms.

CHAPTER TWO

Review of the Related Literature

2.1. Introduction

This chapter presents related literature and research that are relevant to the use of multimedia in general and animation in particular in learning a language. This chapter consists of two sections; the component of the first section includes a theoretical background about English teaching methods, learning styles, cognitive theory of multimedia and dual-coding theory, history of CALL, and an introduction to the history of animation. The second section includes studies on the use of multimedia in teaching English four skills. It comprises six parts that deal with studies on; reading skill and vocabulary, listening, speaking and pronunciation, writing, grammar, and teaching English as a foreign language in general.

2.2 Section One

This section includes a literature review of English language teaching methodology and learning styles. In addition to a brief review of the cognitive theory of multimedia and dual-coding theory. The history of CALL and background to animation are also tackled in this section.

2.2.1 Background to English Language Teaching Methods

English language teaching has been changed, especially throughout the twentieth century and up till now. This change has been practised, in various adaptations in language classrooms all around the world for centuries, Thanasoulas (2002).

The origins of modern language education were in the study and teaching of Latin in the 17th century. At that time, it was of vital importance to focus on grammatical rules, syntactic structures and memorization of vocabulary and translation. The first approach to be used during that time was the Grammar Translation Method. This approach was historically used in teaching Greek and Latin. Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in isolated word lists and explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. In this method, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only used drills are exercises in translating disconnected sentences from the target language into the mother tongue, and little or no attention is given to pronunciation, Richard & Rodger (2001).

Towards the end of the late 1800s, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. Thus, the appearance of the "Direct Method" coincided with a new school of thinking which dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century. One of the most famous advocates of the Direct Method was the German Charles Berlitz, Anthony (1963).

However, by the late 1920s, the Direct Method was starting to go into decline. After the World War II, the "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses

focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM). The overall goal of the Audio-lingual Method was to create communicative competence in learners. The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. The Audio-lingual Method was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. The following points sum up the characteristics of the method: Dependence on mimicry and memorization of set phrases, teaching structural patterns by means of repetitive drills, no grammatical explanation, learning vocabulary in context, use of tapes and visual aids ,focus on pronunciation and immediate reinforcement of correct responses, Larsen-Freeman (2001).

In the early seventies, Charles Curran developed a new education model called "Counseling-Learning". The Counseling-Learning educational model was also applied to language learning, and it became known as Community Language Learning. It seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as councilor) outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, he/she first says it using the native language, which the teacher then translates back to them using the target language. The student then

attempts to repeat the English used by the teacher, and then a student can respond using the same process, Janisse (1982).

Another challenge to the Audio-lingual Method was under way already in the sixties in the form of the Cognitive Code, an emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning. It was the appearance of the "Silent Way". Teachers wanted their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. In addition, students become more autonomous learners and develop their own inner criteria for correctness. Another key objective was to encourage students to work as a group - to try and solve problems in the target language together, Larsen Freeman (2001).

The late 70s, Georgi Lozanov began to develop a language learning method believing that the brain could process and retain much more material if given optimal conditions for learning. This method became known as "Suggestopedia". One of the most unique characteristics of the method was the use of soft Baroque music during the learning process. Lozanov believed that it could create a level of relaxed concentration that facilitates the intake and retention of huge quantities of material, Larsen-Freeman (2001).

In the 1960s, James Asher began experimenting with a new method called Total Physical Response. The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, etc) before learners begin to use the

language orally. It also focuses on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity. Asher (2009) also had a lot to say about right-brained learning (the part of the brain that deals with motion activity), believing it should precede the language processing element covered by the left-brain.

Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching. The Communicative Approach contributes a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself. The need for communication has been relentless, leading to the emergence of the communicative language. The teaching focus is on all of the components of communicative competence in addition to grammar and linguistics competence. Functional use of language for meaningful purposes is essential. Moreover, Fluency and accuracy are as complementary principles underpinning communicative techniques and using the language in unrehearsed contexts, Richard & Rodger (2001).

As the main aim of the communicative approach is to develop students' abilities in using the language appropriately in different social situations, the use of animation as a medium in learning EFL can provide opportunities for interaction. Animation could support a more authentic learning environment. In animation, skills are easily integrated because it combines the use of the four skills naturally.

2.2.2 Learning Style

Although human beings have common bio-psychological and social characteristics in learning process, individuals' ways in giving meaning and acquiring information may vary. Even identical twins who share the same environment may give different interpretation to the same phenomena or event. These individual-specific differences in learning and interpretation are called learning styles, Yilmaz-Soylu & Akkoyunlu (2002).

Literature shows different definitions to learning styles. For example, Dunn, Dunn & Perrin (1994) define learning style as a way that each individual person begins to concentrate on process, internalize, and retain new and difficult information. Dunn adds that Learning style consists of five elements; environmental, sociological, psychological, physiological and emotional strands (Cited in Heide, 2001). However, Dunn and Dunn (1978) identify learning style elements in a different way such as: time, schedule, sound, type of work group, pressure, motivation, place, physical environment, conditions, type of assignments, perceptual strengths, types of structure and evaluation. Current learning styles studies confirm the use of the definition by Dunn & Dunn which is still used till now: "Learning style is a biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others", Kutay (2006), p.12.

Felder and Porter (1994) have a different classification that is based on the types of learners; Visual Learners, who prefer to study graphs, pictures, and take notes to review later. Verbal learners; people are likely to absorb reading materials and lectures more easily than other students are. They seem to learn best from written materials. Tactile and kinesthetic Learners; prefer real-life topics. They are active learners who learn best by doing things, and thus they react well to group work. They

learn by induction rather than by deduction. Sensing Learners**;** they are learners who prefer subjects that allow them to work with their hands. These students learn best by handling objects as they apply their knowledge; they enjoy using objects of interest to the topics. Sensing Learners may be kinesthetic learners who learn and remember by moving around physically. Global learners; learners seem more likely than others to see a project as a whole and have troubles in breaking it down into its component parts. Abstractions may be difficult for this kind of learners, because they grasp information in large chunks and have hard time in analyzing a topic from incomplete information. This type of student is excellent at synthesis. Finally, Sequential learners; learners are good at analysis, doing projects and they are patient.

To conclude, No one learns in the same way that others do. Every one has a preferred learning style and processes information differently. Learners prefer a way which seems more beneficial and more efficient. So knowing and understanding our students' learning styles may help us in using appropriate ways of teaching to fulfill their needs.

2.2.3 Cognitive Theory of Multimedia and Dual-coding Theory

People can learn more deeply from the combination of words and pictures than from words alone. It could be argued that using animation in EFL can make communication and learning more effective. Animation explores how the brain processes information given in picture and text.

The case of multimedia learning is based on the idea that instructional messages should be designed in light of how the human mind works with the two formats or the two information processing systems; verbal and visual. Mayer (2001):

> In the process of trying to build connections between words and pictures, learners are able to create a deeper understanding than from words or pictures alone (pp. 4-5).

The Cognitive Theory of Multimedia was formulated by Mayor (2001) that focused on human cognition rather than technology capacity and features. Mayer explains that the relation between Cognitive Theory and the design of multimedia instruction is an example of the Two-Way Street between cognition and instruction:

> When the relation between cognition and instruction is a two-way street, psychologists and educators communicate in ways that are mutually beneficial to both psychological theory and educational practice (Mayer, 2000, p. 55).

Multimedia learning requires that the learner should engage in substantial cognitive processing during learning which takes place in the verbal and visual presentation Mayor & Moreno (2003). Mayer and his colleagues suggested that certain combinations of multimedia optimize learning, in terms of retention and transfer.

Mayer (2003) explains how Cognitive Theory contributes to and gives three theory-based assumptions about how people learn from words and pictures:

1- Dual Channel Assumption; the human cognitive system consists of two channels for representing and manipulating knowledge: a visual-pictorial channel and an auditory-verbal channel Baddeley (1986); Paivio (1986). Pictures enter the cognitive system through the eyes and processed as pictorial representations in the visual

pictorial channel. Spoken words enter the cognitive system through the ears and processed as verbal representations in the auditory verbal channel.

2- Limited Capacity Assumption; the visual-pictorial channel becomes overloaded when a lot of pictures are presented at one time, and auditory-verbal channel can become overloaded when a lot of spoken words are presented at one time,

3- Active Processing Assumption; meaningful learning occurs when learners engage in active processing within the channels, including selecting relevant words and pictures, organizing them into coherent pictorial and verbal models, and integrating them with each other and appropriate prior knowledge, Wittrock (1989). Rieber (1990) finds that active learning processes are more likely to occur when corresponding verbal and pictorial representations are in working memory at the same time. Students learn more deeply from a multimedia explanation than from a verbal explanation and they learn better when animated graphics are included.

The cognitive theory of multimedia relates to Paivio's dual coding theory whose origin can be traced to the cognitive revolution of the 1960s and 1970s as a reaction to radical behaviorism and a return to the study of the inner mental processes to external stimulate responses, Paivio (1990). Dual Coding Theory assumes that mental representations retain properties derived from perceptions in our various sensory modalities, rather than being a modal and abstract. These modality representations can be verbal, such as speech or writing, or they can be nonverbal, including images that we have seen, heard, felt, tasted or smelled Paivio & Sadoski (2001). Clark & Paivio (2005) show that concreteness, imagery, and verbal associative processes play vital roles in several educational domains: the representation and comprehension of knowledge, learning and memory of school

material, effective instruction, individual differences, achievement motivation and test anxiety, and the learning skills.

A number of studies have been conducted on the dual coding theory, for example, Paivio and Foth (1970) asked college students to learn pairs of concrete nouns using either an imagery technique or a verbal technique. In the imagery technique, the students imagined and drew a picture linking both words. This technique encouraged the students to perform dual coded processing of the word pairs. Recall was higher with the dual coded imagery technique than with the verbal technique, Winn (1980).

Paivio and Csapo (1973) presented words and pictures in a random sequence that included presenting; a word twice, a pictorial representation of the word twice, or the word once and the picture once. They found that learning was best when the word and its picture were each presented once. They showed that dual coding learning benefits can result even when physical stimuli are not presented, Najjar (1996). Holcomb & Kounios (1994) explain that :

> Dual Coding Theory (DCT) argues that processing advantages for concrete over abstract (verbal) stimuli result from the operation of 2 systems (imaginal and verbal) for concrete stimuli, rather than just the abstract one. These verbal and imaginal systems have been linked with the left and right hemispheres of the brain. (p. 804).

Holcomb & Kounios (1994) argue that concrete words are processed by both systems, whereas, abstract words are processed by only the verbal system.

Zavala (1999) used a dual coding approach to study reading in a high school population. The subjects were 129 EFL learners; they were given either a text-only or a text-plus-illustration condition. Learners then answered a comprehension

questionnaire. Zavala concluded that the results supported dual coding because the "participants who read the story with pictures performed better than those who did not". The study showed that the text + picture condition offers superior results when compared with text only.

Zavala's results are congruent with Joseph & Nassar (1995) who examined the possibility of using Paivio's (1971); Clark & Paivio (2005) dual coding theory to explain the effects of multimedia on learning. Joseph & Nassar examined the suitability of dual coding theory as an explanation for the results of a large number of studies using multiple media. It appears that dual coding theory may be a reasonable explanation for many of these studies. People seem to learn better when related information is presented simultaneously via verbal and pictorial media than when the information is presented via verbal or pictorial media alone.

The current research is congruent with Zavala (1999) and Joseph & Nassar (1995) in using multimedia and the combination of pictures with texts. However, in this study animation is used and not static pictures or words.

2.2.4 The History of CALL

Computer Assisted Language Learning (CALL) is an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, Davies (2009).

CALL's origins can be traced back to the 1960s. Up until the late 1970s, CALL was confined mainly to universities, where computer programs were developed on large mainframe computers. In the late 1970s, the arrival of the personal computer (PC) resulting in the development of CALL programs and its publications. Computer Assisted Language Instruction (CALI), originated in the USA and was in common use

until the early 1980s, when CALL became dominant. There was initially a lack of skill on the part of programmers, a situation that was rectified to a considerable extent by the publication of an influential seminal work by Higgins & Johns (1985), which contained numerous examples of alternative approaches to CALL. Throughout the 1980s CALL widened its scope to enter every sector of our daily life, Warschauer and Healey (1998).

Traditional CALL programs presented a stimulus to which the learner had to provide a response. In early CALL programs, the stimulus was a text presented on screen, and the only way to respond was by entering an answer at the keyboard. Some programs were very imaginative in the way text was presented, making use of color to highlight grammatical features and movement to illustrate points of syntax. Discrete error analysis was a common feature of traditional CALL, and the more sophisticated programs would attempt to analyze the learner's response, pinpoint errors, and branch to help and remedial activities, Davies (2009). The decision to integrate Computer Assisted Language Learning (CALL) into language learning programs depends on the availability of facilities to learners and instructors such as equipments and software programmers. However, the different uses of computer and internet are widespread today and one may feels outdated if he/she not using them. Moreover, the use of computer in EFL has to be taken as a natural development in the EFL community. Using CALL in EFL allows for the combination of sound, graphics, text and video which in turns facilitate efforts to teach all the four skills. Warschauer & Healey (1998) divided this period of using computer into three periods; in the 1960's and 1970's the first form of computer-assisted language learning featured repetitive language drills (The Behaviorist CALL). The second one is Communicative CALL, which is the correspondence of cognitive theories that recognized learning as a

creative process, and rejected Behaviorist CALL. The third one is Integrative CALL, which moved the theory from a cognitive view to a socio-cognitive view, and gave importance to authentic use of language in meaningful contexts.

Lee (2000) explains that in the early 90's education in colleges, universities and schools started being affected by the use of CALL. In the last few years the number of teachers using Computer-assisted Language Learning (CALL) has increased. Although the potential of the Internet for educational use has not been fully explored yet and the average school still makes limited use of computers, it is obvious that we have entered a new information age in which the links between technology and TEFL have already been established.

2.2.5 Background of Animation

To 'animate' means literally 'to give life to'. 'Animating' is moving something which can't move 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 note 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' drawings and the backgrounds are either scanned into or drawn directly into a computer system, Anderson (1993).

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, David & Dan (2002).

2.3 Section Two

This section deals with studies on the use of multimedia and animation in teaching English four skills, in addition to some studies on teaching EFL.

2.3.1 Studies on Reading Skill and Vocabulary

Multimedia plays an important part in both reading comprehension and vocabulary acquisition. Various studies, Chun & Plass (1999); Lin & Chen (2007); Siddiqi (2007) argued that multimedia is helpful for reading comprehension and, consequently for FL learners. Some studies, Jocelyn (1972); Lim & Shen (2006) showed positive impact on using multimedia in teaching reading, whereas, others showed no apparent effect in the use of multimedia on teaching reading.

Chun & Plass (1999) examined how reading comprehension can be facilitated with a multimedia application for language learning The researcher used two levels: a dynamic visual such as pictures and videos for teaching vocabulary and the verbal use for single vocabulary acquisition. In addition, their study examined the relationship between vocabulary acquisition and reading. Participants were 160 students from University of German. The results indicated that a dynamic visual did aid in comprehension than that of verbal information of individual vocabulary items. The study also revealed that there was a moderate correlation between vocabulary knowledge and reading comprehension.

Another study that showed the effectiveness of using multimedia on teaching reading was conducted by Lin & Chen (2007), they compared the effects of different types of computer-generated visuals (static versus animated) and advance organizers (descriptive versus question) on enhancing comprehension and retention in English as a foreign language (EFL). The participants of the study were 115, twenty of them were males and ninety-five were females. They were students of an intermediate EFL reading course at a private vocational university in Taiwan. They were tested in their reading ability and then they were randomly assigned to one of four computer- based modules that were developed for the study; static visual alone (no animation), animation alone, animation plus descriptive advance organizer, and animation plus question advance organizer. In addition, four criterion measures were used to assess students' understanding retention and to measure different levels of reading comprehension. The study consisted of two stages, in the first stage; participants were provided simplified readings and a list of vocabulary to provide students with general background knowledge. The second stage was conducted in a multimedia language lab, and after four weeks, participants were given a post test. Results

showed that the animation group performed better than the static visual group, and that animation embedded with a question advance organizer had a marginal effect among the four treatments on facilitating the acquisition of L2 reading comprehension for both tests (the immediate and the delayed posttests).

Siddiqi (2007) examined the effect of using computer-assisted semantic mapping (identifying important ideas and how these ideas fit together building on students' prior knowledge or schema) on the achievement of reading comprehension. Participants were (68) EFL students in the second year in the secondary school in Makkah. They were divided into two groups; the first was the experimental group which was taught by using computer-assisted semantic mapping. The second was the control group that was taught by the traditional method. To verify the hypothesis of the study, the researcher prepared a computer assisted semantic mapping for the two units. The experiment lasted for six weeks, after that, a test was prepared by the researcher to measure the comprehension of the students at the literal level, the inferential level and the total achievement. Results indicated that there was a statistically significant effect of using computer-assisted semantic mapping (CASM) on the achievement of EFL students at literal level of reading comprehension and in the total achievement. In addition, there was a positive but not significant effect of using CASM on the achievement of EFL students at the inferential level of reading comprehension.

However, some studies, Jocelyn (1972); Lim & Shen (2006) showed that reading proficiency could not be affected too much by multimedia. For instance, Jocelyn (1972) investigated the effects of a multimedia program of vocabulary development on the reading achievement. An experimental and a control group were randomly chosen from Air Force personnel enrolled in a remedial reading program.

Three instruments were used in this study: The United States Armed Service Institute Achievement Test (Generally, it is an achievement test designed to measure those residues of formal or informal learning that an adult mind retains for ready use, Brothers (1959), pp. 244-248), Subtests: Comprehension and Word Recognition; and the Word craft Tests (a test to create words from a collection of letters from a cauldron): pretest, posttest, and follow-up test. Each group met for twenty two-hour sessions which were conducted the same for each group, the only variable being the use of audiovisual materials in the experimental group. Results revealed that the multimedia supplementation in a vocabulary development program didn't not affect the word recognition of adult students on a reading achievement test, the reading comprehension of adult students was not affected by the use of the multimedia program in vocabulary development, a multimedia approach didn't have a positive effect on word recognition achievement, and finally, the inclusion of multimedia materials in a vocabulary development program did not affect word retention on adults.

These results are also congruent with a study conducted by Lim & Shen (2006). The researchers examined the impact of CALL on reading classroom due to their perceptions and performance in reading. Forty-seven English major students from Korean Technical and Further Education were divided into two EFL classes college. Weekly two-hour reading lessons were given to both groups by the same teacher and they had the same topics in their weekly two-hour reading lessons. Results in both tests (pre and post)were not significant. However, the students in the CALL based English class were more positive in their perceptions of their learning environment than those of the traditional English class. This study also showed that computer technology had positive impact on students' perceptions of their learning

environment, especially in relation to learning materials and tasks. In addition, interaction and collaboration among students and between them and their teacher increased.

Seigneuric & Ehrlich (2005) found that there was a reciprocal relationship between vocabulary acquisition and reading comprehension. Several studies; Al-Seghayer (2001); Zhaohui (2006) have investigated the use of multimedia in both vocabulary and reading. Al-Seghayer (2001) examined which image was more effective in aiding vocabulary acquisition still picture or dynamic video. The subjects were 30 ESL students, introduced to a hypermedia-learning program, designed by the researcher for reading comprehension. The program provided users a reading a narrative English text with variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all of which were intended to aid in the understanding and learning of unknown words. Three kinds of texts were used: printed text definition alone, printed text definition coupled with still pictures, and printed text definition coupled with video clips. A vocabulary test was designed and administered to participants after they had read the English narrative. Two types of tests were administered: recognition and production. In addition, a face-to-face interview was conducted, and questionnaires were distributed. Results showed that a video clip was more effective in teaching vocabulary than words in still pictures. Among the suggested factors that explained such a result were that video better built a mental image, better created curiosity leading to increased concentration, and embodied an advantageous combination of modalities.

Zhaohui (2006) investigated the effects of multimedia annotation on L2 vocabulary learning and reading comprehension. The participants were 78 intermediate ESL learners from three universities in U.S. The study aimed at

comparing the effects of text-picture annotation and audio-picture annotation on L2 vocabulary and reading comprehension. The participants read an Internet-based English text. Twenty target words, annotated in either text-picture or audio-picture, were embedded in the reading text. Two instruments were used for measuring vocabulary immediate recall: Vocabulary Knowledge Scale (VKS); "identifying levels of knowledge that may be interpreted as stages in the acquisition of the word," Read, (1997: p. 315), and Word Recognition Test. Two measurements were used to assess reading comprehension: Multiple-choice Reading Comprehension Questions and L1 Written Recall. The results indicated that the audio-picture annotation group did significantly better than the text-picture group in L2 vocabulary immediate recall. However, there was no significantly different effect between the two annotations on L2 reading comprehension.

Multimedia can increase and promote the amount of information that learners learn. Research, Atiyyat (1995) & Iheanache (1997) showed effective comprehension and recall can be achieved while using multimedia. It can facilitate learners' interests and acquisition of L2 reading comprehension. In addition, multimedia can support learning in a number of ways. It is a great instructional component not only for reading instruction, but also for vocabulary. The following studies show the impact of multimedia on vocabulary. The first was conducted by Atiyyat (1995). The researcher investigated the effect of computer assisted instruction on students of tenth grade. The study attempted at identifying the significant difference in the achievement and retention of English vocabulary among tenth grade students due to the use of CAI method. Participants were 123 tenth grade students. They were chosen randomly and selected from six sections at the Comprehensive Secondary School in Greater Amman. Results indicated that there was a significant difference in

the achievement of learning English vocabulary between the two groups in favor of the experimental group. However, there was no significant difference in the retention of English. This goes with a study conducted by Iheanache (1997). In this study, the researcher examined the effects of two multimedia CALL programs on vocabulary acquisition. The participants were 86 (44 females and 42 males) intermediate level of English as a second language in a large community collage the United States. The participants were divided into two experimental groups. The first group viewed a program with Motion Graphics and text. Whereas, students in the second group, viewed a Graphics and text program. Participants had to study ten names of hand and power tools. There were two post tests, the immediate posttest and the delayed posttest. The immediate posttest was administered immediately after treatment. After two weeks, the delayed posttest was administered. The results showed the effectiveness of using multimedia computer assisted language learning programs in learning vocabulary. The study also indicated that both motion and still graphics can be effective in learning vocabulary. It also revealed that the Motion Graphics group had better retention than did the participants in the Still Graphics group.

Sun & Dong (2004) also investigated the effects of multimedia on supporting English vocabulary learning in a multimedia context. Sixty-seven grade1 and grade2 Chinese students (31 girls and 36 boys) were from a primary school in urban Beijing. Participants were at the beginning level of learning English as a second language and their average age was 7 years and 3 months, and having low exposure to the L2 language in their daily lives. A pretest was conducted to assess whether the children knew the meanings of the L2 target words in the cartoon to be used in. The results of the pre-test showed that none of the children could correctly identify the meaning of any target word. The results indicated that learning L2 vocabulary in an animation-

based context without any earning support was inefficient for the young beginners. The findings also indicated that learning L2 vocabulary in an animation-based context was too difficult for young beginners when no learning support was provided.

2.3.2 Studies on Listening

Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. Researchers, Brett (1997); Jones (2003**;** Kim (2003) have long indicated that using multimedia and processing images with a listening text could affect students' aural comprehension. Learners can construct a mental representation of the semantic meaning of the text in both audio and visual information.

Brett (1997) investigated the development of listening comprehension in a computer-based multimedia environment. The study compared learner success on listening comprehension and language recall tasks while using the three different media of audio, video and multimedia. The subjects were forty-nine undergraduates on a business and languages degree at the University of Wolverhamton; Europeans, French, German or Spanish. All participants could be characterized as advanced learners of English. Results of performance on tasks showed more effective listening comprehension and recall while using multimedia than audio or video plus pen and paper. Implications of these results for the use of multimedia for listening comprehension were then discussed, and they proved their efficiency. This study is congruent with a study conducted by Jones (2003) who investigated the effectiveness of multimedia annotations (visual and verbal) in listening for comprehension. The participants were 171 English-speaking students enrolled in second semester beginning French at the University of Arkansas. Participants were randomly distributed into four groups listening treatments; the aural text was with no annotation,

with only verbal annotations, with only visual annotations, and with both visual and verbal annotations. Results revealed that students remembered word translations and recalled the passage best when they had selected both verbal and visual annotations while listening. The use of visual and verbal annotations in listening comprehension activities enhanced students' abilities to comprehend the presented material better.

Another study that examined the use of multimedia in teaching listening was conducted by Kim (2003). The researcher tested the effects of using pictures and videos cues for improving listening comprehension of English news programs. In addition, the effect of using visual cues was investigated under the similar conditions. A total of 146 high school students, 72 boys and 72 girls, were selected from a public high school in Seoul, Korea. The average age of the participants was between 18-19 years. The study revealed better performance with visual cues than with no visual cues. Listening Comprehension with video cues was more successful than that with pictures.

Development in listening affects speaking positively, Yalçinkaya , Muluk & Sahin (2009), therefore, the use of multimedia in promoting the listening skill may also influence the development of speaking skill. Several researchers, Kramsch & Andersen (1999); Jing (2006); Liang (2008) and others have reported an improvement in students' speaking skill through the use of multimedia. In the following part are some studies which were conducted on speaking skill and pronunciation.

2.3.3 Studies on Speaking and Pronunciation

As Listening is the key to speaking, speaking is also the key to communication. It is an interactive process of constructing meaning that involves producing and receiving information. This process requires that learners not only

should know how to produce specific points of language such as grammar, vocabulary but also to use correct pronunciation which is the first step in learning how to speak. Blending animation, moving pictures, and using sound extend learners' ability in speaking and pronunciation. In addition, interaction inside and outside the classroom will be enhanced.

Jing (2006) investigated the effects of five computer functions; repetition, caption, L1 translation, glossary and speech recognition in developing English communicative ability. The samples were 30 Chinese adult learning English as a second language at an English training institutions in Shanghaied China. The participants were 11 males and 19 females. The age of the trainers ranged from 16-56 years. The participants were required to study by themselves the multimedia English learning courseware. The results of the study showed that L1 translation function may have certain negative effect on the development of their English listening abilities. Moreover, the participants' use of the other four computer functions didn't make a significant contribution to their learning outcome.

These results were not congruent with Liang (2008); the researcher investigated the effectiveness of using computer lab on oral English fluency. Participants were 72 male and 54 female Chinese students at Western Oregon University, aged between 19 and 36 years. They were undergraduate students and some of them learn English as a second language. The oral English language skill test of the Computer Language Instruction Test (CLIT) was used as a measure tool in this study. The results indicated that the use of a computer-lab significantly improved students' English oral expression ability.

Undoubtly, the use of computer to teach pronunciation; tone and intonation enables students to improve their English pronunciation and to have immediate

feedback. Moving pictures and text with sound attract students' focus and attention towards what is going on.

. Barker & Torgesen (1995) investigated the use of computer-assisted instruction (CAI) to train phonological awareness skills. The participants were 54 children ranging in age from six to eight years participated in an eight-week training study. There were three experimental conditions. The first group received approximately twenty-five minutes a day for four days a week with two phonological awareness training programs. The second group received the same amount of training with a program designed to train alphabetic decoding skills. The third group served as a control group. The children who were exposed to the phonological awareness training programs made significantly greater improvements in several measures of phonological awareness and on a measure of word recognition, when compared to children in the other two groups.

Lee (2008) conducted the use of two Computer Assisted Language Learning (CALL) programs assisted Taiwanese students learning English pronunciation, how the different feedbacks in the program helped students to learn English pronunciation effectively, and how teachers can integrate such computer software into their teaching. This study tried to explore ways to improve English pronunciation learning in Taiwan by using CALL. The samples were 153 college students across four classes in an institute of technology in Taiwan. Two computer software programs were used for several weeks. An open-ended questionnaire and participant observation were used for collecting data. In this study, phonetic symbols and CAPT (Computer Assisted Pronunciation- Teaching System) were combined together in teaching English pronunciation. Results showed that students preferred the program with explicit correction feedback, and with repetition as well as the facility for self-paced

and self-directed learning. Moreover, the study revealed the effectiveness of CALL, especially for beginning learners of English pronunciation.

Neri, et al (2008) investigated whether a computer assisted pronunciation training program can help young learners improve word-level pronunciation in English as a foreign language. Participants were 11 years students and they were distributed into two groups; a group receiving teacher-fronted instruction was compared to that of another group receiving computer assisted pronunciation training by means of a system including an automatic speech recognition component. Results showed that pronunciation quality of isolated words improved significantly for both groups, and both groups significantly improved in pronunciation quality of words that were considered particularly difficult to pronounce and considered as unknown to them. Training with a computer-assisted pronunciation training program with a simple automatic speech recognition component can thus lead to short-term improvements in pronunciation that are comparable to those achieved by means of more traditional, teacher-led pronunciation training.

Hew & MitSuru (2004) examined the effectiveness of imagery and electronic visual feedback in facilitating students' acquisition of Japanese pronunciation skills. Animated graphic annotation (AGA) and immediate visual feedback (IVF) were integrated into a Japanese computer-assisted language learning (JCALL) program focused on the pronunciation of specific word pairs. Participants were one hundred and thirty-two students (39 male and 93 female) at the University Putra Malaysia (UPM) and the Multimedia University (MMU). Three versions of a CALL program were prepared for the project: version one contained text + audio only, version two contained text + audio + AGA, and version three texts + audio + IVF. The participants were randomly assigned to three groups: students in Group 1

used version one (text + audio), students in Group 2 used version two (text + audio + AGA), and students in Group 3 used version three (text + audio + IVF). Results showed that both animated graphic annotations and immediate visual feedback helped the learners in improving their pronunciation, but with different degrees.

As there is a big correlation between good pronunciation and the ability to convey meaningful and interaction with people through communication, Mustafa (2001) investigated the effect of applying multimedia on promoting English pronunciation and oral communication skills of students majoring in English for Specific Purposes at Jordan University. The participants were 47 students; 36 females and 11 males. The participants taking the course used the multimedia laboratory one hour a week for five weeks. A pre-test was given before the course, and a post test at the end of the course. Results showed that using of computers, especially multimedia as a teaching aid in developing the oral skills of English majors was influenced by several non-courseware factors (i.e. students' achievement in English, general average at the university and the extend of using computer. Furthermore, the findings indicated that there were variations in the effects of these factors as a teaching aid in EFL using multimedia.

It could be concluded that research findings have provided superior effects of using CALL on promoting English speaking and pronunciation. Multimedia can facilitate students' language learning significantly. In addition, researchers, Chang & Lehman (2002); Abdurrahman (2006) showed that multimedia is considered as an effective teaching aid that should be enhanced inside schools in promoting EFL skills.

2.3.4 Studies on Writing Skill

Students find writing one of the most difficult skills. To help students overcome these problems and become better writers, we should help them develop their writing abilities. Integration of multimedia into teaching writing can help to reduce writing barriers. The use of multimedia programs can provide opportunities for creativity and interaction that add new excitement to learning writing skill.

Alsouqi (2001) conducted the effect of using computers in the teaching of L2 composition on the writing performance of tenth grade students at Rawdat Al-Ma'aref College and School in Amman private schools. The sample of the study consisted of 37 tenth grade students. The control group used the traditional way of writing composition and the experimental group was trained to write composition with the aid of the computer. The findings of the study indicated that using the computer, as a writing tool, seemed to have a significant effect on students' writing performance.

Shuell & Menter (2003) investigated the effect of multimedia on becoming more proficient writers. Participants were 86, 8th-grade students in four classes from a school located in a northeast urban setting. At the beginning of the school year, the teacher gave them a test and she observed that the students had most difficulty with the listening and writing parts of the test, especially in understanding how to categorize ideas and organize their ideas in meaningful and coherent ways. The students wrote an essay on an assigned topic before and after they completed the multimedia project. There was a significant increase in students' scores on the organizational quality of the essays from the pretest to the posttest, especially for students who received low scores on the pre-essay.

Itmeizeh (2008) investigated the effect of multimedia computer programs on developing English writing and reading among the Palestinian tenth graders. The subjects were a 10th grade class in Idna primary school for boys in Southern

Directorate of Education/ Hebron. The number of the students was 32 students and they were chosen randomly from one of the schools that has a computer lab. A pre-post test was used to measure the difference in the performance before and after the experiment. The experimental group was taught a multimedia program via computer. The results revealed that the experimental group performed significantly better in the posttest than in the pretest. This provided evidence for the effectiveness of using multimedia in enhancing English language learning. It also showed that adopting multimedia in teaching English helped the students develop their reading and writing skills.

Writing problems rarely occur in isolation, and improvements in writing go hand in hand with the development of other non-writing-specific skills. Writing needs a good command of vocabulary and grammar. Grammar is a tool that can enhance creativity; it is a valuable tool for creative writing. It is so helpful and should be applied to texts written by students. The following studies deal with the enhancement of multimedia in teaching grammar.

2.3.5 Studies on Grammar

Despite grammar being the glue that holds the language together, it is considered a bit boring to be learned and learners spend years studying how to use grammar and still can't produce grammatically correct English. To make it more interesting and easier, several studies; Nutta (1998); Sallas (2006); Caplan (2002) & Chen (2006) investigated the effects of using multimedia on learning grammar, some of them showed significant effects on teaching grammar, whereas others showed positive effects but not significant.

Nutta (1998) investigated the effect of computer-based instruction versus teacher directed instruction on the acquisition of selected English structures. The population of the study consisted of 53 students (24 females and 29 males) enrolled in an intensive academic ESL institute at a major university in Florida. Four levels of instructions were used; ten students were enrolled in level one, 9 in level two, 20 in level three (in two sections), and 14 in level four. Learners were randomly assigned to computer-based or teacher-directed sections after given a pretest on structure. The results showed that for all levels of English proficiency, the computer-based students scored significantly higher in open ended tests covering the structures in question than the teacher-directed students. No significant differences were found between the computer based and teacher-directed students on multiple choice or fill-in the- blank tests. The results indicated that computer-based instruction can be an effective method of teaching L2 grammar.

Sallas (2006) explained why participants who viewed an animated display of a diagram of the grammar perform well at the test. Participants were 187 drawn from psychology students taking variety of courses at Louisiana State University. Participants were tested in groups up to 8. They completed five 1-hour sessions over the course of one week. Sessions one through four consisted of a 20- minute study phase and 20-minute string-generation test, with the test-only control condition completing only the string-generation test at each session. In session five, participants completed a 20-minute string-generation test, followed by a grammaticality judgment test The results suggested that the diagram informs participants of which letters, or chunks of letters can appear in each position, as well as where they cannot appear. Animating the diagram focuses attention on the

relevant portion of the complex display and as a result learners achieved better performance.

Most studies showed significant effects of enhancing multimedia on learning grammar. However, some studies; Caplan (2002) & Chen (2006) showed positive effects of the use of multimedia but not significant, the following two studies revealed no significant differences between those who used multimedia and others who used the traditional way of teaching.

Caplan (2002) investigated the effects of animated textual instructions on learners' written production of German modal verbs sentences. The participants were 44 university students of beginning German 1 at a state university in the southeastern United States. Ages of participants ranged from 18- 60 years received large screen multimedia instruction concerning the meaning and conjugated forms of German modal auxiliary verbs, and the grammatical rules which govern sentence structure. The study tended to answer the following questions; what is the effect of animation of sample depicting a grammatical process, explained in a concurrent narrative audio presentation? Is the effect of animating the sample sentence different for each of the two discrete tasks involved in the rewriting process? The result revealed that participants in both groups achieved high scores on posttest with no significant differences between them.

Chen (2006) examined the impact of computer assisted instruction on EFL grammar. The samples were from a private medical technology college located in southern Taiwan, and they had received formal English education at school for about six years. A post-writing assessment was administered for both the control group and the experimental group after the treatment. Results of the study did not produce a statistically significant effect on reducing beginning EFL learners' overall

written error rates on grammar, evidence provided by the written samples suggest that L1 played a role in the process of beginning EFL learners' writing in English.

2.3.6 Studies on Teaching English as a Foreign Language

Many research findings; Chang & Lehman (2002); Abdurrahman (2006) have shown that the use of technology in EFL instruction has significant impacts on learners' achievement in English. In addition, the use of technology provides positive attitudes towards learning because CALL provides non-threatening learning environment. Students enjoy using computers because of pictures, sounds and motions, they find computer useful and fun and consider it as a new way of learning and doing tasks. It heightens their motivation and raises their self-esteem. It creates a warm climate between the students and instructors and among the students themselves.

Chang & Lehman (2002) investigated the effects of intrinsic motivation and embedded relevance enhancement within a computer-based interactive multimedia lesson for English as a foreign language (EFL) learners. Subjects were chosen randomly and they were categorized into a higher or lower level of intrinsic motivation. The participants were students from a university in southern Taiwan in the fall of 2000. There ages were between 19-22 years old. A posttest was used to measure the variables. The findings indicated that the use of relevance enhancement strategies facilitated students' language learning regardless of learners' level of intrinsic motivation, more highly intrinsically motivated students performed better regardless of the specific treatments they received, the effects of the two variables were additive; intrinsically motivated students who learned from the program with

embedded instructional strategies performed the best overall, and there was no significant interaction between the two variables.

Abdurrahman (2006) investigated the effect of Computer Assisted Language Learning (CALL) on elementary school students' improvement in English as a foreign language EFL. Participants in the present study were 83 elementary school students with an age span of 11 to 13 years old. They were studying EFL in the academic year 2003-2004. These students were randomly chosen from Al-Tamayoz elementary school in Abu Dhabi in the UAE. Participants' English language proficiency was intermediate as determined by language tests and they had good access in computer. The material was a CALL CD designed and developed by an EFL teacher and a science engineer. An English proficiency pretest was given to participants. It covered items that reflect overall understanding of the language such as grammar, comprehension and vocabulary items. The post test was identical to the pretest. In addition, a questionnaire was used to measure students' attitudes towards CALL. Results of this study provided evidence of the effect of CALL on learning English as a foreign language. It showed a significant difference between CALL users and nonusers in favor of the experimental group.

2. 4 Summary

In this chapter, the researcher has presented literature relevant to the use of multimedia in general and animation in particular in learning a language. Generally, the effect of animation and the use of multimedia have been investigated. Several studies; Chun & Plass (1999); Lin & Chen (2007); Siddiqi (2007); Lim & Shen (2006); Al-Seghayer(2001); Atiyyat (1995); Brett(1997); Jones (2003**);** Kim(2003); Iheanache(1997); Chen(2006) and others have indicated that multimedia plays an

important role in language learning. Supplementation of multimedia can significantly facilitate students' language learning achievement and it could increase information amount and retention.

CHAPTER THREE

Methodology and Procedures

3.1.Introduction:

This Chapter includes three important sections; the first section deals with the population and the convenient sample, a description of the sample in both groups and gender; their numbers, general ability in English and area from which they were chosen. The second part includes research design and instrumentation; the animation program, the test, and the textbook units and treatment. Finally, the last part tackles the piloting study and the validation of both test and the animation program.

3.2. Population and Sample:

The population of the study consisted of all students of the fifth Grade, male and female in public basic schools in Southern Hebron. To conduct this study, two schools were chosen from Southern Hebron district as convenient sample for the study. The two schools are Al-Zahra' Girls' Basic School and Taha Elreji' Boys' Basic School. The first school has 99 fifth grade female students and the second has 120 fifth grade male students. These schools were intended for this study because of such reasons; they are good representative to exemplify the population of the study in Southern Hebron. They are situated in the middle of southern Hebron district. In addition, the number of the students is typical to represent the normal number of classes in southern Hebron schools. In order to achieve the effects of animation on gender, the boys' and girls' schools were from the same area; approximately, they have similar social and educational conditions. For example, both schools are about 200 meters far from each others. In addition, learners in both genders were approximately from the same social, economical and educational background. Moreover, the female and male teachers have an experience of more than five years in teaching English. Both of them have good access in using the computer. The sample consisted of 61 females and 64 males in both experimental and control groups (see table 1).

The two schools, as the rest of all Palestinian schools, receive instructions regarding the education policy of the Minister of Education. Students have the same syllabus, age, same living conditions and social background. The two teachers are well qualified and have approximately the same experience of teaching.

Table (1): Distribution of the sample according to the experimental and control groups in both schools.

School Name	Experimental group	Control Group	Total
Al-Zahra' Girls Basic School	35	26	61
Taha Elreji' Boys' Basic School	33	31	64
Total	68	57	125

Participants in both groups (control & experimental) were classified into three categories; good, poor and average learners according to their general ability. The highest 25% were described as good and the lowest were poor students. The rest of the students were the average (see table 2 & Appendix 1, p. 101). The two groups were approximately equal in term of their general abilities (see table 3).

Table (2): Distribution of students according to their English general ability.

Groups	**Good students**	**Poor students**	**Average students**	**Total**
Experimental	9 females 8 males	9 females 8 males	17 females 17 males	35 females 33 males
Total of the experimental	17	17	34	68
Control	7 females 8 males	7 females 8 males	12 females 15 males	26 females 31 females
Total of the control	15	15	27	57

Table (3): General ability differences between control and experimental groups for both boys and girls.

	group	**No.**	**mean**	**Sd.**	**t**	**df**	**Sig.**
Boys	Control	31	80.07	11.32	-0.676	62	0.501
	Experimental	33	82.06	12.21			
Girls	Control	26	73.17	14.27	-1.242	59	0.219
	Experimental	35	77.76	14.26			

3.3 Variables

3.3.1 Independent variable

1- Method of teaching; the use of animation in teaching English for the 5th Grade .

2- Students' general ability in English achievement in the last three years.

3- Gender: Several studies; Keri (2002); Philbin, et el. (1995); Chen &Wang (2008) demonstrate that females differ in their learning styles from males.

3.3.2 Dependent Variables:-

Students' performance in the achievement test in the four skills; listening, speaking, reading and writing.

3.4 Procedure of the study

1- Before starting the study, the general ability of the students was calculated by having the (Grade Point Average) GPA of the last three years.

2- Two classes were chosen from each school and they were divided into experimental and control groups. In the control groups, teachers used the traditional way of teaching (they followed the procedure of the teachers' book, (see appendix (3) p.126), whereas; the experimental groups were taught by using the computer designed program (animation). Two units were taught in a month.

3- During this month, students were taught by their teachers in both schools. Instructions were given to them to be followed in teaching the two units. The researcher attended some lessons without any kind of interference.

4- After a month, achievement test was given to students to measure their performance in the four skills; reading, writing, listening and speaking based on the material of the units.

3.5. Research Design

This is an experimental research; the sample of the study consists of 125 students, males and females distributed in experimental and control groups. The animation program includes two units (19 & 20) from the second semester (see appendix (2), p.110). Each unit contains four lessons. The participants were taught these units via computer for a month and they were tested after the end of the application in the four skills; listening, reading, speaking and writing. The test identified the differences between students in the control group and experimental group. The units were designed to be taught via computer as multimedia units. The material was presented in a series of screens. Each screen contains one activity from the lesson. Students were given the opportunity to do the exercises on the screen. Activities were designed for practicing listening, reading, speaking and writing, in addition to vocabulary and language (grammar).

3.6. Instrumentation

1. Textbook units

Two units from the 5^{th} grade text book were selected (19 & 20). The reason for choosing these units, in particular, are; first of all, both units are from semester two because learners will be more familiar with the textbook instructions and content. In addition, learners' proficiency in English is expected to be better in the second semester. Second, the two units approximately treat similar topics "Computers and space" and "the function of the computer" respectively. Each unit has four pages in

the students' book and another four pages in the Workbook including additional exercises for more concentration and application. Lesson one focuses on reading, the second on speaking, the third on listening and the last one concentrates on writing. The reading lesson contains three phases; pre-reading questions, while reading text and the final phase deals with more detailed questions. All questions are wh-questions. In the speaking lesson, students learn new structure and they practise it through written and oral sentences. The listening lesson deals with pronunciation and simple exercises that learners have to complete. The writing skill focuses on sentence order, spelling, alphabetical order and written tasks such as filling gaps. The activities and exercises are all jammed in four pages.

2. Treatments of Units

The units were treated in order to be taught via computer designed by a software engineer from Information Technology Department at Palestine Polytechnic University- Hebron. Animation was used for both texts and pictures and each lesson started with a game, a revision task, puzzles or a jigsaw game. Additional stories, games and songs were added to be played between activities as ice-breakers. Each activity was designed on one screen and students have the opportunity to do the exercises on the screen or on the textbook, and feedback was given immediately after doing the task. The role of the teacher was minimized because instructions and feedback were provided by the computer. As a result, learners were more self-dependent. There are links on each screen to move easily from one screen into another.

3.7. Teacher's Guide

Teachers who teach control groups followed the given procedure of teaching these units in the Teachers' Book of English for Palestine (See appendix (3), p.126). The following is a guide procedure for the experimental groups who learn by using animation.

1. The procedure for teaching the reading lessons

The procedures of the reading lesson through computer aimed at understanding the main idea of the lesson, using correct pronunciation of the new words and the reading text in addition to find specific information in the text to answer the questions. Interaction among students, with teacher and with the screen is crucial since we have dynamic and real situations (See appendix 4, p. 132).

Every reading section was divided into phases as the following:

1- **Opener:** Introduces new vocabulary or revision of old vocabulary as a start for the new lesson. In unit nineteen, students have to match words with objects. A feedback is given immediately to learners. In unit twenty, students look at the pictures on the screen and talk about them.

2 - Ask and answer: - In this exercise students were asked to talk about their own experiences concerning the topic, a model was first introduced on the screen. After that, learners were asked to work in pairs to answer the questions according to their background.

The reading texts:- The teacher pays students' attention to the picture eliciting what they can see. The aim of this activity is to have an idea about the text. Students have to predict what is happening in each picture. Then, they listen to the teacher or the cassette (computer), choral and individual repetitions are needed.

3- Questions: Each text is followed by a number of wh-questions. The teacher displays the first question; students look and listen, then work in pairs to answer the

question. Feedback either offered by the computer or the teacher. The answers appear on the screen and students can listen to them.

After that, several students are chosen to read the lesson aloud individually or in a role play. More activities for more concentration on vocabulary will be done by students. All of these activities are designed to be practiced directly on the screen.

2. The procedure for teaching the speaking Lessons:

The procedures of the speaking lesson through computer were prepared to encourage learners interact with text and pictures by the use of animation. More focus on the use of realia in the classroom by using more real motional pictures. Speaking tasks were designed to activate students' memory and participation. Learners first listen to a real model, imitate and then create their new similar model.

- Opener: Pictures will be displayed; students have to talk about them.

- Look and say, ask and answer or discuss: In such activities, students look at the screen, watch and listen to the model. They can listen to it several times before they start working in pairs. Students work in pairs and talk. The first activity is guided where as the second activity is less guided and step by step towards independency in the third activity. The focus in such activities is on practising grammar in real situations.

3. The procedure for teaching listening Lessons

Listening lessons start by doing a follow up activity for the previous lesson or a pre-listening activity which introduces the listening task. Students practise intonation, stress, tone, rhyme and the sounds of the "ed" ending (/d /, /t / and /əd/) of specific regular past verbs through listening. In addition, they listen and reorder a sequence of jumbled events.

1. Opener: - a short vocabulary game is reinforced with moving pictures on the screen. This game is revision. The pictures are displayed on the screen; students talk about the pictures revising the previous vocabulary.

2. Listen and answer: students see the picture on the screen, listen to the computer and write down the answers. They can answer them on the screen or in their books. Answers then appear on the screen.

3. The last activity is "listen and repeat" to practise correct pronunciation. Opportunity for repetition is allowed.

4. The procedure of the writing Lessons

The writing skill procedures were designed to fulfill the aim of the writing task of the textbook but in a different and dynamic way. The activities involve ordering and writing sentences, replace pictures with words, doing dictation exercises and construct or create new sentences.

1- Opener: Vocabulary game.

2- Listen, read and write: learners have to move the word by the mouse and put it in the correct place.

3- Write the words correctly: an example is displayed on the screen, it's clear for the learners, so there is no need for explanation from the teacher. Students can do it on the screen or on their books.

4- Order and write: Broken sentences and students will write them on the screen in the correct order.

5- Write sentences or words: Students have to replace pictures with words. Immediate feedback will be given after they finish.

3.8 Test

The test was designed to assess students' achievement in English after the use of animation in the four skills; listening, speaking, reading and writing (See appendix (5), p. 143). The test was implemented in the second semester in May 2009. The test consisted of two papers; paper one included reading and vocabulary and paper two included listening and writing. Each paper consisted of 40 points distributed on the four skills. Question types and content reflected the material inside the textbook. Variation in question types such as clarity, level, time, design and pictures were all taken into consideration. A description of the difficult parts of the test will follow in the next section.

1. Reading

Two texts were taken from British Council Websites (www.teachingenglish.org.uk)

The texts were chosen because; first, they are intended to EFL learners. Second, the topics of the two texts are approximately similar to the topics of the two units in the textbook; the first is about spaceships and travel to other planets and the second deals with computers. Questions in the reading skill were distributed as follow:-

Text one: Questions on text one covered the following types ; two wh-questions, two true or false statements, two completion questions and the last type of questions was match pictures with words.

Text two: Three types of questions were used to assess students comprehend this text. The first question was "complete the table with specific information from the text" consisted of four spaces. The second type of questions was wh-questions and the last one was a multiple choice question.

2. Vocabulary

Vocabulary questions were designed to include all the new vocabulary of the two units. Vocabulary was tested comprehensively and new words were distributed to different types of questions ordered from the easiest to the most complex ones.

Question formats were as the following; question one was matching "write the words next to the suitable picture", and it consisted of six points. The second question was "Match words with their definitions", and it consisted of three items. The third one was completion and it contained four points. The fourth question was "Think and complete/ crossword"; two cross words and two down words. Pictures were used as a hint for students to fill in the crosswords. Finally, the fifth question was "Complete the sentences with the suitable words".

Paper two: includes language, listening and writing.

3. **Writing**

This section includes structure and writing.

1. Language (Structure)

The aim of the language test was to make sentences using "can" to express permission, "might" to express possibilities, and "will" to express plans. Questions were varied in level and type. Language (grammar) questions were four. The first question was "Look at the pictures and form sentences using will". An example was done to help students do the question. The next question was "Match sentences". Students were asked to write sentences next to the suitable ones. It consisted of four pairs of sentences; all of them were about future plans. The third question was "make

requests using can"; three pictures described three different situations. The first one was done as an example. The last question was multiple choices, three statements with two choices for each.

2. Writing

Writing questions were formed to achieve the general objectives of the writing skill in the textbook of grade five and also to achieve the specific aims of the two units (19 & 20). The writing test consisted of five questions; the first question was punctuation. This question consisted of two parts; in the first part, students were asked to add the capital letters in each sentence. In the second part students were asked to add full stops or a question mark at the end of the sentences. The second question was "Write the words in alphabetical order", included two lists of words to be ordered alphabetically. The third question was "Order and write", three scrambled sentences, and students were asked to order the words correctly in order to form correct sentences. Question number four dealt with spelling more, learners were asked to use the given letters to form correct words depending on the meaning of the given pictures. The last question was more advanced, students were asked to complete a table about themselves; about their names, age, brothers and sisters, and favorite colors or subjects.

4. Listening

Listening test contained three questions; the first question was listening comprehension. It consisted of three questions; wh-questions (one question), true or false (two statements) and multiple choice (two sentences). The second question treated words that rhyme; learners were asked to listen and write the words that rhyme. This question included four pairs. The last question completion, learners were

asked to complete four sentences with the suitable words through listening. Listening in this grade focuses more on pronunciation and simple information.

5. Speaking

The speaking test was conducted orally. The number of the students who were tested was 24 from all groups. Students were chosen randomly from the two groups. A Committee of three members; two English teachers and the researcher asked three questions to each student. Each member put a mark and results were measured according to the average of the three marks. The questions were;

1-Do you have a computer? Have you ever used it? What do you use it for?

3-What will you do after school today? What will you watch on TV tonight?

2- You will go for a journey next week; where will you go? What will you take with you?

These questions were chosen for the following reasons:- they reflect what the speaking intended to cover in the two units depending on the achievement aims of the content, structure and topics of the two units. Students should employ the new vocabulary, structure and language function of the two units.

3.9 Validity of the Test

The test was validated by a panel of teachers. It was submitted to 3 teachers and 2 supervisors from Southern Hebron. Two of the teachers were from Dura schools and one was from Yatta schools. They were asked to evaluate the test according to comprehensibility, clarity, suitability, given time and number of the questions. In the light of the jury members' suggestions, some changes took place. The following modifications were carried out according to the jury members' suggestions:

1- Some questions were reordered from item 5 to 2; for example, questions 1 & 5 were about punctuation (the same aim), so 5 should be number 2.

2- Some changes took place in the rubrics. For example, rubrics were modified to reflect the rubrics in the textbook (short and simple). For instance,

" Read the text and answer the following questions." → " Read and answer."

"Decide whether the following statements are true or false"→ "True or False."

3- Deleting sentence 2 in question one, "*Complete the table about the rabbit*" of the reading comprehension text 2," *Harry's color is……"*

4- Adding the initial letter of each word in the crossword question, number 4 in the vocabulary questions.

5- Adding examples to language questions for questions number 1 and 3.

Example (1); *I will see the doctor.*

Example (2); *Can I ride your bike, please?*

6- Changing the listening question, number 1, by a different question which measured listening comprehension.

3.10 Pilot Study

1. The program

The program was first experimented on two groups; 71 female and male students from the fifth grade. The pilot study took two weeks (six lessons) in order to cover the two units in the normal way. During these weeks and after each lesson, teachers wrote down their notes and comments on the program. After the application, the comments of the two teachers were collected. Most comments were technical and few were on the content. Their notes were very important in making changes and modifications on some activities. For examples, adding some songs and games to be

played as ice-breakers. Keeping the same names and characters of the textbook like Amy, Ben, Rania and Omar. Moreover, eyes and mouth of some characters should move while talking in addition to the movement of text. On the other hand, there were some positive points about the program such as it is enjoyable; it saves time for both the teacher and students.

2. The Test

The test was piloted on 65 of fifth grade female and male students. This piloting aimed at making sure that students will not face any difficulties in questions concerning clarity, simplicity and length while implementing it on the intended groups. Moreover, to be sure that the provided time is sufficient for the students to answer the questions. Teachers estimated that the first paper approximately took 40 minutes whereas the second paper took 50 minutes.

Regarding difficulty, all questions were accepted and students were familiar with such types. Some difficulties were in the format of the test, for example, some spaces were small, and there should be a line as a separation between questions. Moreover, some pictures were changed according to the teachers' suggestions. For example, in Paper Two, question (4), picture (4), (a picture of a police) was changed because the picture was not clear, and it wasn't like a policeman.

3.11 Instructions for Teachers

Here are some instructions showing teachers how to deal with the program:-

1- Prepare the lesson carefully according to the given instructions from the researcher. You have to follow all the instructions step by step with no change.

2- Make sure that you could easily use the program before you give the lesson. Practice is important before application.
3- Make sure that the computer, the program and the LCD are all working well.
4- Be sure that all your students sit comfortably and every one can easily see the display.
5- Keep focus on the objectives all the time. (See appendix 4, p. 132, for lessons distribution and objectives).

3.12 Test administration

The test was administered in the second semester of the scholastic year 2008/2009. Before the implementation of the test, clear instructions were given to students to make sure that all students knew what to do. Furthermore, the researcher informed the students of the time, the number of the questions and how to deal with the questions. The researcher also checked the testing conditions such as place, lighting, seats and ventilation. Students were instructed to write numbers instead of their names in order to make them feel more comfortable and to minimize the test fears. In addition, learners felt more confident without names.

3.13 Summary

In this chapter, the researcher presented the population and sample of the study. The researcher also provided a description of the sample in both groups and gender; their numbers, general ability in English and area from which they were

chosen. The variables, procedure of the study, instrumentations, validity and administration of the study were discussed too.

CHAPTER FOUR

Results of the Study

4.1 Introduction

This chapter reports the findings of the effect of using picture and text animation on students' performance in English among fifth grade learners. It is intended to demonstrate this by providing the testing of the hypotheses of this study. It also shows the results of learning outcomes in the four skills, taking into account the variables and general ability. It also shed light on the relationship among poor, good and average students' performance and the correlation of the results among the skills themselves. The chapter will be arranged according to the order of the hypotheses.

4.2 Results of the Study

Hypothesis number one: There are no significant differences in the performance of the two groups (control and experimental) in English language four skills (listening,

speaking, reading and writing) due to methods of teaching (Animation versus traditional method) at the level of α= 0.05.

Table (4): T-test results of the differences between the two groups' performance in English language four skills due to methods of teaching at the level of α= 0.05.

Skill	**group**	**N**	**mean**	**Sd**	**t**	**df**	**Sig**
listening	Control	57	66.26	22.93	-2.115	123	0.036
	Experimental	68	75.16	23.83			
Speaking	Control	18	57.83	21.62	-2.303	35	0.027
	Experimental	19	73.10	18.66			
Reading	Control	57	54.38	22.05	-5.248	123	0.000
	Experimental	68	74.74	21.20			
Writing	Control	57	64.72	20.70	-4.472	123	0.000
	Experimental	68	81.50	21.04			

The results indicate that there are significant differences in the two groups' performance in English language four skills due to methods of teaching. The differences are in favor of the experimental group in the four skills which have better grades than the control group; listening (M= 75.16), speaking (M= 73.10), reading (M=74.74) and writing (M=81.50) see table (4). This means that the use of animation

affected the learners' performance in the four skills better than the traditional method of teaching English.

Hypothesis Two: There are no significant differences between the general ability of the students in every group and their achievement in the four skills.

Table (5): T-test results of the differences of good students' general ability and their achievement in the four skills in the experimental group at the level of α= 0.05.

Good	**N**	**Df**	**Mean**	**Std. deviation**	**Sig**
General ability	17	16	92.6641	2.3746	0.000
Listening	17	16	90.2941	8.06818	
General ability	17	16	92.6941	2.37946	0.000
Speaking	6	5	78.0000	14.3387	
General ability	17	16	92.6941	2.37946	0.000
Reading	17	16	87.58882	8.22199	
General ability	17	16	92.6941	2.37946	0.000
Writing	17	16	89.0588	8.15069	

The results indicate that there are significant differences between good students' general ability and their achievement. The mean for the general ability is (M=92.6641). Whereas, the means for the good students' achievement in the four skills are; listening (M=90.2941), speaking (M=78.0000), reading (M=87.58882) and writing (M=89.0588) see table (5).

Table (6): T-test results of the differences of average students' general ability and their achievement in the four skills in the experimental group at the level of α = 0.05.

Average	**N**	**Df**	**Mean**	**Std. deviation**	**Sig**
General ability	34	33	79.0857	9.35550	0.000
Listening	34	33	72.3429	17.05465	
General ability	34	33	79.0857	9.35550	0.000
Speaking	9	8	69.1111	17.05465	
General ability	34	33	79.0857	9.35550	0.000

Reading	34	33	75.1143	21.70087	
General ability	34	33	79.0857	9.35550	0.000
Writing	34	33	76.0143	15.26168	

Results show that there are significant differences between average students' general ability and their achievement in the four skills in favor of their general ability. The mean for the general ability is (M=79.0857). However, the means for the average students' achievement in the four skills are; listening (M=72.3429), speaking (M=69.1111), reading (M=75.1143) and writing (M=76.0143) see table (6).

Table (7): T-test results of the differences of poor students' general ability and their achievement in the four skills for the experimental group at the level of α= 0.05.

Poor	**N**	**Df**	**Mean**	**Std. deviation**	**Sig**
General ability	17	16	64.9938	13.49842	0.000
Listening	17	16	56.5625	27.61152	
General ability	17	16	64.9938	13.49842	0.000
Speaking	6	5	53.5000	22.35844	
General ability	17	16	64.9938	13.49842	0.000
Reading	17	16	50.7188	20.77817	
General ability	17	16	64.9938	13.49842	0.000
Writing	17	16	57.3125	25.35539	

Results show that there are significant differences between poor students' general ability and their achievement in the four skills. The mean for the general ability is (M=64.9938). However, the means for the poor students' achievement in the four skills are; listening (M=56.5625), speaking (M=53.5000), reading (M=50.7188) and writing (M=57.3125), see table (7).

Table (8): T-test results of the differences of good students' general ability and their achievement in the four skills for the control group at the level of α= 0.05.

Good	N	Df	Mean	Std. deviation	Sig
General ability	16	15	82.2118	6.47025	0.000
Listening	16	15	78.0588	17.24150	
General ability	16	15	82.2118	6.47025	0.000
Speaking	6	5	72.1667	16.33911	
General ability	16	15	82.2118	6.47025	0.000
Reading	16	15	76.9412	17.25950	
General ability	16	15	82.2118	6.47025	0.000
Writing	16	15	86.3676	13.12833	

Results show that there are significant differences between good students' general ability and their achievement in the four skills in favor of their general ability except writing. The mean for the general ability is (M=82.2118). However, the means for the good students' achievement in the four skills are; listening (M=78.0588), speaking (M=72.1667), reading (M=76.9412) and writing (M=86.3676) see table (8).

Table (9): T-test results of the differences of average students' general ability and their achievement in the four skills in the control group at the level of α= 0.05.

Average	N	Df	Mean	Std. deviation	Sig
General ability	25	24	75.9313	19.77809	0.000
Listening	25	24	59.5000	33.91951	
General ability	6	5	75.9313	19.77809	0.002
Speaking	25	24	66.6667	33.18835	
General ability	25	24	75.9313	19.77809	0.000
Reading	25	24	64.6250	29.82868	
General ability	25	24	75.9313	19.77809	0.000
Writing	25	24	66.9357	34.59301	

Results show that there are significant differences between average students' general ability and their achievement in the four skills. The mean for the general ability is (M=75.9313). However, the means for the average students' achievement in the four skills are; listening (M=59.5000), speaking (M=66.6667), reading (M=64.6250) and writing (M=66.9357) see table (9)

Table (10): T-test results of the differences of poor students' general ability and their achievement in the four skills in the control group at the level of α= 0.05.

Poor	N	Df	Mean	Std. deviation	Sin
General ability	16	15	60.7400	9.70050	0.000
Listening	16	15	39.9333	24.35883	
General ability	16	15	60.7400	9.70050	0.004
Speaking	6	5	49.0000	23.57258	
General ability	16	15	60.7400	9.70050	0.000
Reading	16	15	43.4667	14.31341	
General ability	16	15	60.7400	9.70050	0.000
Writing	16	15	45.8667	22.76233	

Results show that there are significant differences between poor students' general ability and their achievement in the four skills. The mean for the general ability is (M=60.7400). However, the means for the poor students' achievement in the four skills are; listening (M=39.9333), speaking (M=49.0000), reading (M=43.4667) and writing (M=45.8667) see table (10).

Hypothesis number three: There are no significant differences in the two groups' performance in English language four skills due to gender.

Table (11): T-test results of the differences in the two groups' performance in English language four skills due to gender.

Skill	Gender	N	mean	Sd	t	df	Sig
Listening	Male	64	69.76	20.16	-0.644	123	0.521
	Female	61	72.50	27.12			
Speaking	Male	19	59.78	21.14	-1.775	35	0.045
	Female	18	71.88	20.26			

Reading	Male	64	61.46	24.72	-1.942	123	0.054
	Female	61	69.64	22.22			
Writing	Male	64	74.65	20.03	-0.407	123	0.685
	Female	61	73.01	24.84			

The results of the t-test indicate that there are significant differences due to gender in reading and speaking skills. The differences are in favor of girls who had better grades in reading and speaking than boys. In reading (M=69.64) for girls and (M=61.46) for boys, and for speaking (M=71.88) for girls and (M=59.57) for boys. Results show that there are no

significant differences in writing, however, boys are better (M=74.65) and (M=73.01) for girls. Results in listening also show that there are no significant differences between male and female students, too. Nevertheless, females' results show little improvement than boys (M=.69.76) for males, whereas (M= 72.50) for female students.

Hypothesis number four: Their are no significant differences in the performance of the same level students in the two groups.

Table (12): Results for the differences in the two groups' performance between poor and good students in the test.

group	Students	N	mean	Sd.	t	df	Sig.
poor	Control	16	34.93	14.22	-1.766	30	0.088
	Experimental	16	45.99	20.60			
good	Control	15	71.56	10.72	-1.302	31	0.203
	Experimental	18	76.97	12.74			

Average	Control	26	48.80	9.66	-5.047	58	0.000
	Experimental	34	63.52	12.22			

The results reveal that there are no significant differences between poor students in the two groups' performance; (M=34.93) for control group. While (M= 45.99) for the experimental.

The results also reveal that there are no significant differences between good students in the two groups; (M=71.56) for control group and (M=76.97) for the experimental group.

On the other hand, results indicate that there are significant differences in the two groups' performance among average students and the differences were in favor of the experimental group, which had higher grades than the control one. (M=48.80) for the control group whereas (M=63.52) for the experimental group.

Hypothesis number five: There is no significant correlation in the two groups' performance among the four skills.

Table (13): T-test results of the correlation in the two groups'(control and experimental) performance among the four skills.

The skills		**speaking**	**reading**	**writing**
Listening	Pearson correlation	0.766	0.740	0.785
	Significance	0.000	0.000	0.000
	Number	37	125	123
Speaking	Pearson correlation	----	0.842	0.823
	Significance		0.000	0.000
	Number		37	37
Reading	Pearson correlation	----	----	0.799
	Significance			0.000
	Number			123

The results indicate that there are high correlations among skills due to the use of animation in the two groups' performance among the four skills. All the four skills

had approximately the same results. This means that there are significant correlations among them. The Pearson correlation among skills is between (0.740- 0.823).

Table (14): T-test results of the skill which had the highest and the lowest marks between the two groups (control + experimental) and also between gender.

Group	**gender**		**listening**	**speaking**	**reading**	**writing**
		N	31	9	31	31
control	male	Mean	**69.39**	**50.67**	**51.19**	**65.94**
		S.D	18.75	16.55	23.32	17.54
	female	N	26	9	26	26
		Mean	**62.54**	**65.00**	**58.19**	**63.29**
		S.D	27.03	24.58	20.25	24.23
	In general	N	57	18	57	57
		Mean	66.47	57.83	54.56	64.31
experimental	male	N	33	10	33	33
		Mean	**70.12**	**68.00**	**71.12**	**82.85**
		S.D	21.69	22.19	22.25	18.95
	female	N	35	9	35	35
		Mean	**79.91**	**78.78**	**78.16**	**80.24**
		S.D	25.08	12.71	19.88	23.03
	In general	N	68	19	68	68
		Mean	75.16	73.10	74.74	81.50

In the control group the highest mean is for the listening skill (M= 66.47), followed by the writing skill (M=64.31), then comes the speaking skill (M=57.83), and the lowest results are for reading (M=54.56). For the experimental group, the highest results was for writing (M= 81.50), followed by the listening skill (M=75.16), then comes reading skill (M=74.74), and finally comes speaking (M=73.10).

As shown in the table above the highest grade in the control group for the boys is in listening (M=69.39), followed by writing (M=65.94), then reading skill (M=51.19), and lastly speaking skill (M=50.67). However, the girls' highest mark in the control group was for the speaking skill, with an average mark of (M=65.00), followed by the writing skill (M=63.29), then listening (M=62.54), and lastly reading (M=58.19).

Results show that the boys' highest result in the experimental group is in the writing skill (M=82.85), followed by reading (M=71.12), then comes listening (M=70.12), and lastly speaking (M=68.00). On the other hand, the girls' highest result is for writing skill (M=80.24), followed by listening (M=79.91), then comes speaking (M= 78.78), and the lowest mark is for reading skill (M=78.16).

4.3 Summary:

In this chapter, the researcher presented the results of the study as shown in the tables and the discussion that follow. Two types of statistical analyses were used in this study;

T-test and Pearson correlation. The results were presented according to the hypotheses of the study.

CHAPTER FIVE

Discussion, recommendation and conclusion

5.1 Introduction

The aim of this chapter is to analyze the results based on the statistic results discussed according to the hypotheses of the study. Recommendations stated in the light of the results of this study. Moreover, this chapter will discuss the results of students' performance in English four skills due to gender and method. The use of animation shows significant differences between learners who were taught through the use of animation and those who were taught traditionally, (See appendix (6), 152).

5.2 Discussion

Hypothesis one: There are no significant differences in the two groups' performance in English language four skills due to methods of teaching (Using animation versus traditional method).

Results of the t-test indicate that there are significant differences in the two groups' performance in English language four skills due to methods of teaching. These results are congruent with several studies on multimedia and animation, Chun & Plass (1999); Lin & Chen (2007); Seigneuric & Ehrlich (2005); Al-Seghayer (2001); Atiyyat (1995); Brett (1997)**;** Jones (2003); Jing. (2006); Liang (2008); Chen (2006). The mentioned studies tackled the use of multimedia in teaching one or two skills, however, the current study investigated the effects of animation on learning the four skills. The students' performance could be attributed to several reasons. One of these reasons is that learners created deep understanding as a result of motional text and picture. The learners engaged in substantial cognitive processing during learning which takes place in both verbal and visual presentation as Mayer & Moreno (2003) stated. For example, learners could recall vocabulary and match pictures with words easily. Moreover, they could organize words and sentences in a mental way. In agreement with Herrington & Kervin (2007), the use of animation in this study might provide learners with authentic context that reflects the way the knowledge used in real life. Moreover, Dual Coding Theory argues that concrete words gain advantages over abstract words, Clark & Paivio (2005). Learners learned more from multimedia (animation) than traditional learning as words are combined with pictures, sound and actions that can foster deep understanding. Multimedia optimizes learning in terms of retention and transfer. Paivio (1971) argues that imagery and verbal associative

process play major roles in various educational domains. One could argue that social interaction can be another reason. According to teachers' views, there was a good interaction between students and the teacher, students and the program and among themselves. Finally, Multimedia has a great effect on motivation and keeps students interested in learning. Interesting lessons would keep the students interested and enable them to do their own self-directed learning.

Animation presented the language in actual use. It provided authentic context; relevant topic and actual materials which reflect students' real life. The student-centered practice and auto-learning process were promoted which in turns could develop students' communication skill. The multimedia program helped learners construct referential connections between two forms of mental representation systems: the verbal (text and words) and the visual one (animated pictures and text). These codes (verbal and visual) are interrelated with each others for processing information even when activated separately. As Mayer & Smith (1694) point out these referential connections are more easily built when both verbal and visual materials are presented simultaneously as in this study. This is consistent with what Paivio (1971) says about Dual-coding theory which is based on the assumption that memory and cognition are served by two separate systems, one specialized for dealing with verbal information, such as printed words, and the other for non verbal information, such as pictures or real objects.

Results show significant change in students' performance in all skills for both males and females. Listening and speaking had less change than reading and writing. This could be because listening & speaking skills are mostly neglected by teachers at schools. Teachers think these skills are difficult to be taught. They find them as a

challenge and waste of time for both teachers and students especially speaking in large classes.

For the listening skill (M= 66.26) for the control group whereas, (M=75.16) for the experimental group. These results could be ascribed to the fact that the use of animation, moving pictures and texts might predict more effective learning and more effective recall because animation increases understanding and supports listening comprehension. This is congruent with Brett (1997) & Kim (2003) who found that the implementation of multimedia has more efficient comprehension and recall visual cues like moving pictures to the listening text could promote listening. Teachers in normal teaching situation use the tape recorder and sometimes the voice of the teacher. The teacher singled out some difficult or new words to explain difficult things, and then he/she gives students the correct answer after he/she plays the recording materials from time to time (at least 3 times). Consequently, the listening class becomes boring and could surely make students lose their enthusiasm. Students' interests would soon fade and even be destroyed with lack of interest, motivation and variation.

Results also show significant effects in speaking in favor of the experimental group, (M=57.83) for the control group while (M=73.10) for the experimental one. Students in traditional classes usually spend the majority of their time listening to their teacher, and rarely have the opportunity to speak. However, the use of sound and pictures encouraged conversation among learners themselves and between them and their teachers during the implementation of the study.

Furthermore, results also show significant differences in reading and writing in favor of the experimental group than their counterparts who only received the text. (M=54.38) for control group in reading skill, while (M=74.74) for the experimental

group. Reading text was accompanied with animated pictures and words, which might help learners to understand the meaning better. As Lai (2000) says that when the visual system (pictures, concrete objects, or events) and the verbal system (words, speech, language, or semantic) work together, connection and reinforcement between the two systems will probably activate and retrieve long term memory. Animation provides a meaningful learning process which promotes the learners' ability to select information from presented stimuli consciously, organize this information, and then make efforts to integrate this new information with old information. Both verbal and visual information must be held in the working memory simultaneously.

In writing skill (M=64.72) for the control group, whereas (M=81.50) for the experimental group. The results of the study agree with Shuell & Menter (2003) & Itmeizeh (2008) who conducted studies on the use of multimedia in teaching writing and all of them found that multimedia has positive effect on writing. The current study gave students the opportunity to focus on punctuation, sentence order, spelling, and correct grammar. These activities could contribute too much to students' results in writing. Moreover, teachers often give these two skills more attention than listening and speaking; teachers sometimes neglect speaking and listening skills because of several obstacles such as time, large number of students, lack of confidence among students to speak; difficulties in pronunciation and poor lexis. In some schools, facilities for listening such as cassette recorder and listening labs may be not available. In addition, these skills are not tested in the Tawjihi General Exam. As a result, teachers mostly avoid teaching and testing these skills. Furthermore, most remedial plans at schools are built up on writing and reading and not on speaking and listening. However, the use of animation for enhancing listening and speaking skills through representing authentic language will provide the opportunity to observe how

words are combined with pictures, appropriate body language and other pragmatic behavior.

Hypothesis Two: There are no significant differences between the two group's general ability and their achievement in the four skills for all levels.

Even though the study made a significant difference in students' achievement in favor of the experimental group, result of the T-test indicates that there are significant differences between the students' general ability and students' achievement in both groups in all skills. The differences are in favor of the students' general ability. These results might be attributed to several reasons. First of all, the content of the fifth grade textbook is more complex than the content of grades (1-4) textbooks. For example, in grades (1-4), the main focus is on the oral skills (listening and speaking) and little attention is given to reading and writing skills (see Appendix 6, p. 152). Compared with the fifth grade textbook, there is an apparent change in the content. Concentration in this grade includes all skills of the language. For instance, each unit starts with a reading comprehension lesson (the first time to be introduced in this grade), then comes listening followed by speaking and finally writing. Language (grammar) has a bigger portion in this grade than the previous grades. Another reason, all students in both schools studied the last three years in different schools. This year, they have new schools, new friends and new teachers; this might be a reason for making difference in results. Furthermore, the age of the students is in the beginning of the early adolescence stage (11-12 years old). Mazzeo & Gould (1982) limits this stage between 10- 14 years old for both boys and girls, while Jonson (2002) explains that the early stage is between (11- 14). In this study, the age of the students ranges from (11-12). During this stage positive emotions and learning

motivation decrease while negative emotions and negative attitudes towards school increase, Eder (1995). This is highly problematic that might affect the students' achievement. According to teachers' reports in this area (southern Hebron), students' achievement at this stage becomes backwards. Moreover, this is a result of one exam that tests two units only while the general ability is the average of students' achievement in three years.

Hypothesis number three: There are no significant differences between the two groups' performance in English language four skills due to gender.

Although boys' general ability was higher than girls, results of the study reveal that girls did better and exceeded boys in most skills except in writing. Results of the t-test indicate that there are significant differences in the two groups' performance in English language four skills due to gender. The differences are in favor of girls in reading and speaking skills. In reading (M=61.46) for males and (M= 69.64) for females, and in speaking (M=59.78) for males and (M=71.88) for females.

Results of reading in this study could be ascribed to the use of multiple modes (voice, animation, pictures…etc.) which may help students to comprehend the text well. In addition, it may be explained that the teacher's remedial plan for girls was on vocabulary during the scholastic year 2008/2009. This may be contributed to the girls' results in reading since vocabulary is categorized under the reading skill and helps in comprehending a text.

For the speaking skill, the results also show significant differences between boys and girls in favor of girls. This could be explained by using the argument of Tokuhama-Espinosa (2001). He explains that girls begin speaking earlier than males, and boys are less verbal throughout their lives than female. In language acquisition,

males speak later than females in the average and are less verbal through their lives than females. Even though boys begin speaking later than girls, they catch vocabulary, syntax and grammar, but they are less verbal overall through out their lives.

Results indicate that the difference between girls and boys in listening (M=69.76) for males and (M=72.50) for females, and writing (M= 74.65) for males and (M=73.01) for females, are not significant. However, males are better in writing skill. This could be attributed to girls interacting with animation program more than boys. This result is not congruent with Young (2000); Proost, et al (1997) who found that males were better than females in learning through multimedia because computers are male domain and not female. Males have more opportunities to visit computer centers in their areas. They like playing computer games and the use of internet more. Other studies conducted by Makrakis& Sawada(1996); Natale(2002) & Lockheed (2004) found that males are more computer literate through the playing of computer games, and have more advanced utilization of computers such as programming. Jakobsdottir & Hooper (1995) indicated that girls demonstrated higher achievement than boys through the use of multimedia. Moreover, Chanlin (2001) &Victor (2008) explored gender differences in using multimedia and found that boys were better than girls. Moreover, it might be explained by the fact that boys always use computers and play games in computer centers, so they found it more normal than girls who rarely go to centers or use computers

Kutnick (1999) found that girls were better in writing than boys in the early stages. However, the results of the study can be ascribed to what Gorman (1995) says that boys catch vocabulary, syntax and grammar better than girls and this might help them to write better in this study. In addition, the study gave students the opportunity

to try doing the exercises several times before they do them on their textbooks as computers are more flexible in work. Students can delete, insert and change easier on the screen than on books. Moreover, attention could be given to spelling, punctuation, word choice and sentence order on the screen before dealing with them on their books. According to the teachers' reports, female teachers always try to make integration among skills whereas male teachers likely neglect the oral skills and focus on writing and reading. This may be another reason why boys did better in writing.

Animation, helped in making better results in all skills, but the differences between males and females in listening were not significant. Females did a little bit higher than males. McCormick & Jacquelire (1975) found that girls have better language ability than boys.

According to teachers' reports in the Ministry of Education, female teachers give more attention to oral skills than male teachers. In addition, females are more serious in learning than males.

Hypothesis number four: There are no significant differences in the performance of the same level students in the two groups.

Results of the t-test indicate that there are no significant differences in the performance of poor students in both groups; for the control group (M=34.93) and (M=45.99) for the experimental group. Furthermore, no differences between good students in both groups (experimental and control) are shown. (M=71.56) for the good students in the control group, and (M=76.97) for the experimental group.

This may be explained that good students always try to do their best to achieve high marks with or without multimedia. Medani (1989) found that successful learners usually use efficient strategies of learning. Learner strategies contribute to the

development of the language learning. This means that good students insist on having continuity in success regardless the used method of teaching. In addition, poor students got better results than their counterparts in the control group, but the results are not significant. Although poor students enjoyed the program as teachers reported, during the implementation of the study like their friends, they have poor achievement in test. As a result, it was a big challenge for them to do well in the test after the experiment. They need big efforts or long time for their levels to be improved. So, if the implementation of the study was longer, the results might be different and poor learners might benefit more.

As teachers, we always think of the poor students to be better, and for good students to be the best. So we forget students who are in between (average students). The study reveals that average (male and female) students have significant results in their performance in English after the application of animation. (M= 48.80) for average students in the control group while (M=63.52) for the experimental group. The significant difference is for the favor of the experimental group which has higher grades than the control group. This means that the use of animation affected the average students' performance most. For average girls, there are significant differences in all skills; listening, reading and writing except speaking, results were not significant.

Average boys show significant change in reading and writing skills, this may be because (as mentioned in hypothesis number two) male teachers always focus on these two skills and neglect the oral skills (listening and speaking). According to the teachers' point of view in the interview, female teachers focus on using the language more than male teachers. They focus on grammar, reading and writing. Teachers might also be affected by the Tawjihi exam which doesn't test listening and speaking.

Hypothesis number five: there is no correlation between the two groups' performance among the four skills.

Results show that there is a high correlation among skills in the two groups' performance and this correlation is significant. The Pearson correlation among skills is between (0.740 - 0.842); listening & speaking(0.766), listening & reading(0.740), listening & writing(0.785), speaking & reading(0.842), speaking & writing(0.823) and reading & writing(0.799). This indicates that there is a correlation among skills. This may be attributed to a number of reasons. First, there was a balance in the implementation of these four skills in time, attention and focus. Second, there was integration between the uses of these skills in each lesson during the implementation of the program. Third, both teachers followed the same instructions and procedure during the study.

In general, results also show that the highest mean in the control group is for the listening skill (M=66.47) followed by writing (M=64.31), then comes speaking (M=57.83) and the lowest grade is for reading (M=54.56).

For the experimental group, the highest change is in writing skill, (M=81.50, then listening (75.16), reading (M=74.74) and lastly comes speaking (M=73.10). It is normal to have differences among skills, but these differences were not significant since the results show that there is correlation among them in the results. This might be explained that the use of animation in English classes might not affect the four skills equally. Furthermore, there is integration in the use of skills in the textbook. The difference of results might be attributed to several reasons; for example, the skill specification such as difficulty, length, the type and number of exercises for each skill in the textbook in addition to the techniques suitability for teaching each skill.

For the writing skill, the mean is the highest (M=81.50). This may be because they have the opportunity to practice doing the exercises on screen several times before doing them on the workbook. However, the result of speaking is the lowest (M=73.10). This may be because there was no dynamic or real negotiation or chat between learners and any person or character in the program. They just talk with teachers and friends. If the period of the implementation was longer, results might be totally different.

Finally, we can conclude that results may be affected by many factors, such as, units' specifications or features like topic, length, time, authenticity…etc. For example, whether the topic interesting or not, easy or difficult, familiar or unfamiliar. A second reason is the time of the English lesson, whether it is in the morning or in the afternoon. Generally speaking, students in the morning are more active and fresh while in the afternoon, they feel tired. The moods of the teachers and students, for instance, whether they are enthusiastic to give or have lessons or not. Thirdly, results may be affected by the physical and psychological environment such as, the number of the students in each class, school conditions and environment; the school location, comfortable or uncomfortable, room spaces, lighting, size of the class, furniture, computer availability and other facilities.

5.3. Recommendations

Results show that animation helps to improve the effectiveness of the learning process for English as a foreign language. It could be considered as an effective classroom tool. It allows students to be more enthusiastic to learn English in an enjoyable way. Children have difficulties to concentrate on any task or work for a longer duration. So learning through games and fun helps them to concentrate better. In light of this study, the researcher came out with the following recommendations:-

5.3.1 Recommendations for Teachers

According to the results, multimedia is an instructional aid which could be more preferable than the traditional instructions. As a result, teachers should understand students' different learning styles and provide appropriate techniques to enhance effective teaching for EFL. Therefore variation in techniques of teaching English as a foreign language is needed. English teachers should satisfy that

employing technology in teaching is also one of the teachers' responsibilities in today's technological age to bring about effective learning. Multimedia should be used as a support material rather than the main tool; to achieve this, teachers should be trained to promote their skills in creating, selecting, and implementing multimedia. They should seek training opportunities to learn how to use technology, especially internet since we have different websites that can be helpful in teaching English. Moreover, the adaptation of animation into the syllabus and lesson content should be used by teachers inside the classroom. Teachers could be self-makers of multimedia material. They can design simple activities using for example, "Power Point program activities", or they can use ready material on multimedia taken from different websites such as, www.go4english.com or www.teachingenglish.org.uk.

Integrating multimedia in designing some activities or units from English for Palestine could be a great work to change students attitudes, moods, interest and motivation in learning English as it is considered one of the most difficult and boring subject. Teachers can

investigate some websites for using activities that are built on animation. They can adopt some animated stories, games, songs and puzzles from these sites. However, teachers should be wise in selecting suitable programs that comply with the main objectives of English for Palestine context and culture.

5.3.2 Recommendations for Decision Makers

Although the implementation of technology at schools is now receiving a great interest from the Ministry of Education since the year 2000, very few schools have integrated multimedia in teaching. Therefore, we feel the need to enhance multimedia in all subjects at school. The new use of technology by the Ministry of

Education includes the use of Information &communication Technologies (ICT), Intel program and the internet.

Enhancing multimedia in teaching at schools will make a significant change in the way that teachers teach and students learn. Since the desire of the Ministry of Education is to activate the use of multimedia in schools for all subjects. Consequently, multimedia should be introduced into education system within a planned framework that based on the use of multimedia in education. Decision makers are responsible for integrating multimedia in teaching and it should be considered as a medium of education in the foreseeable future. So it is the role of the Ministry of Education to offer training for teachers, school principals and students in using multimedia for syllabus development. Moreover, public schools in Palestine should be linked to the internet line to make it easier for teachers to use ready stories, games, and songs inside the classroom. Schools should be supported with the needed equipment such as computers and LCDs.

5.3.3 Recommendations for Syllabus Designers

Teachers always complain of students' results in English, and most of them face difficulty in dealing with such problems. This may be attributed to students' attitudes and motivation towards learning English. For example, Ju-Lin & Warden (1998) showed that most EFL students have either fear or unpleasant feelings about English learning and this may be attributed to their past negative experiences from the surrounding people. Chen (1985) found that there are actual hostility and fear towards English among students. On the other hand, many of the non-native speakers of English acknowledge that English is an important subject to learn. For example, Tamimi & Shuib (2009); Al-Jarf (2008) revealed that Arab university students have positive attitudes towards the social and educational values of English. Al-Jarf added

that Arabic is facing a serious threat by the expansion of English language in different aspects of life. However, the poor and boring techniques of teaching English make the majority of students fail to pass the subject, and in turns most school students lack the motivation and attitude towards learning it, Qashoa (2009); Shah (2008). So there is a need to change this opinion by enhancing and designing an effective syllabus that makes learning more enjoyable and interesting. The result of this study might make syllabus designers aware of more flexible syllabus which supports a multimodal perspective that learners bring to English language classrooms. Syllabus should meet the learners' interest and needs and should keep up with life changes and development. Integrating technology in the syllabus design has recently made a new shift. So the use of technology should influence syllabus design and materials development. Syllabus designers should realize to what extent the use of multimedia may influence English syllabus design as well as integrating it into the curriculum as a whole. The challenge for syllabus designers is to use good knowledge about the learner, teacher and the material in order to design appropriate curricula which promote an active approach to learning. Teachers should be involved in the syllabus design process such as, developing part of the curriculum or some activities that integrate technology in the syllabus.

5.3.4 Recommendations for Parents

Parents play a crucial role in their children's lives. Their responsibility towards their children is not less important than the teachers'. They always show great desire to share teachers in their children's learning process and achievement.

As the use of animation and computer learning are effective techniques for teaching English, parents have the opportunity to support their children in different

ways at home. However, parents should be educated about the importance of multimedia in learning English, and so positive attitudes towards the use of multimedia in learning should be created and encouraged. Parents should cooperate with teachers on useful techniques of helping the use of multimedia.

5.4. Suggestions for Further Research

Several studies have been conducted on the use of animation and on how it actually affects language learning, especially in EFL. This study has a particular interest to English language teachers who wish to increase the authenticity and contextualization of the material used in English for Palestine. In the light of the results of this study, the researcher would like to suggest some ideas for further research. More studies are needed to investigate the effects of using animation on students' proficiency in English especially for beginners and intermediate level students. Research should focus on more than enhancing multimedia in teaching English four skills. It could be expanded to literature such as, 11^{th} and 12^{th} secondary grades in Palestine. The attitudes of teachers, students and parents towards using multimedia in teaching EFL through the use of animation could be an interesting theme for research.

5.5. Conclusion

This study shows that animation plays an important role in promoting the four skills of English (listening, speaking, reading writing). One can say that the use of animation inside the classroom helps students to be more interested and more motivated to spend more time on tasks on the computer. Animation plays a significant role in increasing enthusiasm in learning English. For example, shyness among

students decreases as they feel less stressed and more confident in a language learning situation.

The study gives a good step towards adopting the use of animation in teaching English language since it can provide a rich learning environment and progress. In addition, this study may contribute in raising teachers' awareness in enhancing animation in the future since multimedia saves time and needs less effort from the teacher inside the classroom.

Because of the positive contribution of animation in EFL, this study can demonstrate an advantage to encourage more studies on the effectiveness of using animation in Education.

5.6 Summary

In this chapter the researcher highlighted the discussion of the results according to the questions and hypotheses of the study. The researcher also introduced some recommendations for teachers, decision makers, syllabus designers and parents.

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Appendix 1

Students' General ability

Boys

Students' general ability in English in the last three years for **boys** in the **control** groups (fifth grade A)

Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	75	78	70	74.3
2	76	71	57	68
3	82	75	63	73.3
4	94	92	85	90.3
5	98	98	96	97.3
6	80	76	63	73
7	76	75	70	73.6
8	94	87	90	90.3
9	88	86	75	83
10	96	81	75	84
11	88	72	50	70
12	90	94	87	90.3
13	98	99	95	97.3
14	96	94	88	92.6
15	81	75	62	72.6
16	90	81	77	82.6
17	72	79	71	74
18	92	90	78	86.6
19	81	75	58	71.3
20	75	70	61	68.6
21	60	56	50	55.3
22	74	83	63	73.3
23	92	94	95	93.6
24	74	66	50	63.3
25	97	97	97	97
26	93	95	89	92.3
27	88	74	67	76.3
28	89	90	72	83.6
29	97	95	90	94
30	83	65	53	67
31	81	80	60	73.6

Students' general ability in English in the last three years for **boys** in the **experimental** groups (fifth grade B)

Student's No.	**2005/2006 100%**	**2006/2007 100%**	**2007/2008 100%**	**Average 100%**
1	72	56	50	59.3
2	92	91	92	91.6
3	88	93	71	90.3
4	96	96	93	95
5	85	85	70	80
6	95	85	80	86.6
7	89	91	92	90.6
8	80	85	58	74.3
9	50	50	50	50
10	90	88	86	88
11	95	89	87	90.3
12	87	91	88	88.6
13	89	83	63	78.3
14	98	98	99	98.3
15	90	82	81	84.3
16	93	89	88	90
17	89	93	79	87
18	75	86	69	76.6
19	94	94	94	94
20	93	96	92	93.6
21	72	77	61	70
22	60	56	55	57
23	73	76	71	73.3
24	89	90	82	87
25	95	94	82	90.3
26	75	69	65	69.6
27	92	86	88	88.6
28	93	93	95	93.6
29	95	98	91	94.6
30	83	78	67	76
31	73	59	51	61
32	93	81	73	82.3
33	76	84	75	78.3

Good male students' marks in the last three years for the **control groups** at

Taha Alrreji' Basic School

No.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	13	98	99	95	97.3
2	25	97	97	97	97
3	29	97	95	90	94
4	23	92	94	95	93.6
5	14	96	94	88	92.6
6	26	93	95	89	92.3
7	8	94	88	90	90.6
8	12	90	94	87	90.3

Poor male students' marks in the last three years for the **control** groups at Taha Alrreji' Basic School

No.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	21	60	56	50	55.3
2	24	74	66	50	63.3
3	30	83	65	53	67
4	2	76	71	57	68
5	20	75	70	61	68.6
6	11	88	72	50	70
7	19	81	75	58	71.3
8	15	81	75	62	72.6

Good male students' marks in the last three years for boys for the experimental group (fifth grade B)

No.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	14	98	98	99	98.3
2	4	96	96	93	95
3	29	95	98	91	94.6
4	19	94	94	94	94
5	28	93	93	95	93.6
6	20	93	96	92	93.6
7	2	92	91	92	91.6
8	7	89	91	92	90.6

Poor male students' marks in the last three years for boys for the experimental group (fifth grade B)

NO.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	9	50	50	50	50
2	22	60	56	55	57
3	1	72	56	50	59.3
4	31	73	59	51	61
5	26	75	69	65	69.6
6	21	72	77	61	70
7	23	73	76	71	73.3
8	8	80	85	58	74.3

Girls

Students' general ability in English in the last three years for **girls** in the **experimental groups**

Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	91	85	83	86.3
2	96	98	92	92.3
3	98	98	91	96
4	64	52	53	56.3
5	62	62	60	61.3
6	95	90	92	92.3
7	60	61	63	61.3
8	91	78	86	85
9	94	83	75	84
10	79	74	96	83
11	80	70	77	75.6
12	97	93	92	94
13	66	70	57	64.3
14	83	71	64	72.6
15	80	77	75	77.3
16	85	59	57	67
17	93	93	91	92.3
18	51	50	50	50.3
19	93	87	87	89
20	50	50	50	50
21	94	90	90	91.3
22	95	88	85	89.3
23	96	94	90	90.3
24	70	59	68	65.6
25	90	86	80	85.3
26	80	74	64	72.6
27	50	50	50	50
28	94	90	88	90.6
29	86	76	64	75.3
30	87	75	79	80.3
31	50	50	50	50
32	90	86	87	87.6
33	81	72	77	76.6
34	89	85	80	84.6
35	73	75	68	72

Students' general ability in English and in the last three years **for girls** in the **control** groups

Student's No.	**2005/2006 100%**	**2006/2007 100%**	**2007/2008 100%**	**Average 100%**
1	88	95	88	90.3
2	76	73	76	75
3	72	57	77	68.6
4	50	50	50	50
5	55	50	51	52
6	92	82	87	87
7	92	89	88	89.6
8	70	69	63	67.3
9	76	69	80	75
10	70	75	80	75
11	81	68	82	77
12	94	91	94	93
13	78	65	61	68
14	50	50	50	50
15	72	69	65	68.6
16	91	86	88	88.3
17	60	55	57	57.3
18	50	50	50	50
19	50	70	81	67
20	90	93	96	93
21	96	92	91	93
22	71	62	60	64.3
23	74	51	92	72.3
24	60	55	50	55
25	75	70	60	68.3
26	91	89	89	89.6

Good female students' in the last three years for the control groups at Al-ALzahra' Girls' Basic School

No.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	20	90	93	96	93
2	12	94	91	94	93
3	21	96	92	91	93
4	1	88	95	88	90.3
5	7	92	89	88	89.6
6	26	91	89	89	89.6
7	16	91	86	88	88.3

Poor female students' marks in the last three years for the control group at Al-Zahra' Girls' School

No.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	4	50	50	50	50
2	14	50	50	50	50
3	18	50	50	50	50
4	5	55	50	51	52
5	24	60	55	50	55
6	17	60	55	57	57.3
7	22	71	62	60	64.3

Good female students' marks in the last three years for the experimental groups at Al-ALzahra' Girls' Basic School

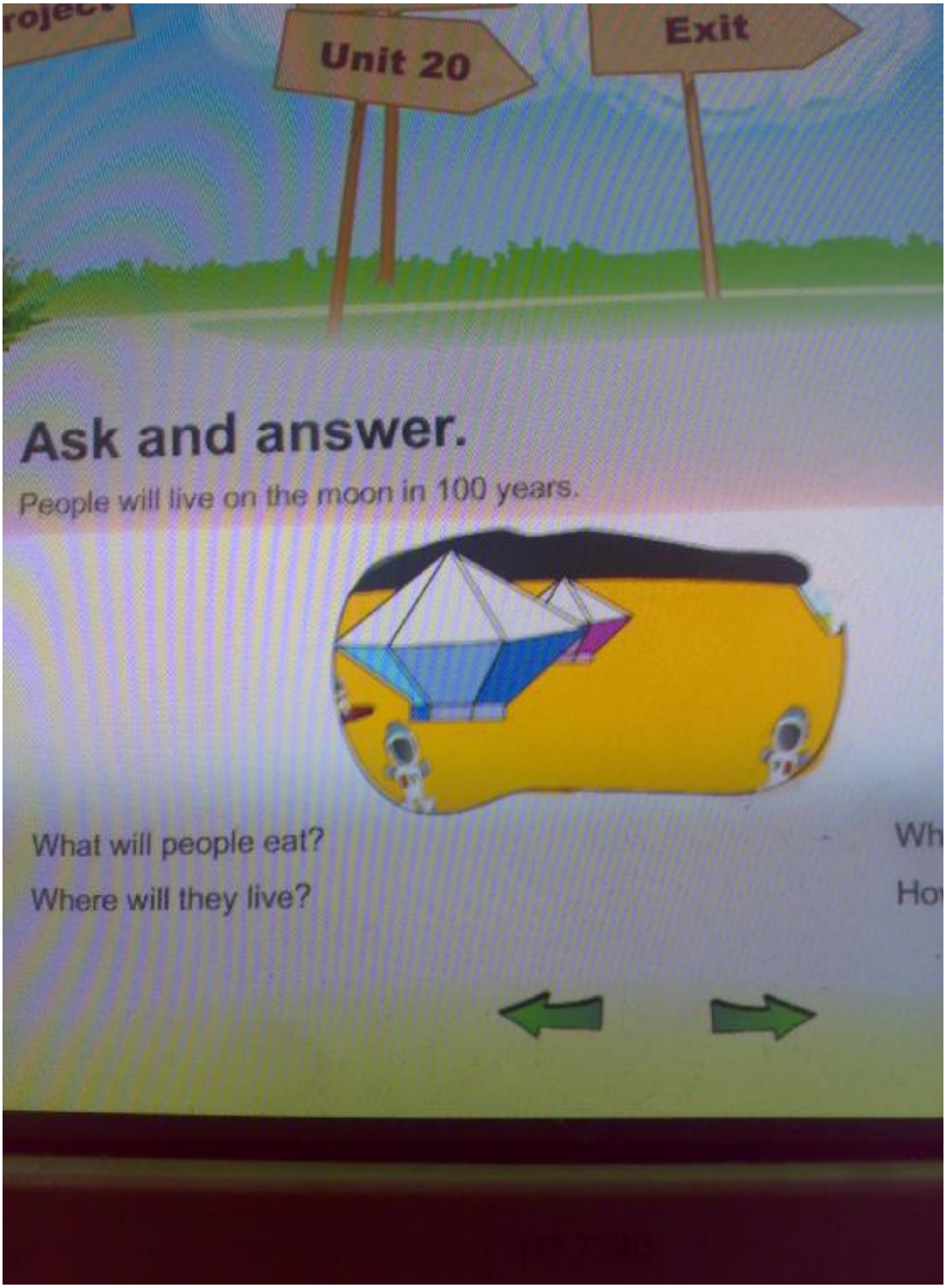
NO.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	3	98	98	91	96
2	12	97	93	92	94
3	6	95	90	92	92.3
4	2	96	98	92	92.3
5	17	93	93	91	92.3
6	21	94	90	90	91.3
7	28	94	90	88	90.6
8	23	96	94	90	90.3
9	22	95	88	85	89.3

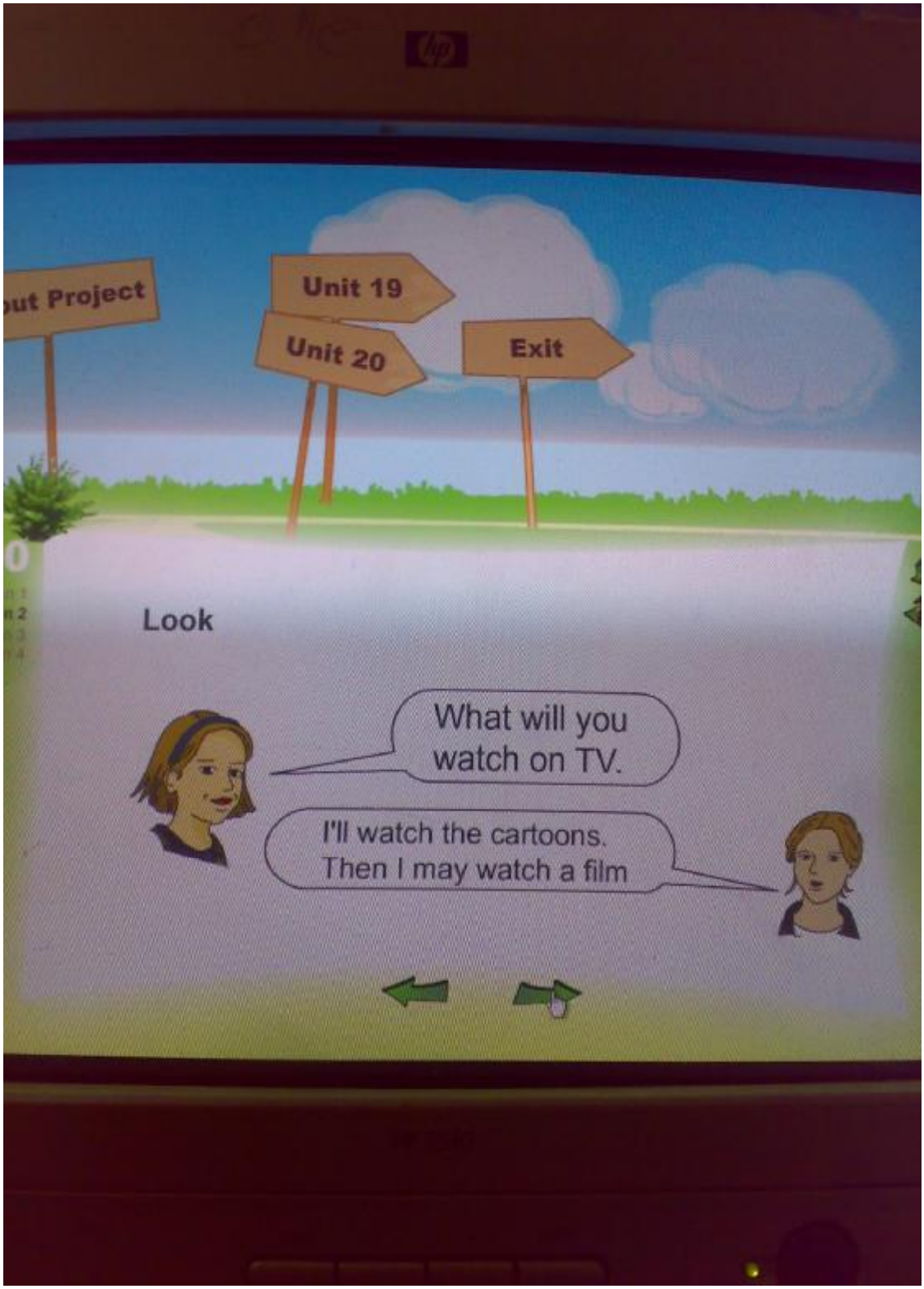
Poor female students' marks in the last three years for the experimental groups at Al-ALzahra' Girls' Basic School

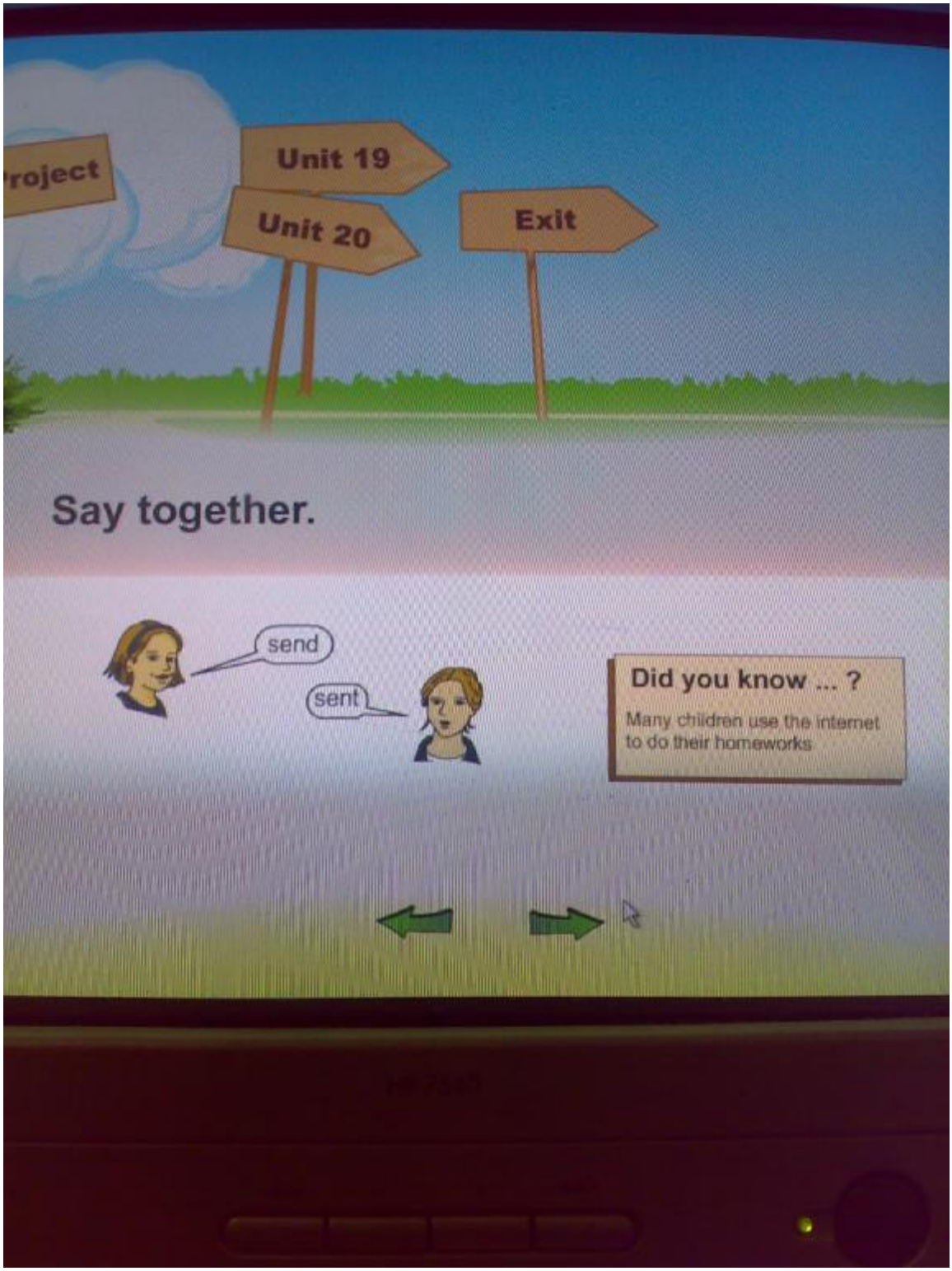
NO.	Student's No.	2005/2006 100%	2006/2007 100%	2007/2008 100%	Average 100%
1	20	50	50	50	50
2	27	50	50	50	50
3	31	50	50	50	50
4	18	51	50	50	50.3
5	4	64	52	53	56.3
6	5	62	62	60	61.3
7	7	60	61	63	61.3
8	13	66	70	57	64.3
9	16	85	59	57	67

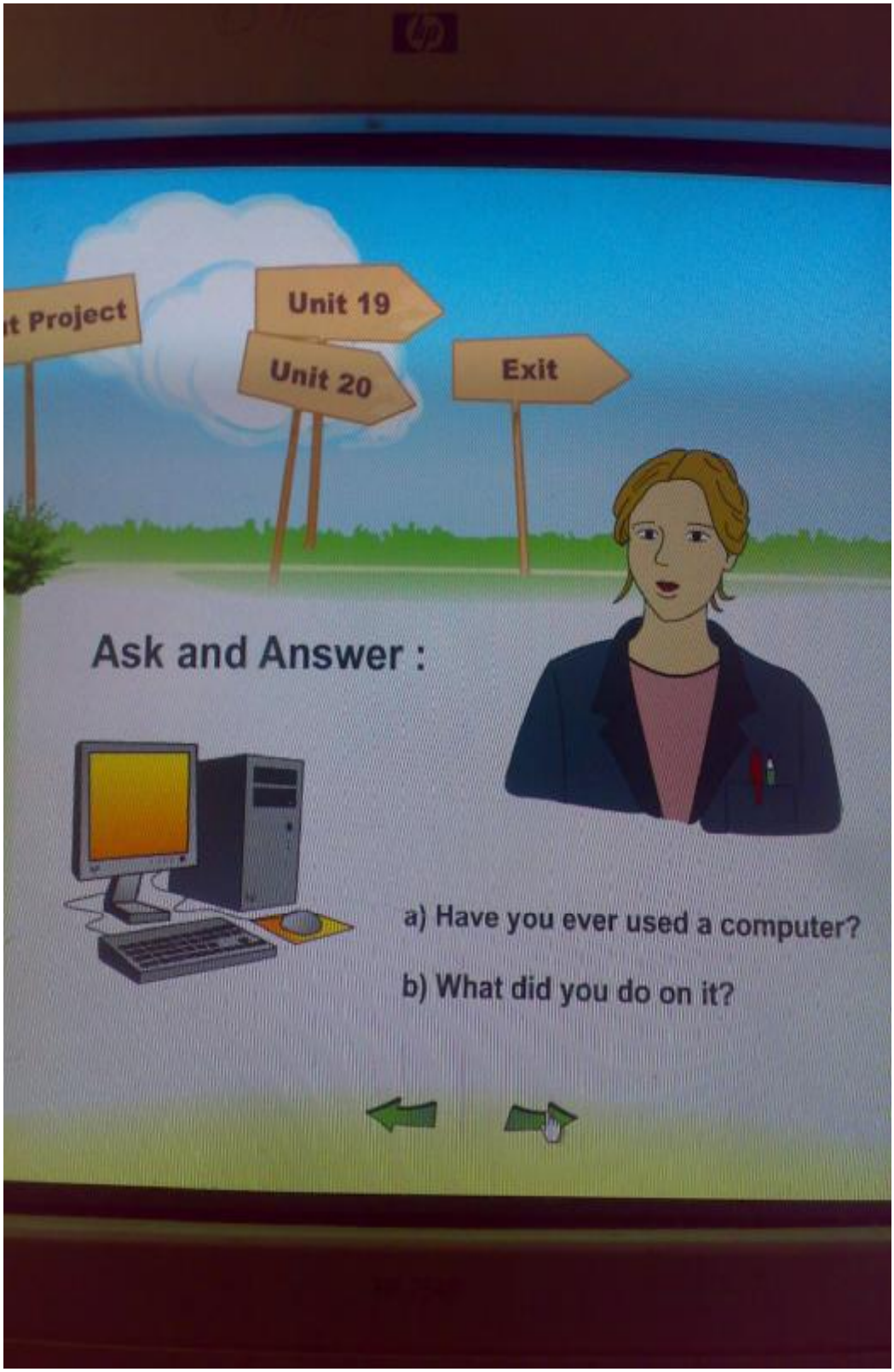
Appendix Two

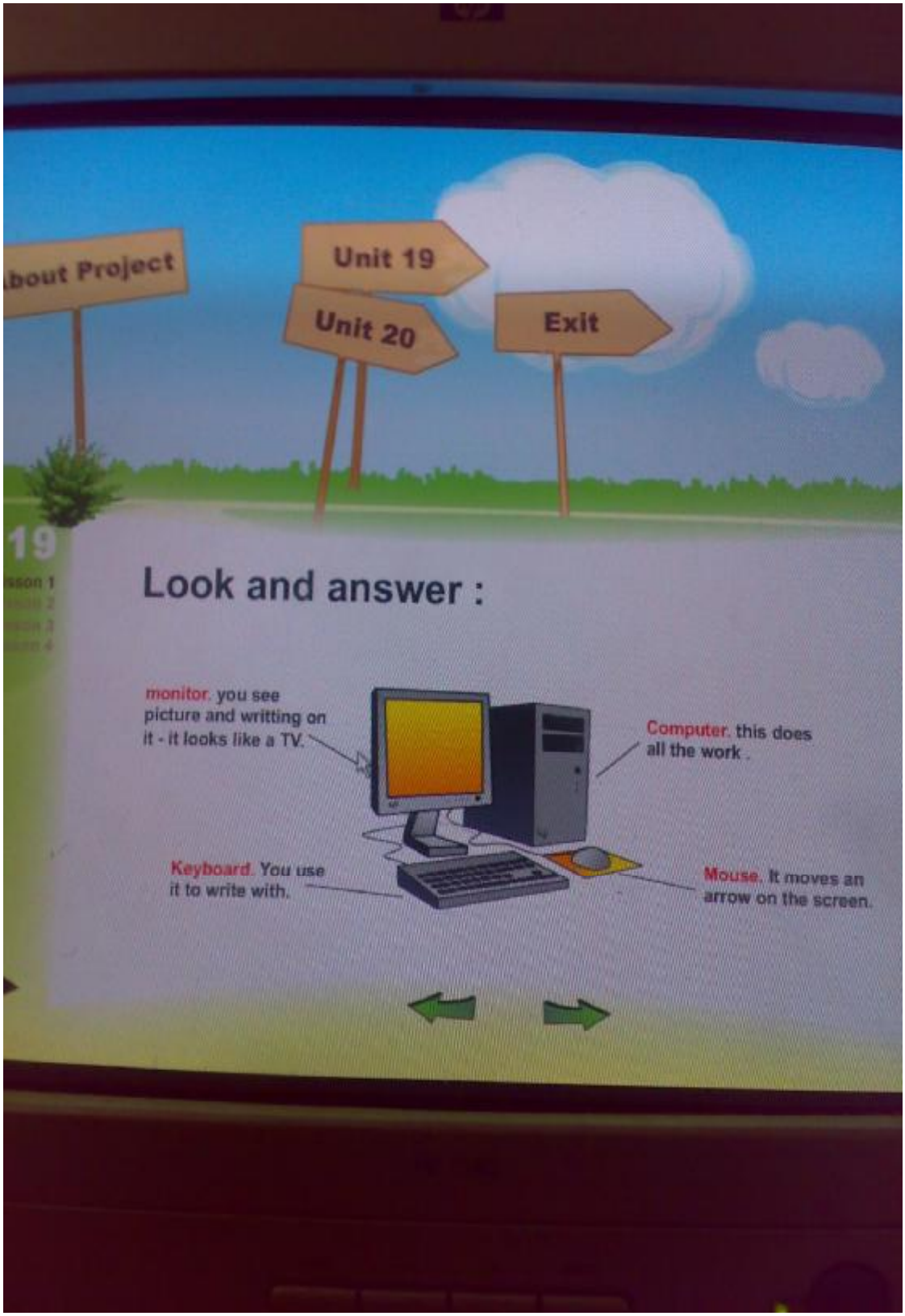
Samples from the program

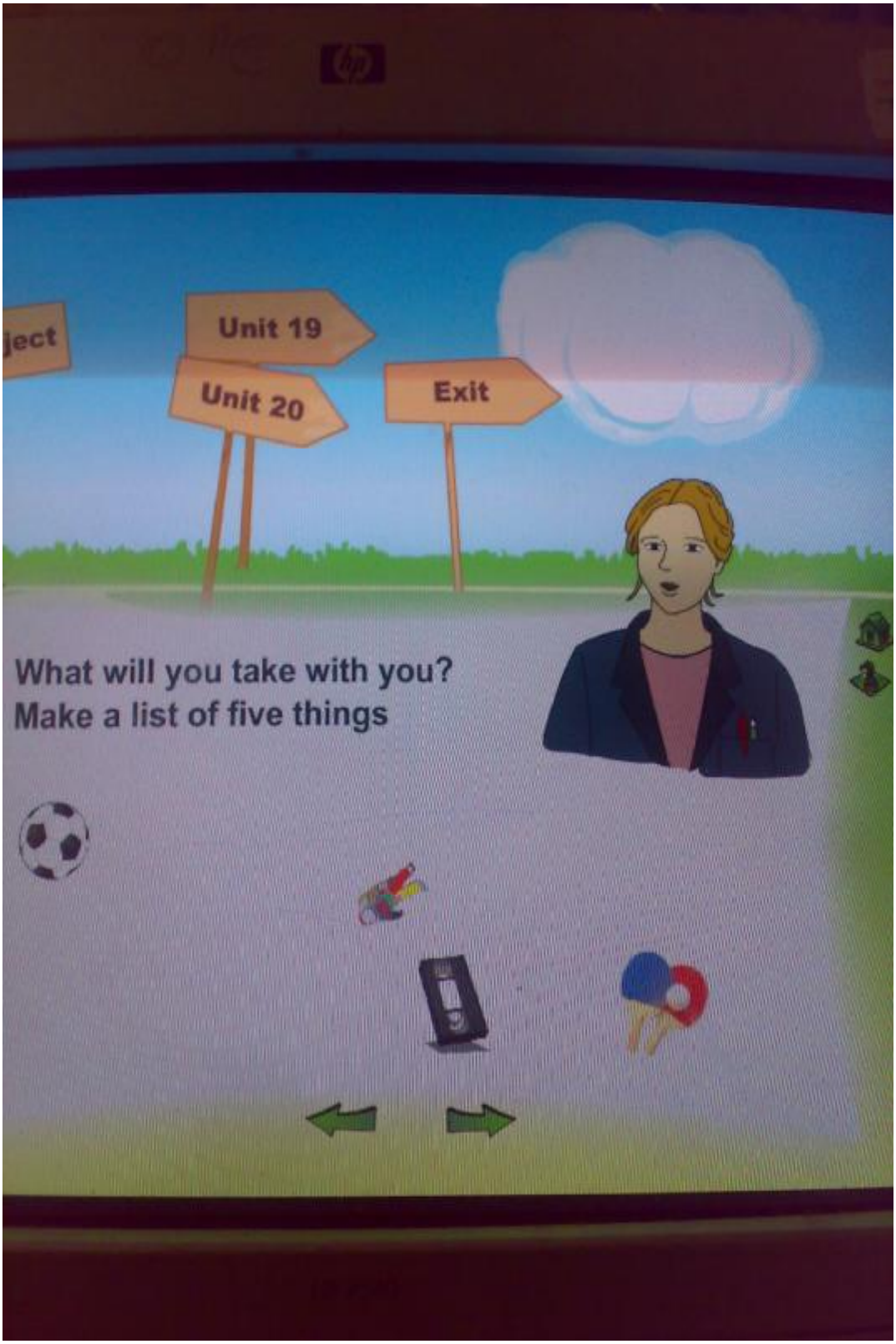

Unit 20
Exit
Ask and answer.
People will live on the moon in 100 years.
What will people eat?
Where will they live?

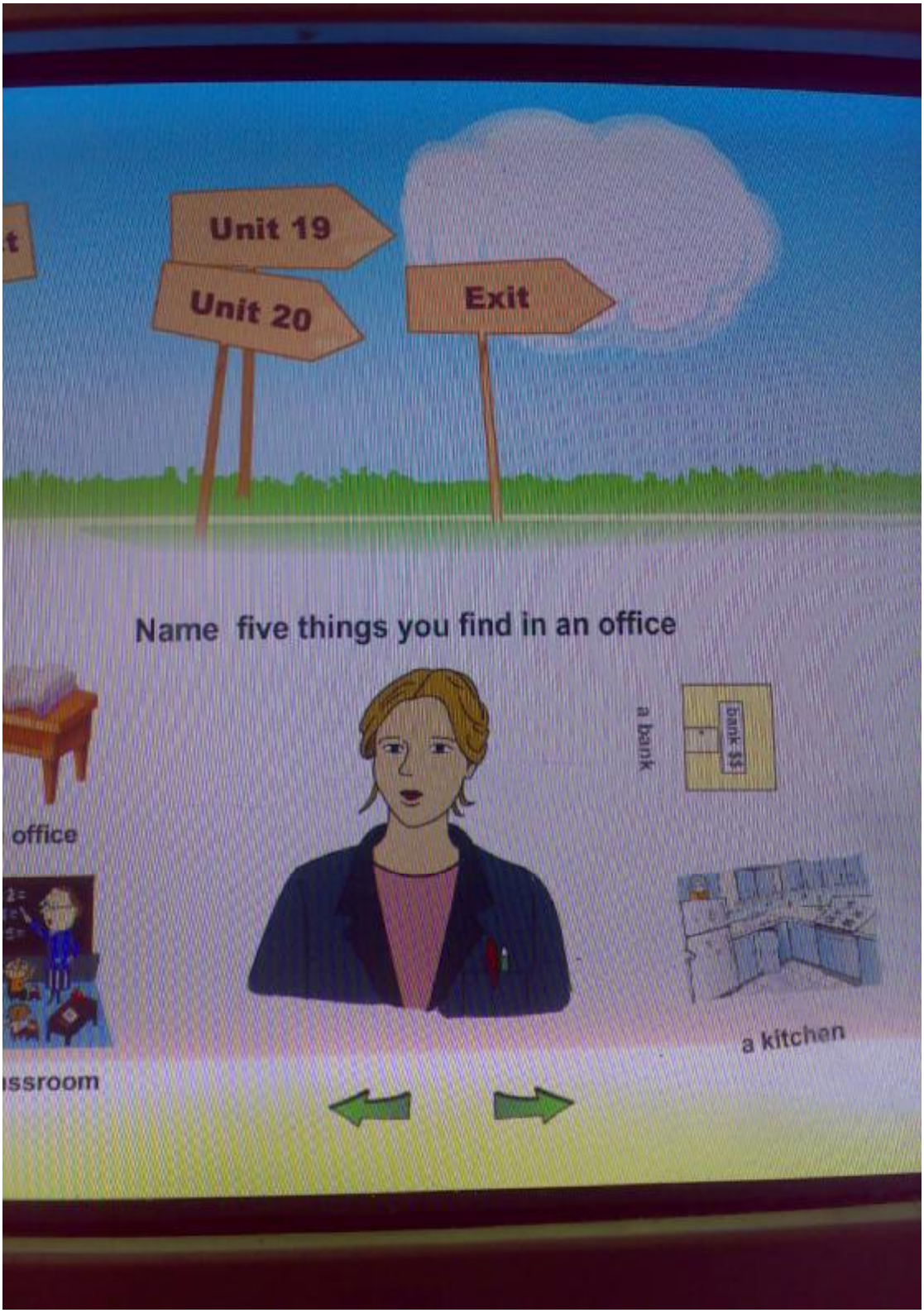

ut Project
Unit 19
Unit 20
Exit
Look
What will you watch on TV.
I'll watch the cartoons. Then I may watch a film

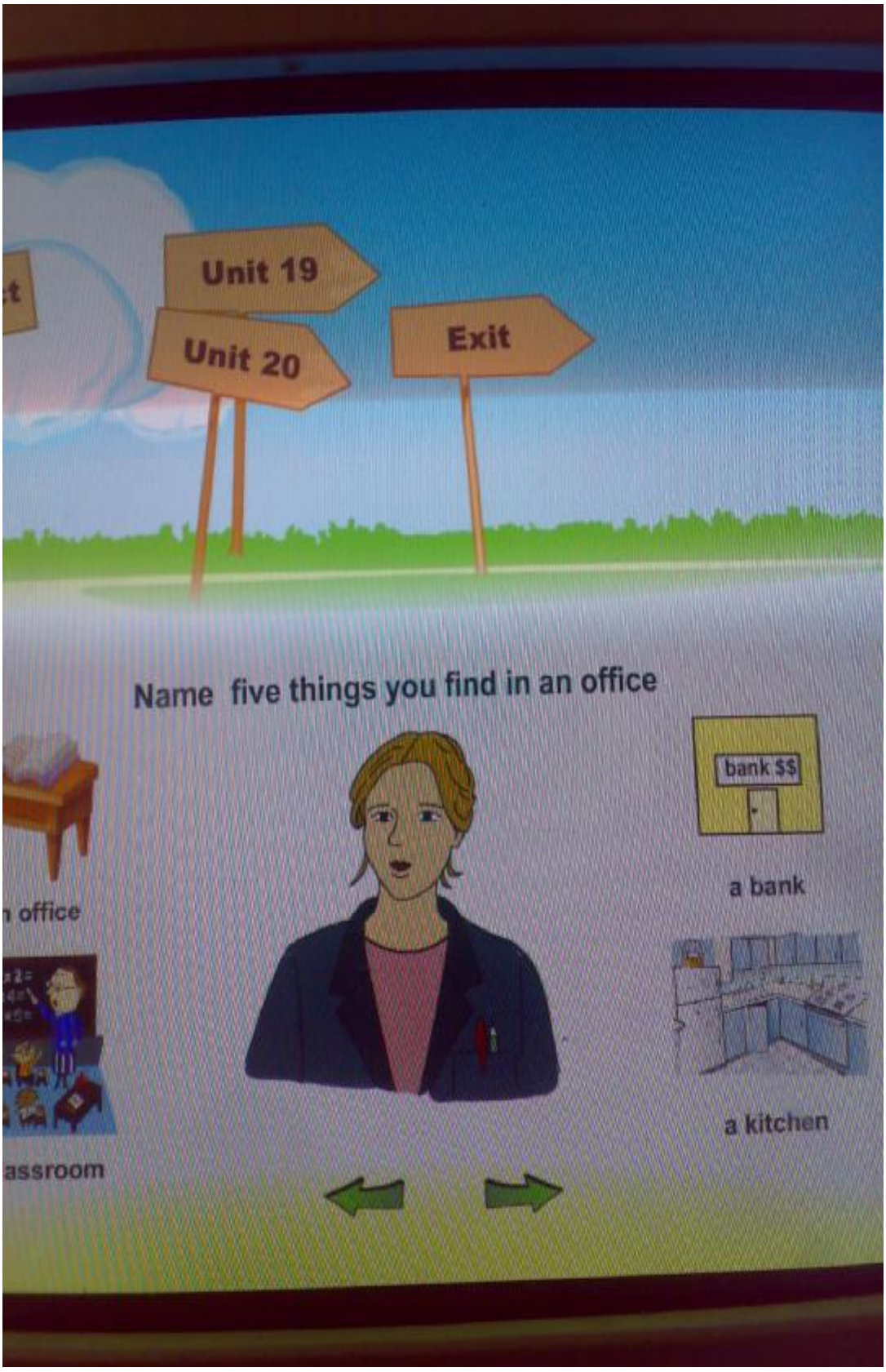

roject
Unit 19
Unit 20
Exit
Say together.
send
sent
Did you know ... ?
Many children use the internet to do their homeworks

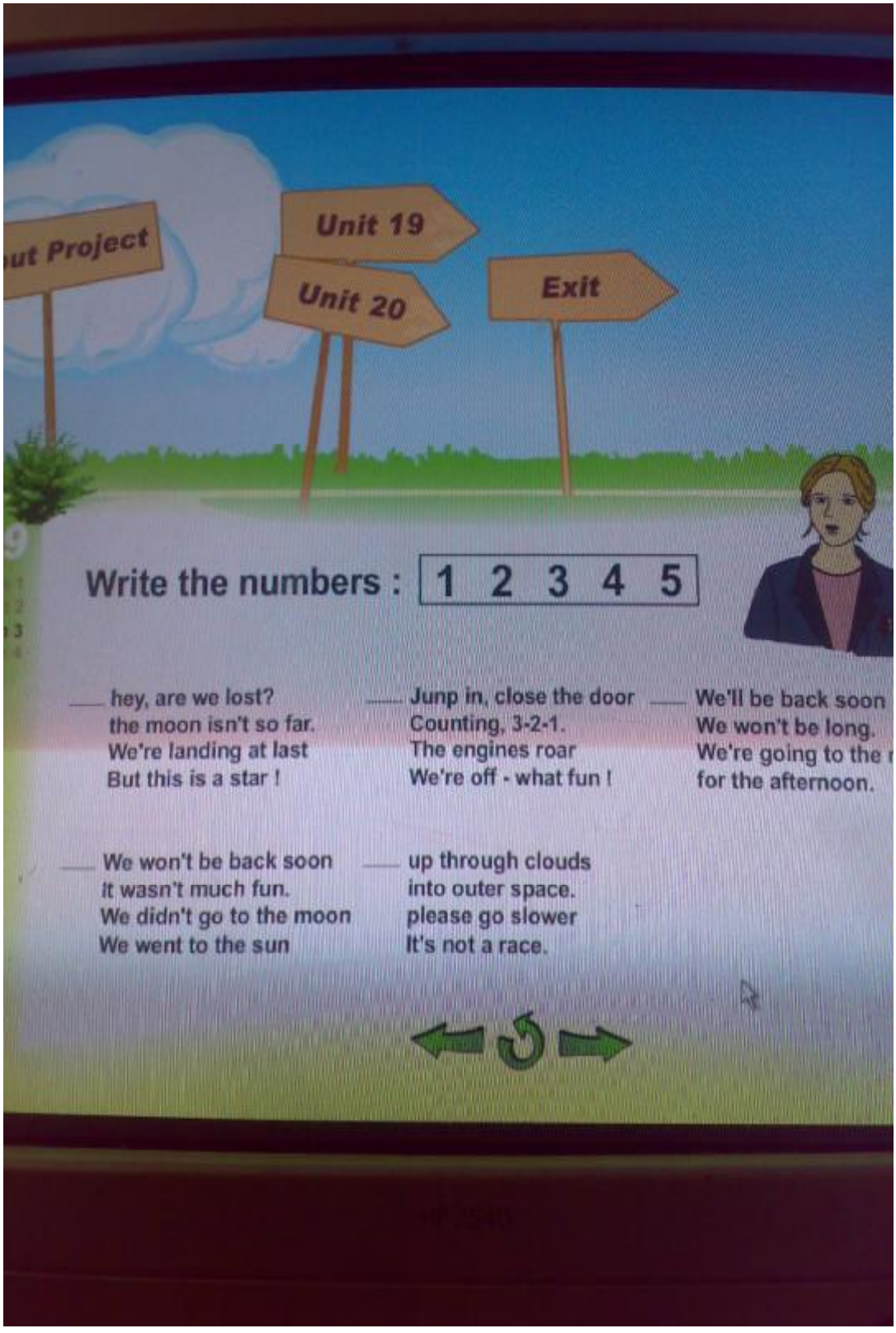

t Project
Unit 19
Unit 20
Exit
Ask and Answer :
a) Have you ever used a computer?
b) What did you do on it?

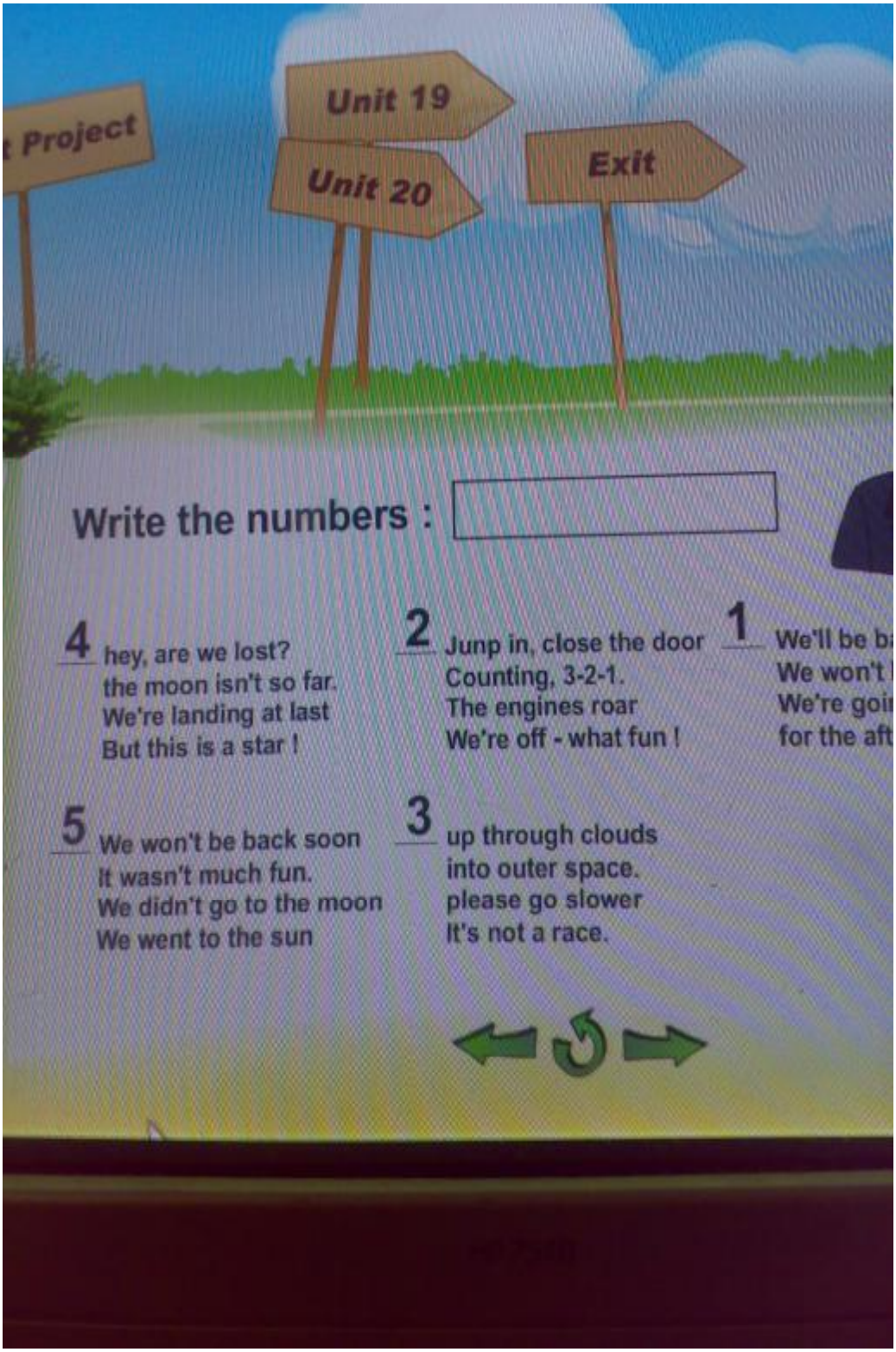

bout Project
Unit 19
Unit 20
Exit
19
Look and answer :
monitor. you see picture and writting on it - it looks like a TV.
Computer. this does all the work .
Keyboard. You use it to write with.
Mouse. It moves an arrow on the screen.

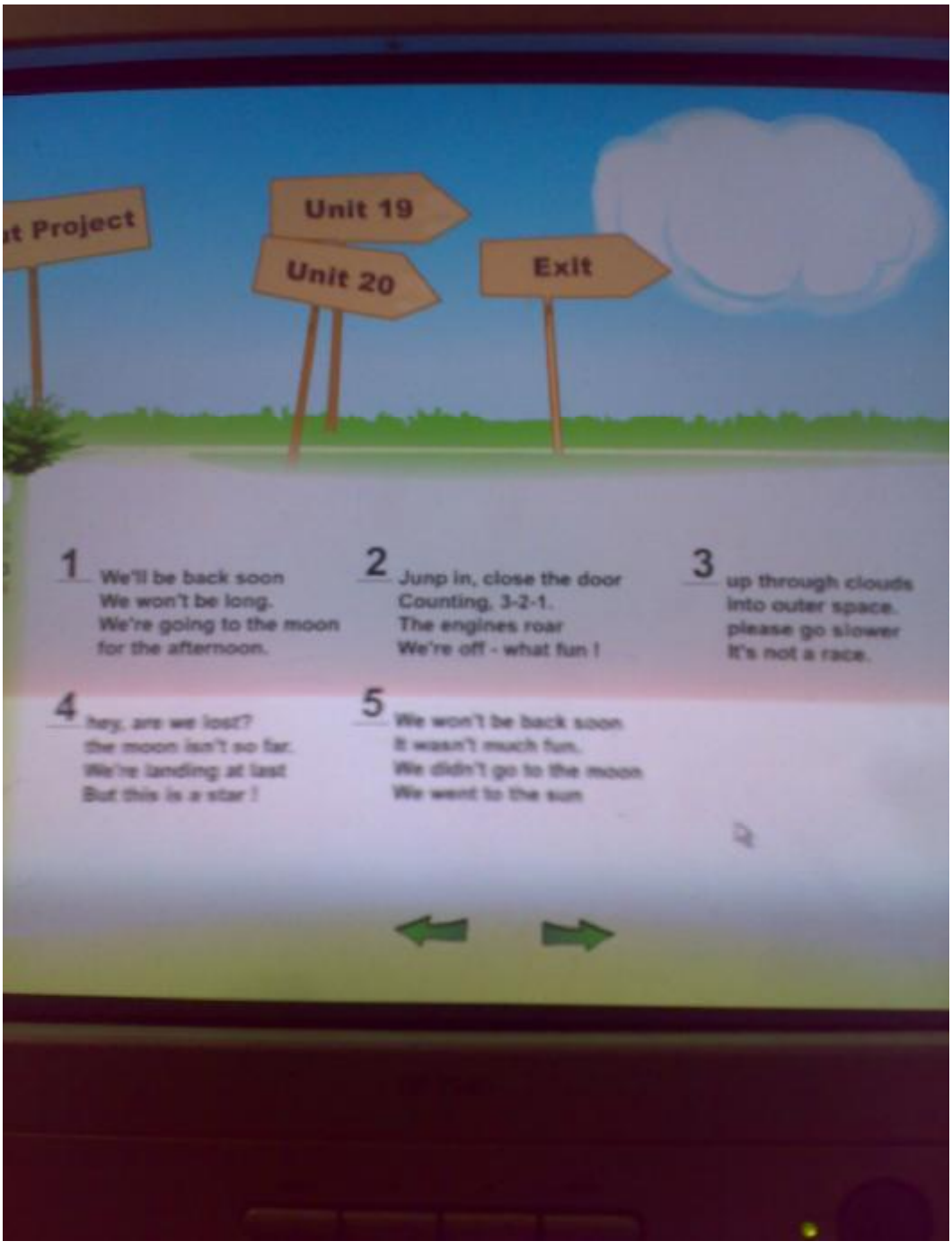

ject
Unit 19
Unit 20
Exit
What will you take with you?
Make a list of five things

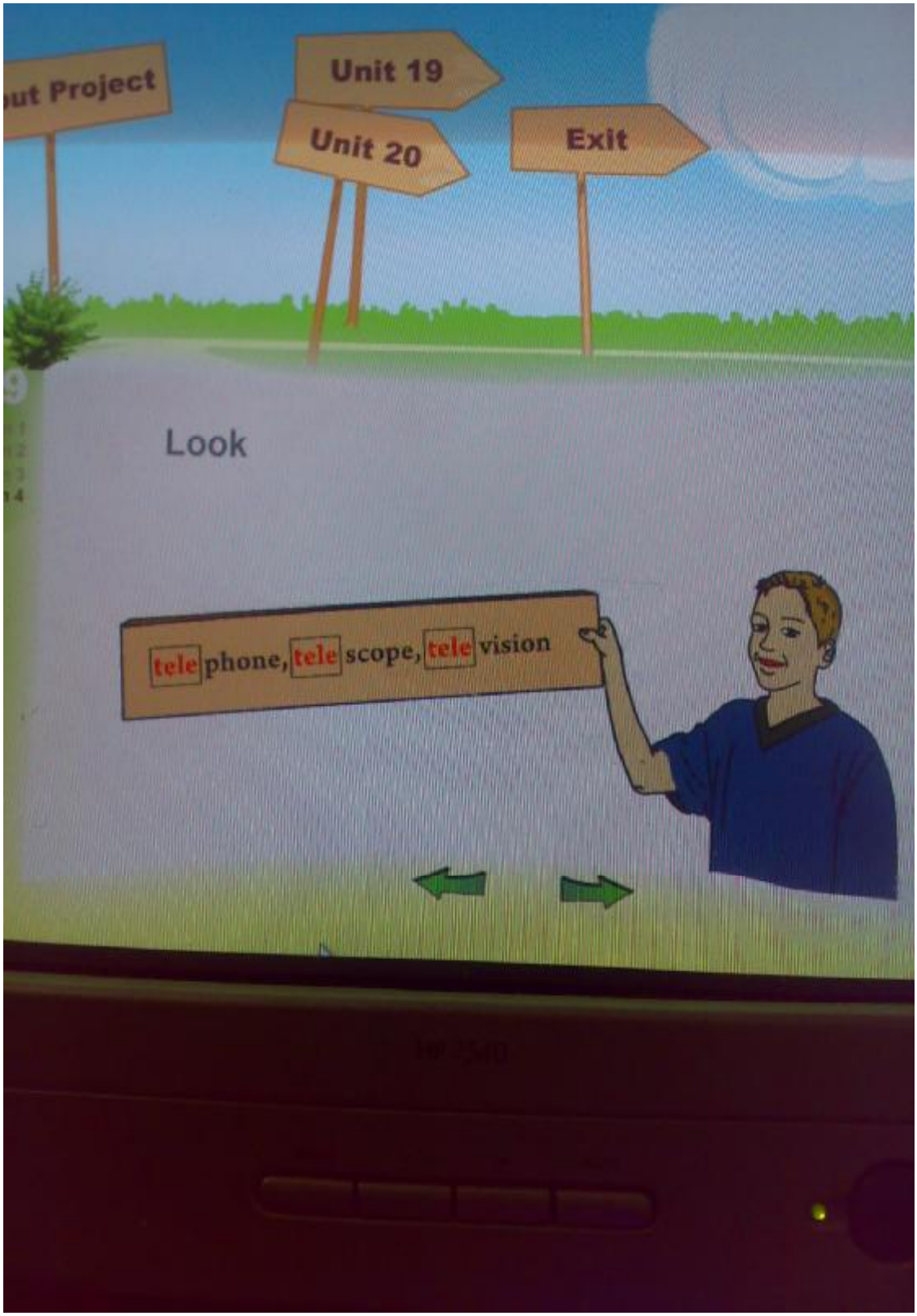

Unit 19
Unit 20
Exit
Name five things you find in an office
office
a bank
bank $$
a kitchen

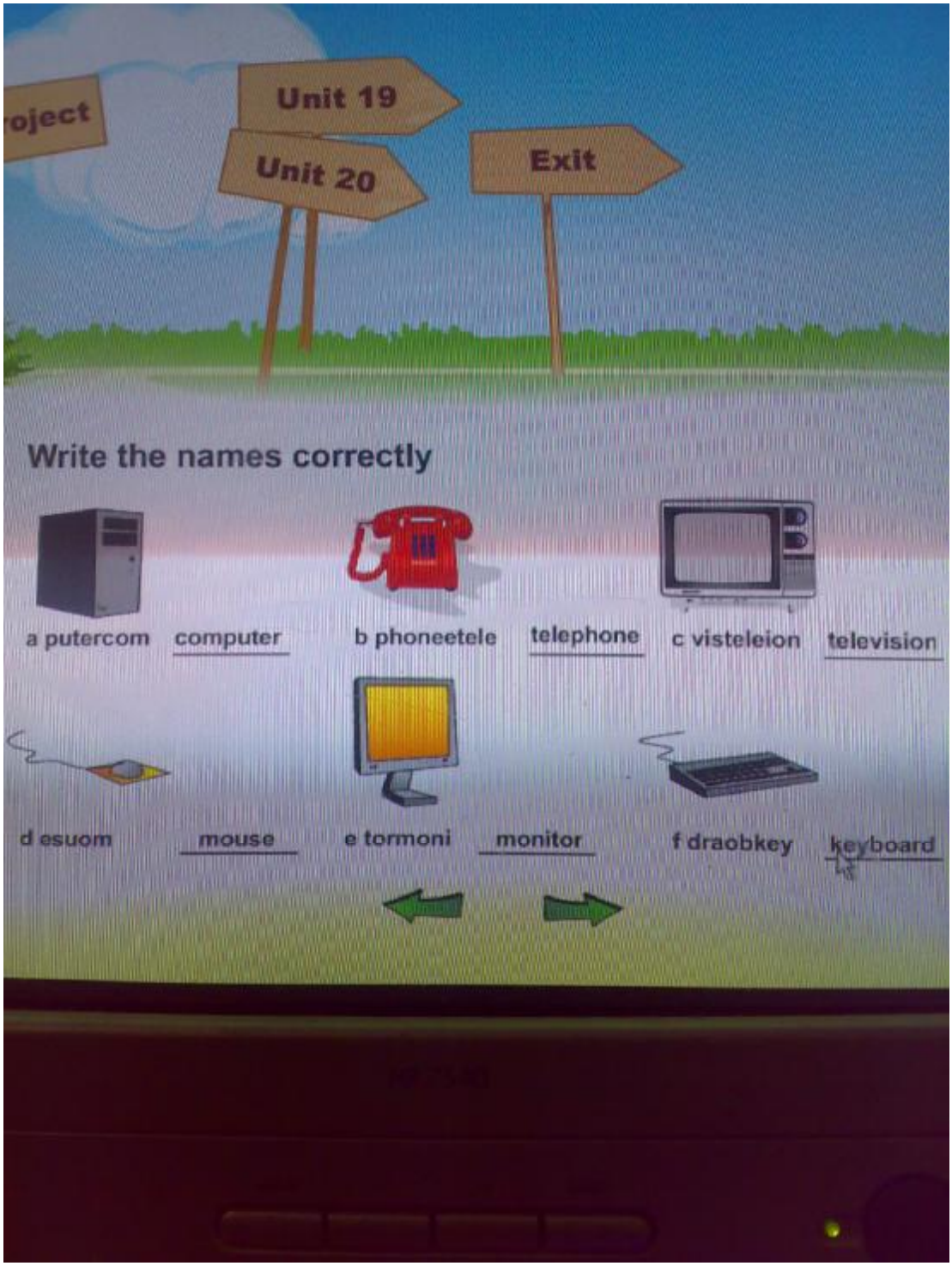

Unit 19
Unit 20
Exit
Name five things you find in an office
bank $$
a bank
a kitchen
office
assroom

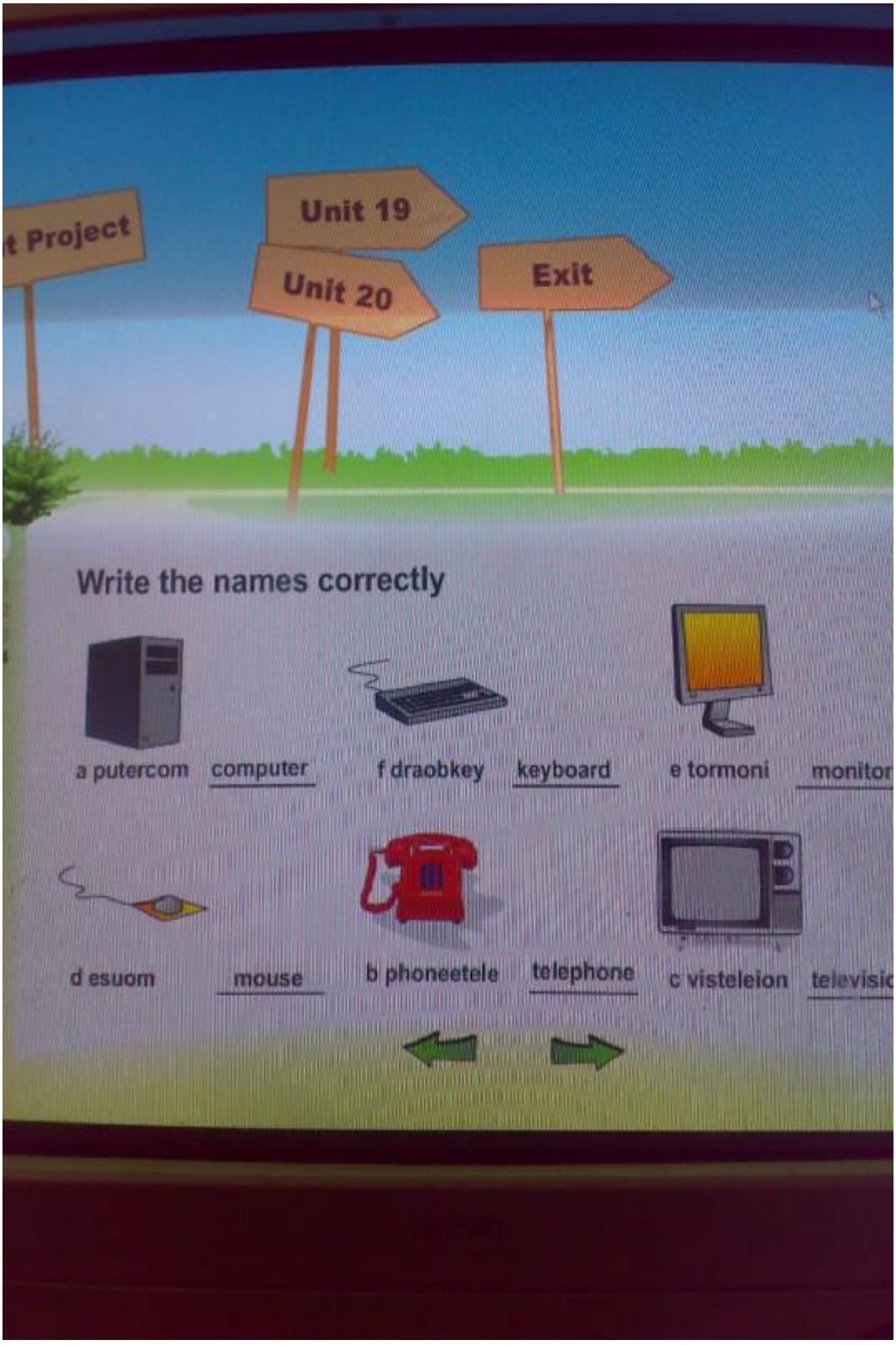

ut Project
Unit 19
Unit 20
Exit
Write the numbers : 1 2 3 4 5
___ hey, are we lost?
the moon isn't so far.
We're landing at last
But this is a star !
___ Jump in, close the door
Counting, 3-2-1.
The engines roar
We're off - what fun !
___ We'll be back soon
We won't be long.
We're going to the
for the afternoon.
___ We won't be back soon
It wasn't much fun.
We didn't go to the moon
We went to the sun
___ up through clouds
into outer space.
please go slower
It's not a race.

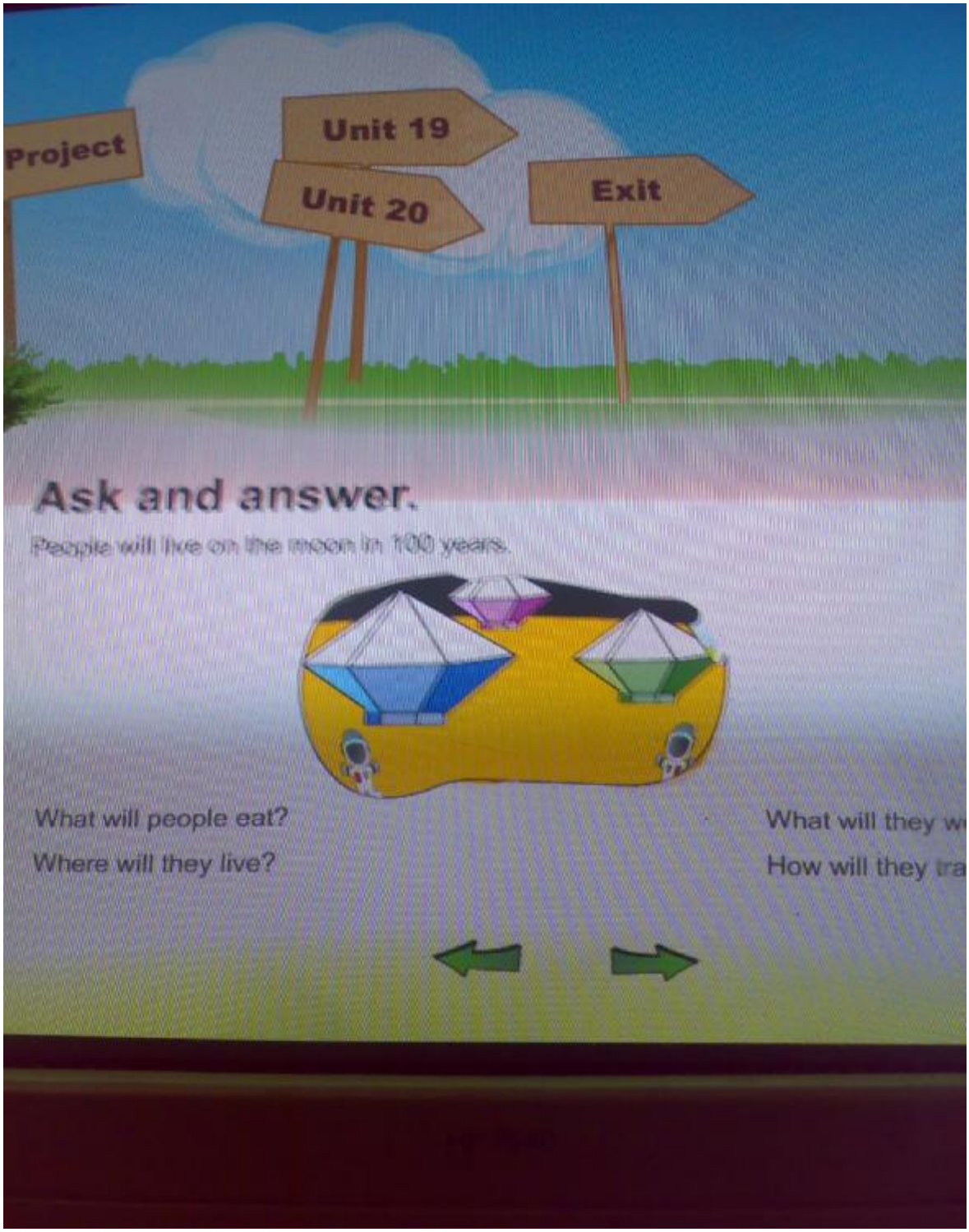

Project
Unit 19
Unit 20
Exit
Write the numbers :
4 hey, are we lost?
the moon isn't so far.
We're landing at last
But this is a star !
2 Junp in, close the door
Counting, 3-2-1.
The engines roar
We're off - what fun !
1 We'll be b
We won't
We're goi
for the aft
5 We won't be back soon
It wasn't much fun.
We didn't go to the moon
We went to the sun
3 up through clouds
into outer space.
please go slower
It's not a race.


t Project
Unit 19
Unit 20
Exit
1 We'll be back soon
We won't be long.
We're going to the moon
for the afternoon.
2 Jump in, close the door
Counting, 3-2-1.
The engines roar
We're off - what fun !
3 up through clouds
into outer space.
please go slower
It's not a race.
4 hey, are we lost?
the moon isn't so far.
We're landing at last
But this is a star !
5 We won't be back soon
It wasn't much fun.
We didn't go to the moon
We went to the sun


ut Project
Unit 19
Unit 20
Exit
Look
tele phone, tele scope, tele vision


oject
Unit 19
Unit 20
Exit
Write the names correctly
a putercom
computer
b phoneetele
telephone
c visteleion
television
d esuom
mouse
e tormoni
monitor
f draobkey
keyboard


t Project
Unit 19
Unit 20
Exit
Write the names correctly
a putercom computer
f draobkey keyboard
e tormoni monitor
d esuom mouse
b phoneetele telephone
c visteleion televisio


Project
Unit 19
Unit 20
Exit
Ask and answer.
People will live on the moon in 100 years.
What will people eat?
Where will they live?
What will they w
How will they tra

Appendix Three

Teachers' Guide for the Control Group

UNIT 19 LESSON 1

Materials Student's Book page 78, Workbook page 77, Technology Flashcards for the words *monitor*, *mouse*, *computer* and *keyboard*.

Aim Read a factual text.

Opener

- Draw a large picture of a computer, with monitor, mouse and keyboard on the board. Point to a part of the computer, eg., the mouse. Ask a pupil to come to the front and choose the correct Technology Flashcard. They repeat the word and hold the flashcard in the correct place on the drawing. screen

1 Ask and answer

- Ask the children *Have you ever used a computer? What did you do on it?*
- Make a list of suggestions on the board.
  I played a game.
  I wrote a letter.
  I did my homework.
  I watched a film.
  I listened to music.
- Elicit as much information as possible and prompt as necessary.

2 Look and answer

- Read the text while the children listen. Ask pupils to repeat parts of the text.
- Ask the questions choosing individuals to answer.

Key

2 a keyboard b monitor c computer d mouse e on top of f in front of g next to

Workbook

1 Read and complete

- The children look back to the diagram on page 78 of the Student's Book.
- They read the dialogue and complete the sentences.
- They practise the dialogue in pairs.

Key

1 monitor, computer, keyboard, mouse, click

UNIT 19 LESSON 2

Materials Student's Book page 79, Workbook page 78.

Aim Use *will* and *won't*.

Opener

- Say to the children *Name five things you find in:*
  an office
  a classroom
  a kitchen
  a bank
- Make lists on the board.

Grammar

will not = won't

1 Look

- Books open at page 79. Read the text and the children repeat.

2 Ask and answer

- Go over these examples with the whole class.
- The pupils then work in pairs. Walk round the room listening and prompting as necessary.
- See if the pupils can think of other ideas.

3 Discuss

- The pupils look at the prize ticket as you read the text.
- Arrange the children in groups of four and ask *What will you take with you?*
- The pupils talk to each other and make a list of the things they would take.
- Ask each group to report back using *We'll take ...* Make a class list on the board.
- Discuss with the whole class which objects are the most popular.

Workbook

1 Read and complete

- The pupils read the text on the ticket. They then complete the sentences on the itinerary.

2 Write sentences

- The pupils use *will* to make sentences about what they will do on the moon.

Key

1 will, 6th March, will, eight o'clock in the morning, will, Ramallah Space Centre, will, Super space rocket II

UNIT 19 LESSON 3

Materials Student's Book page 80, Cassette, Workbook page 79.

Aim Listen for information. Recite a poem. Understand stress, rhyme.

Opener

- Do a follow-up game from the previous lesson.
- Say *You are going to have picnic. What will you take? Choose five things.*
- Ask individual pupils for suggestions.
- You can also do this activity about going to school, to a party, to the park and so on.

1 Listen and answer

- Tell the pupils to look the diagram of the computer on page 78. Play the cassette. The pupils listen to the descriptions of the computer parts. They write the correct words on the lines.

Tapescript

a I can see writing and pictures. It's like a TV.
b It has letters and numbers. I use it to write with.
c It is small. I hold it in my hand. I use it to move an arrow on the monitor.

- Some more able pupils may be able to write the words without looking back at page 78 in the Student's Book.

2 Listen and decide

- Books closed. Play the cassette. The children listen.

Tapescript

We'll be back soon
We won't be long.
We're going to the moon
For the afternoon.
Jump in, close the door
Counting, 3-2-1.
The engines roar
We're off – what fun!
Up through clouds
Into outer space.
Please go slower
It's not a race.
Hey, are we lost?
The moon isn't so far.
We're landing at last
But this is a star!
We won't be back soon
It wasn't much fun.
We didn't go to the moon
We went to the sun.

- Ask some questions *Are they going to the moon? Where are they going?*
- Play the cassette again with books open. The time the pupils order the verses by writing 1–4. They listen again, then say the poem without the cassette. Divide the class into five groups.
- Each group recites a verse.

3 Listen and say

- Play the cassette. Point out the contrast between the affirmative and negative sentences.

Tapescript

We'll be back soon.
We won't be back soon.
I'll see you later.
I won't see you later.
They'll go to the moon.
They won't go to the moon.

- Ask the pupils to repeat. Encourage them to stress won't when they read the negative statements.

Key

1 a monitor b keyboard c mouse

Workbook

1 Listen

- Play the cassette. The pupils have to find words in the poem that rhyme.

Tapescript

a	*soon*	*moon*	*afternoon*
b	*door*	*roar*	
c	*space*	*race*	
d	*star*	*far*	
e	*fun*	*sun*	

- Look at the example together so that everyone understands what *rhyme* means.

2 Listen and answer

- Play the cassette. The pupils will hear a recording of a computerised voice. It will sound mechanical with equal stress on all syllables and no rising or falling intonation.

Tapescript

Computer *Where are you going?*
Astronaut *We're going to the moon.*
Computer *Will you be long?*
Astronaut *No, we won't be long.*
Computer *Why are you going?*
Astronaut *For fun.*

- Ask the children to comment. They may just be able to say it is strange or funny. Remind that we don't speak like this. We say some words more strongly than others.
- Have some fun by telling some individuals to say something in a similar voice, in a computer voice. They can say *My name is ... I come from ...* and so on.

3 Listen and draw dots

- Play the cassette. This time the children will hear the same words but with proper intonation.
- As in Unit 15, the pupils mark the stressed words with dots. They should then ask and answer in pairs to practise the correct intonation.

4 Write the names

- The children use the words in the box to label the pictures.

Key

1 a moon, afternoon b roar c race d far
e sun
3 a stars b spaceship c spacesuit d astronaut
e sun f moon

UNIT 19 LESSON 4

Materials Student's Book page 81, Workbook page 80

Aim Practise dictionary skills.

Opener

- Set the children some letter puzzles to open this lesson.
- Say *How many es in elephant? How many as in alphabetical?* And so on. The children will probably have to write the word or find it in their books before they give an answer. See if a pupil can answer without seeing the word. Use long or short words as appropriate.

1 Write the words

- Read or ask a pupil to read the text in the speech bubble. Write *space, speak, sport* and *spring* on the board. Ask a pupil to read the words.
- Point to the third letter in each word.
- The pupils now put the other groups of words into alphabetical order.
- Ask individual pupils to read their answers. Check that the rest of the class agree.

2 Look

- Write *telephone, telescope,* and *television* on the board in a random order. See if the children can put them into alphabetical order. Point out that, when three or more letters are the same, they have to look at the next letter.

3 Write the words in alphabetical order

have to understand every word. If they get the alphabetical order correct, the words will be in the correct place in the dictionary. They can then skim read the meanings.

Workbook

1 Write the names correctly

- The pupils look at the pictures and unscramble the letters to write each word.

2 Write the words in alphabetical order

- The pupils now write the words in alphabetical order.

Key

1 a computer b telephone c television
d mouse e monitor f keyboard
2 computer, keyboard, monitor, mouse, telephone, television

UNIT 20 LESSON 1

Materials Student's Book page 82, Cassette, Workbook page 81, Poster 10.

Aim Read and listen to a story.

Opener

- Display the poster at the front of the classroom. Point to the pictures in the poster.
- Ask the children *What can you see?* Make a list of ideas on the board.
- Point to the poster as you tell the story to the pupils. Use as much detail as possible.

1 Listen and read

- Play the cassette. The children listen and follow the text in their books.

Tapescript

Narrator *Tarja is from Finland. Computers saved her life in 1997. Tarja is a scientist. She works in a science lab. One day she worked late. Everyone went home. They locked the doors. Tarja couldn't go home. She was afraid and she was ill. There wasn't a telephone in the lab but there was a computer. She used the computer to send a message.*

Tarja *Please help. I'm in a science lab in Finland. I can't get out. I am ill.*

Narrator *A boy in the USA read her message. He told his mother. She phoned the police. The police in the USA phoned the police in Finland. The police rescued Tarja.*

- Play the cassette again for choral and individual repetition.

2 Read and answer

- Work through the comprehension questions with the whole class.
- Ask one pupil to read a question and another pupil to answer it.

Key

2 a in a science lab b The doors were locked. c She sent a message. d A boy in the USA read the message e his mother f the police g the police in Finland h They rescued Tarja.

Workbook

1 Read and decide

- The children look at the pictures and read the sentences. They then put the pictures in order by writing 1–6.

2 Write the sentences

- The children practise their handwriting by copying the sentences onto the lines.

Key

1 The correct order is: c, d, a, f, e, b.

UNIT 20 LESSON 2

Materials Student's Book page 83, Workbook page 82.

Aim Revision.

Opener

- Say the poem from Unit 19, Lesson 3 to open the lesson.

1 Look

- Work through the example with the whole class. Ask the questions and get individuals to answer. Repeat with several pupils.

2 Ask and answer

- The pupils work in pairs. They take turns to ask and answer the questions.
- Go round the class listening and prompting as necessary.

3 Ask and answer

- Continue with pair work as pupils study the picture.
- They take turns to ask and answer questions. Ask pairs to say their questions and answers to the rest of the class.

Workbook

1 Match

- Tell the pupils to read the sentences and match them. Do the example with the class.

2 Write the pairs of sentences

- The pupil write the pairs of sentences from exercise 1.

3 Make sentences. Use *can*.

- The children revise *can* for permission. They look at the picture prompts and the verbs in brackets. Do the example with the class.

Key

1 a 5 b 1 c 4 d 3 e 2

3 Can I use your computer, please?
Can I watch a video, please?
Can I use your pen, please?
May I leave the room, please?

UNIT 20 LESSON 3

Materials Student's Book page 84, Cassette, Workbook page 83, Poster 10, A collection of objects.

Aims Review. Listen for gist. Listen to sequence. Review verb endings. Retell a story.

Opener

- Before the children come into the classroom, place some objects around the room. Don't choose ordinary classroom objects.
- Greet the children as they come in. Ask individuals *Where's the radio? Where's the umbrella? Where's the ball?* Ask individuals to answer *It's on the ... It's next to the ...* and so on.

1 Listen and answer

- Read the questions with the pupils. Play the cassette.

Tapescript

One day I worked late. At night I couldn't get out of my lab. I was ill. I sent a message from my computer. A boy and his mother helped me. The police rescued me.

- Ask individual pupils to answer the questions.

2 Listen and read

- Play the cassette again with books open. The pupils listen and number the sentences in the correct sequence. Ask pupils to read the sentences in order.

3 Listen and complete

- This revision exercise focuses on the past simple endings for regular and irregular verbs. Play the cassette. The children listen and choose the correct verbs from the box to complete each sentence.

Tapescript

send	*sent*
think	*thought*
catch	*caught*
write	*wrote*
buy	*bought*
help	*helped*
make	*made*
find	*found*

4 Say together

- The children work in pairs to practise the verb endings.

Workbook

1 Look and say

- Display Poster 10 at the front of the classroom.
- Point to pictures on the poster and elicit parts of the story from the pupils.
- The pupils can also work in pairs to retell the story by looking at the pictures in their books.

2 Complete the story

- This writing exercise can be done for homework in the children's copybooks.

UNIT 20 LESSON 4

Materials Student's Book page 85, Cassette, Workbook page 84.

Aim Do dictation. Construct sentences.

Opener

- Write six or seven words on the board. Choose words that the pupils have learned in the last three units.
- Tell the children to close their eyes or look away.
- While they are not looking, rub out one word.
- Ask the pupils to look at the board and say the missing word.
- Repeat with different words.

1 Listen, read and write

- Teachers should listen to the tapescript to prepare for the dictation exercise.

Tapescript

I read a message from my computer.
A scientist in Finland was ill.
She couldn't get out of her science lab.
I told my mother.
She phoned the police.
They phoned the police in Finland.
They rescued the scientist.

- Give the children a couple of minutes to look at the incomplete text and the words in the box. Read the text. The children listen and complete the sentences with words from the box.
- Check the answers with the whole class. Ask individual pupils to read a sentence.

Appendix Four
Lessons' distribution and teachers' Guide Instructions

Lessons Distribution

The following table shows the units, topics, objectives and contents

Unit/lessons	Lessons & skill	Objectives	Content
Unit 19 Lesson 1	Reading	-To talk about computers parts and use. -To read the text for specific information. -To acquire new vocabulary. - to talk about pictures. To complete a dialogue with specific words about the computer.	-Pre-reading questions. -The text. -Questions -completion exercise
Lesson 2	Speaking	- To ask and answer questions using "will" or "won't". - To talk about pictures of the moon and spaceship. - To practise the use of specific words in sentences. - To complete sentences with specific words from a table about "Moon Holidays" using "will".	- Pre-talking activity shows the use of "will" & "won't. -While speaking: - Ask and answer using will or won't -Vocabulary activity. -Completion exercise - Writing sentences using will.
Lesson 3	Listening	- To answer specific questions through listening. - To order parts of a poem through listening. - To pronounce specific sentences correctly. - To write words that rhyme through listening. - To practice word stress.	- Wh-questions. - Listen and order. - Listen and say. - Find the rhymes. - Listen and answer. - Listen and draw dots. - Write the words that represent the picture.
Lesson 4	Writing	- to order specific words alphabetically. - To complete sentences with specific words. - To write words correctly.	-Write words in alphabetical order. - Completion exercise -Write names correctly.
Unit 20 Lesson 1	Reading	- To read a story after listening. -To talk about pictures and sequence of events. - To acquire specific vocabulary. - To answer specific questions about the text. - To order specific pictures according the correct sequence of events and write the sentences.	- Listen and read - Ask and answer. - Read and order. - Write the story.

Lesson 2	Speaking	- To talk about future possibilities about space using will or might -To make questions using can	- Ask and answer - Match sentences Make sentences using "can"
Lesson 3	Listening	- To answer specific questions through listening. - To order specific sentences to make a story. - To write the past form of specific verbs through listening. -	- questions - Ordering sentences - Writing the past form. Completion.
Lesson 4	Writing	- To complete sentences with specific words. - To order and write sentences. - To replace pictures with words - To fill in sentences with specific words.	-Completion - Order and write - Write sentences - Crosswords - Handwriting.

The components of the Units (19 and 20) as it in the Teachers' Book page 9.

Theme		Reading Comprehension	Language	Listening and Speaking	Writing
19	Science and technology	Computers Functional	Future :- Will /won't	Listening for information. Poem, sentence stress Rhyme Discuss Ask and answer questions. Practice the use of will and won't	Writing words. Write names correctly. Write words in the alphabetical order. Write sentences
20	Science and Technology	A rescue / Story	Will/ can	Listening for gist. Listen and answer. Listening for sequence. Verb endings. Retell a story Listen and complete.	Dictation Guided sentences Write sentences Order and write sentences.

Dear Teachers

The aim of this study is to investigate the use of picture and text animation on promoting the four skills; listening, reading, speaking and writing among students of 5^{th} grade. To achieve this, we are going to apply the use of animation on the Palestinian curriculum "English for Palestine 5^{th} Grade". The application will be for two units from the curriculum (19 and 20). So the 5^{th} Grade students will learn these units by the use of computer. After the application of the program a test will be given to students to measure the effect of this program on students' performance.

Here are some instructions showing you how to deal with the program:-

6- Prepare the lesson carefully according to the given instructions from the researcher. You have to follow all the instructions step by step with no change.

7- Make sure that you could use the program easily before you give the lesson. Practise is important before application.

8- Make sure that the computer, the program and the LCD are all working well.

9- Be sure that your students all sit comfortably and every one can see the display easily.

10- Keep focus on the objectives all the time. (See appendix 1 for lessons distribution and objectives).

Instructions to follow for each lesson

Unit: 19

Lesson: Lesson One

Aims:- To recognize the parts of the computer.
- To answer specific questions about the text.
-To complete a dialogue about computer.

Materials ; lab top, LCD, Workbook and Students' Book

Aims:- Read a factual text

Main Skill: Reading

Sub Skills: listening, speaking and writing.

Procedure

Time: 40 minutes

1. **1. Opener: a follow up game**

- Screen one: contains the parts of the computer and their meanings. Students look at the parts of the computer: - keyboard, monitor, mouse and computer. They have to look and listen to the words. Students repeat in chorus and individually. The teacher asks students to check if they know the meaning of the parts.

One: Students' Book (p. 78)

2. Ask and answer

- Screen Two:- A teacher asks the pre-reading questions. Students have to answer them.

3. Look and Answer

-Screen Three: Shows the part of the computer and the function of each part.
Students listen to each part carefully, students listen and repeat. Students have to read the text.

-Screen Four:-
Questions on the text on screen . The teacher clicks on the number of the question, the question appears. Students listen to the question, then they take their time to work in pairs and answer the questions.

Two:- Workbook p. 78

1. **Read and complete**

Screen one: contains a dialogue, and it is incomplete. The students have to practice it on the screen then they can do it in their books.. To check the answers,

the teacher click on the space on the screen and the answers appear. Students listen to the dialogue. The teacher chooses pairs to read the dialogue

Unit: 19
Lesson Two (78)
Aims: To use will and won't.

Materials ; lab top, LCD, Workbook and Students' Book

Aims:- Read a factual text

Main Skill: writing
Sub Skills: listening, speaking and reading
Time 40 minutes

Procedure

1.Opener: Screen one: Pictures of some places(bank, post office, ..etc.
Screen one:-
Pictures of some places are displayed and pronounced. Learners have to look, listen and read. Then they should mention five things in each place; It's practiced orally.

Students' Book. P. 78
2.Look

Screen two: A screen of a TV, a picture of a spaceship traveling to the moon. A teacher is reading a text on the screen. Students can listen several times to it, and then, they practice the use of **will** and **won't.**

3.Ask and answer

Screen three: A picture of a teacher reading some sentences using will and won't. Students have to repeat. Then they will work in pairs and practice the use of will and won't using their own sentences
e.g: What will you do on the moon?
I'll play cards.
I won't watch play football.

4. Discuss:
Screen four: a picture of some objects that people may take with them to the moon. The pictures appear one by one with their meanings under them. Students work in groups and click on the things that each one is going to take and say them.

Workbook(p. 77)
a. Read and complete:
Screen 1: a box of information and sentences under it. Students have to look at the box and write sentences. (Workbook can be used for more concentration at home).
b. Write sentences:

Screen 2. : Some animated pictures and some notes: learners have to look at the pictures and expand the notes to make sentences (orally) using will or won't. click on the screen, the correct sentence appears. Students can do it again in their books in the class or at home.

Unit 19 Lesson 3 (p. 79)

Aims: To answer specific questions through listening.
To practice pronouncing words that rhyme.
Materials: lab top, LCD, Workbook and Students' Book

Main skill: Listening
Sub skills:- speaking, reading and writing.

Time :40 minutes

Opener: Revision: What will you take with you when you go for a picnic?

Students' Book (p. 79)

1. Listen and answer

Screen one: a teacher talking about some parts of the computer. Students listen to the teacher and then guess what the teacher is talking about then write down the sentences. Display the screen for students to check their answers.
Finally students write down the sentences that they have heard.

2. Listen and decide

Screen two: a jumbled parts of a poem : students have to listen and put the correct numbers by carrying the number and put it in front of the sentence. They can practice it several times to practice listening.(Textbook: homework or in the class; depending on time)

Workbook.(78)

Listen:
1-Screen 1:- a list of words : listen and write the word that rhymes. They can check answers by clicking on the screen.

2- Listen and answer:
Screen 2 : a picture of a computer talking like a robot. They will listen and practice saying the computer is saying.

Unit 19 lesson 4 : students' Book (p. 81)

Aims: To practice dictionary skills.
To write words in the correct alphabetical order.

Materials: lab top, LCD, Workbook and Students' Book
Time : 40 minutes
Main skill: writing
1. Opener: How many **es** in elephant. How many **as** in alphabetical.

Students' book. P. (81)

2. Write the words:
Screen one:
a girl holding some words which are alphabetically ordered. Students listen to the example then they listen to the instructions. Students have the opportunity to do it orally and after that on the screen.

2. Screen 2: Look:
: A boy holding another list of words, the first three letters are the same. Students listen to the explanation and continue doing the exercise. On the screen then they can do it as homework on the book.

Screen 3: Write the words in alphabetical order:

A part of a dictionary; students match words with their definitions. The definitions are ordered according to the arrangement of words in the dictionary.

Workbook.(p. 80)

Screen one: write the words correctly: some pictures appear gradually one by one. Under each word, there is a scramble word. Students order the letters and make correct words.

Unit 20

lesson 1
Students' Book (82)
Aims: To read the dialogue correctly
To answer questions about the text
To listen and order pictures and sentences about the story.

Materials: lab top, LCD, Workbook and Students' Book
Main skill : Reading
Time ; 40 minutes

1.Opener: Display the poster and students to talk about the picture and predict what is happening.

Screen 1 : Listen and read
Animated pictures(simple movement). Script under each picture. Students listen and follow. Then students listen and repeat.

2. Screen 2 ; Read and answer
A picture of a teacher asking questions, students listen and answer her questions.

Workbook: (p. 81)
Screen 3: Read and decide:
Six pictures, students have to decide which picture is number 1, number 2...etc. they can do it on the screen and then on their books. Students write the sentences.

Unit 20 Lesson 2
Students Book (pp. 83)

Aims: To ask and answer specific questions about their daily activities.

Materials: Materials: lab top, LCD, Workbook and Students' Book

Main skill; speaking
Sub skills: reading, listening & writing.
Time :40 minutes
1. Opener: Say the poem for enjoyment.

Screen 1: look:
A picture of the teacher asking a question and answer it as a model for students to practice speaking.

2. Screen 2: Ask and answer:
Students listen to the teacher again asking questions and answering them using **may** or **might**. Students can work in groups or pars and practice asking and answering questions after the listen to the teacher.

3. Screen 3: Ask and answer:
A picture of the moon, pictures of people and spaceships moving on the moon.
A teacher reading some questions, students practise answering these questions in pairs.

Workbook (p. 82)
1. Screen 1: Match
Two columns: students have to match them, learners do it orally then the can click on the sentences and see the answers.

2. Screen 2: Say the sentences
Learners click on the screen and sentences displayed one by one. Students listen and practice saying them.

Screen 3. : Make sentences:
Pictures of some objects, notes, sentences appear slowly and gradually after students practice them orally. When learners click, sentences appear one by one.

Unit 20
Lesson 3 (p. 84)
Aims: To retell a story
To match verbs with their past forms and pronounce them correctly.

Materials: lab top, LCD, Workbook and Students' Book

Main skill: listening.
Sub skills: writing, reading, speaking
Time 40 minutes
1**. Opener**: Depends on the teacher.

Screen 1. Listen and write the numbers
A picture of a teacher, scrambled sentences. Learners listen and click on the right sentences and listen to the sentences. Students read the story after the feedback.

Screen 2. Listen and repeat:
A box with past simple forms in it. A another column of stem verb. Students have to click on the write past form, then the word appears and pronounced. Students work in pairs and practice the present and past forms.

Workbook (p. 83)
Screen 1. Crosswords
Pictures of some objects and crosswords. Learners do it orally first, then they can click on the pictures and words are filled in the squares slowly. Students can practice it several times.

Unit 20
lesson 4 (p. 85)

Aims: To construct sentences

Materials: lab top, LCD, Workbook and Students' Book

Main Skill: Writing

Sub skills: reading, speaking & listening.

Time 40 minutes

1.Opener: depends on the teacher.

2. **Screen 1; Listen read and write**

A list of words in a box and incomplete sentences below.
Students listen and do the exercise on the screen.

3. **Screen 2: Order and write**

Scrambled sentences: Students can do it on their books first or orally. They can click on the scrambled sentences and the correct sentences will appear one by one on the screen.

Appendix Five
The Test

Student's name:----------

5th grade
Time: 50 minutes

Dear Students

This test aims at investigating the 5th students' development of English in the four skills; listening, speaking, reading and writing after the implementation of a multimedia program on text and picture animation. The test consists of two papers; the first paper consists of reading (18 items) and vocabulary (22 items). Whereas, the second one consists of grammar (12 items), writing (24 items) and listening (12 items). The answers you provide will not affect your English grades. Your name will remain anonymous and your teacher will not see your responses or results. This test should be answered in 90 minutes; 40 minutes for the first paper and 50 minutes for the second paper.

Please try to answer the questions accurately.

Thank you very much

Paper One : Reading +Vocabulary.	25 points

Part One :- Reading (15 points)

Text One
Read and Answer (8 points)

Amy and Ben are in a spaceship. They are looking for animals in space. Ben sees a planet. Everything on the planet is red. The trees are red, and the leaves are red. But there aren't any animals on this planet. Amy sees a planet, it's planet Earth. The sky is blue and the sun is yellow. The grass is green, and the flowers are red and pink. There are many animals on it.

Questions

True or False

1- Amy and Bell are looking for their friends. ----------
2- There are many animals on Earth. ----------

C. Complete the sentences

a. The colors in the text are: - Red,----------, ----------,----------
b. Amy and Ben see red trees and red ---------- on the red planet.

D. Match pictures with words

Tree Sun Flowers button



A. 1- Where are Bell and Amy?----------.
2- Who sees the Earth? ----------

Part Two (7 points)
Text Two

Read and answer

Harry is a beautiful green rabbit. He lives in a small house in the forest. It's Harry's birthday today. His friends wanted to buy him a present.

"What shall we buy him?" They said.

" What about a camera?" "No, he's got a camera."

"What about a big box of chocolates?'

"No, he's too fat."

"Let's buy him a computer game."
"Good idea."
They went into a computer shop.
"Wow! What a lot of computers and games!" said his friends. They bought a very interesting monster computer game.
"Harry will love it."

Questions
One:- Complete the table about the rabbit

The rabbit's name's----------
He Lives----------
Today is his----------
He is too----------

Two:- Answer the following questions:-

Three: Choose
1- Harry's color is----------
a. black b. brown c. green

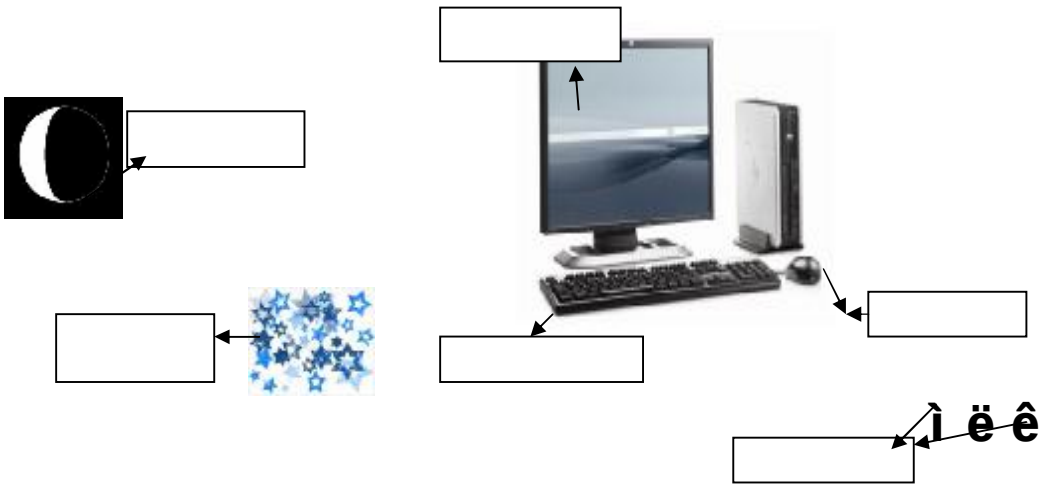
1- Why didn't his friends buy him chocolate?----------

2- Has Harry got a camera? ----------

Vocabulary (10 points)

1. Write the words

monitor	keyboard	mouse	stars	moon	arrows	sun



2.: Match

1	computer	------- a. you see pictures on it.
2	mouse	------- b. does all the work.
3	monitor	-------- c. moves the arrow.
		--------d. you use it to write with

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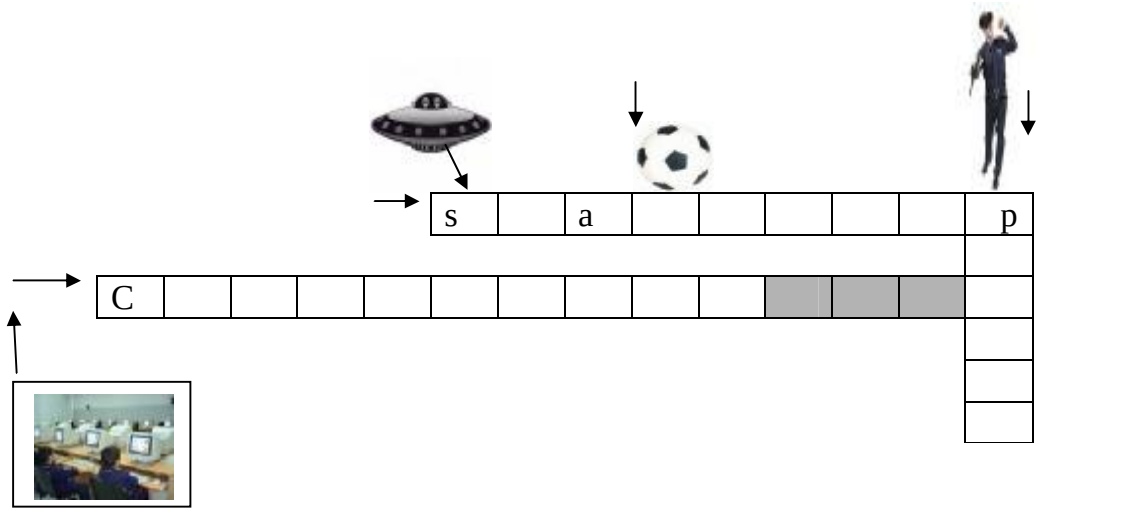
3. : Complete:-

outside	**lost**	**Competitor**	**out space**	**astronaut**

1- The spaceship is now ---------- .
2- The children are playing ---------- now .
3- Where's my pen? I might have---------- it
4- A---------- is a person in a competition.

4. Think and complete (10 points)



5 . Complete the sentences:-

phoned	**locked**	**afraid**	**police**	**rescued**

1 The police ---------- a baby yesterday
2. The door was---------- and he was crying.
3. The baby was ----------.
4. His sister---------- the police.

Good Luck

Paper Two

Language, writing and listening	(50 points)

One : Language (10 points)

1. Make sentences. Use **will**

play football	watch TV	* see the doctor

Example

1- * I **will** see the doctor.

2- ---------- .

3- ---------- .

2. Match

I think it'll rain tomorrow	I think I'll go to bed
I think she'll be better	I think I'll send an e-mail

1. I'm tired.----------
2. It's cloudy tomorrow. ----------
3. My mother is ill. ----------
4. My cousin is in England. ----------

3. Language(10 points)

One: Make requests. Use **can**

1- (ride a bike) Can I ride your bike, please?

2-(leave the room) ----------?

3-(play tennis) ---------- ?

4. Choose the suitable word:

1- Nadia will---------- at 5 tomorrow. (does/ leave)
2---------- you take Ahmed with you? (leave / will).
3---------- come next week. (I'll / I go)

Two : Writing (25 points)

1. Write correctly. Use CAPITAL letters.

1- where does sami live?----------
2- nablus is near jenin. ----------

2. Put a full stop (.) or a question mark (?) at the end of each sentence.

- Have you got a computer
- I'm from Jerusalem

3. Write the words in alphabetical order

1- man moon mouse ----------, ----------, ----------
2- now north next ----------, ----------, ----------

4. Three: Order and write

car The is than the bike faster
1. ----------
are you How
2. ---------- **?**
is computer there a room in
3. ----------
number telephone What is your----------
4. ---------- **?**

5. Write the words

1- phonetele  ----------

2- nautastro  ----------

6. Complete the table. Write about yourself

My name's---------- -
I live in---------- -
I'm---------- old .
I have----------sisters, and ----------
brothers.
My favorite color is ---------- -
My favorite subject is ----------

J

Three:-Listening 25 points

One: Listen to Ben and Omar then answer the following questions

1- Choose the correct word

a- Where is Ben going to go in the holidays? ----------(China / England)

2- True or False

a- Ben likes Chinese cooking. ----------

b- Ben is going to learn Chinese. ----------

3- Choose the correct answer

1. Chinese language is very---------- .

a. difficult b. easy c. wonderful

Two:- Listen. Find the words that rhyme.

a. soon : ----------

b. door :----------

c. space: ----------

d. star: ----------

Three: - Listen and complete

star	landing	lost	moon	spaceship

Hay, are we----------?
The ----------isn't far.
We're ----------at last.
But this is a ----------

Appendix Six
Students' marks in the Test

Control /boys

No. of students	Listening	Speaking	Reading	Writing
1	81	50	42	65
2	68		32	44
3	75		34	79
4	80		47	85
5	100		92	97
6	68		53	68
7	68	40	18	41
8	75		74	82
9	87		47	53
10	63		63	65
11	36		45	32
12	81	53	84	97
13	87	80	90	82
14	88		82	82
15	50	40	42	59
16	56		24	38
17	6	50	34	59
18	81		69	71
19	68		53	71
20	50	45	32	68
21	53	26	26	44
22	68		26	56
23	87		84	82
24	57		24	35
25	94		82	88
26	75		79	74
27	75		40	59
28	75		50	59
29	81	72	69	79
30	50		32	62
31	68		18	68

Boys Experimental

No. of students	Listening	Speaking	Reading	Writing
1	20		19	30
2	67		82	94
3	75		90	97
4	92		92	97
5	75		58	88
6	33	40	45	50
7	83	83	92	94
8	67	60	40	68
9	17	65	50	79
10	75		79	94
11	92	82	87	97
12	83		95	97
13	75		80	98
14	100	95	98	100
15	50		26	88
16	58		71	77
17	92		82	90
18	67	75	79	91
19	100	92	92	100
20	92		97	100
21	67		67	68
22	42		50	41
23	67		61	62
24	92		34	76
25	58		79	88
26	50	26	50	50
27	83		92	98
28	83		97	100
29	83		87	96
30	92		64	79
31	67	62	50	62
32	42		82	91
33	75		80	94

Control/ Good boys

No.	Students' No.	Listening	Speaking	Reading	Writing
1	13	87	80	90	82
2	25	94		82	88
3	29	81	72	69	79
4	23	87		84	82
5	14	88		82	82
6	26	75		79	74
7	8	75		74	82
8	12	81	53	84	97

Control/Poor boys

No.	Students' No.	Listening	Speaking	Reading	Writing
1	21	53	26	26	44
2	24	57		24	35
3	30	50		32	62
4	2	68		32	44
5	20	50	45	32	68
6	11	36		45	32
7	19	68		53	71
8	15	50	40	42	59

Experimental / good boys

No.	Students' No.	Listening	Speaking	Reading	Writing
1	14	100	95	98	100
2	4	92		92	97
3	29	83		87	97
4	19	100	92	92	100
5	28	83		97	100
6	20	92		97	100
7	2	97		82	94
8	7	83	83	92	94

Experimental/poor boys

No.	Students' No.	Listening	Speaking	Reading	Writing
1	9	17	65	50	79
2	22	42		50	41
3	1	20		19	30
4	31	67	62	50	62
5	26	50		50	50
6	21	67		67	68
7	23	67		61	62
8	8	67	60	40	68

Control Group (girls)

No. of students	Listening	Speaking	Reading	Writing
1	81	80	87.5	73.5
2	68		50	73.5
3	75		73	76
4	63	68	57.5	38
5	16		27.5	59
6	78		75	68
7	83		77.5	85
8	75	58	52.5	70.5
9	68		55	79
10	68		57.5	88
11	75		60	79
12	81	75	87.5	79
13	36		42.5	65
14	1		30	1
15	68		55	61
16	87	83	72.5	73.5
17	36		32.5	41
18	0	6	22.5	1
19	56	71	62.5	59
20	100	88	85	94
21	87		85	82
22	50	56	47.5	50
23	63		35	70.5
24	36		47.5	38
25	75		45	47
26	100		90	94

Experimental (girls)

No. of students	Listening	Speaking	Reading	Writing
1	87		87.5	87
2	94	85	95	94
3	100	95	95	100
4	56	66	60	56
5	94		80	94
6	94		92.5	94
7	75		75	81
8	94		92.5	94
9	97		90	94
10	83	83	80	85
11	97		82.5	94
12	97		95	97
13	81		75	85
14	75		75	81
15	56		52.5	70.5
16	83	90	60	82
17	97		95	97
18	0		30	2
19	83		82.5	81
20	66	54	60	47
21	97		95	94
22	94	83	95	81
23	97		92.5	94
24	87		87.5	94
25	50		55	41
26	97		90	94
27	2		17.5	23
28	97		90	97
29	81	72	90	67
30	94		90.5	94
31	36		40	47
32	97		95	97
33	75		72.5	85
34	97		92.5	97
35	87	81	77.5	88

Experimental good girls

No.	Students' No.	Listening	Speaking	Reading	Writing
1	3	100	95	95	100
2	12	97		95	97
3	6	94		92.5	94
4	2	94	85	95	94
5	17	97		95	97
6	21	97		95	94
7	28	97		90	97
8	23	97		92.5	94
9	22	94	83	95	81

Experimental /poor girls

No.	Students' No.	Listening	Speaking	Reading	Writing
1	20	66	54	60	47
2	27	2		17.5	23
3	31	36		40	47
4	18	0		30	2
5	4	56	66	60	56
6	5	94		80	94
7	7	75		75	81
8	13	81		75	85
9	16	83	90	60	82

control /Good girls

No.	Students' No.	Listening	Speaking	Reading	Writing
1	20	100	88	85	94
2	12	81		87.5	79
3	21	87		85	82
4	1	81	80	87.5	73.5
5	7	83		77.5	85
6	26	100		90	94
7	16	87	83	72.5	73.5

Control/poor girls

No.	Students' No.	Listening	Speaking	Reading	Writing
1	4	63	68	57.5	38
2	14	1		30	1
3	18	0	6	22.5	1
4	5	16		27.5	38
5	24	36		47.5	38
6	17	36		32.5	41
7	22	50	56	47.5	50

Boys/ control Speaking

No.	Students' No.	Mark 1	Mark 2	Mark 3	Average 100%
1	13	8	7.5	8.5	80
2	12	6	5	5	53
3	17	4	5	4	50
4	7	4	3	5	40
5	21	3	3	2	26
6	15	5	4	3	40
7	29				72
8	20				45
9	1				50

Boys/ experimental/ Speaking

No.	Students' No.	Mark 1	Mark 2	Mark 3	Average 100%
1	14	10	9	9.5	95
2	7	8	9	9	83
3	18	8	7.5	7	75
4	26	3	4	5	26
5	9	7	6.5	6	65
6	8	7	6	5	60
7	19				92
8	31				62
9	11				82

Girls/control/Speaking

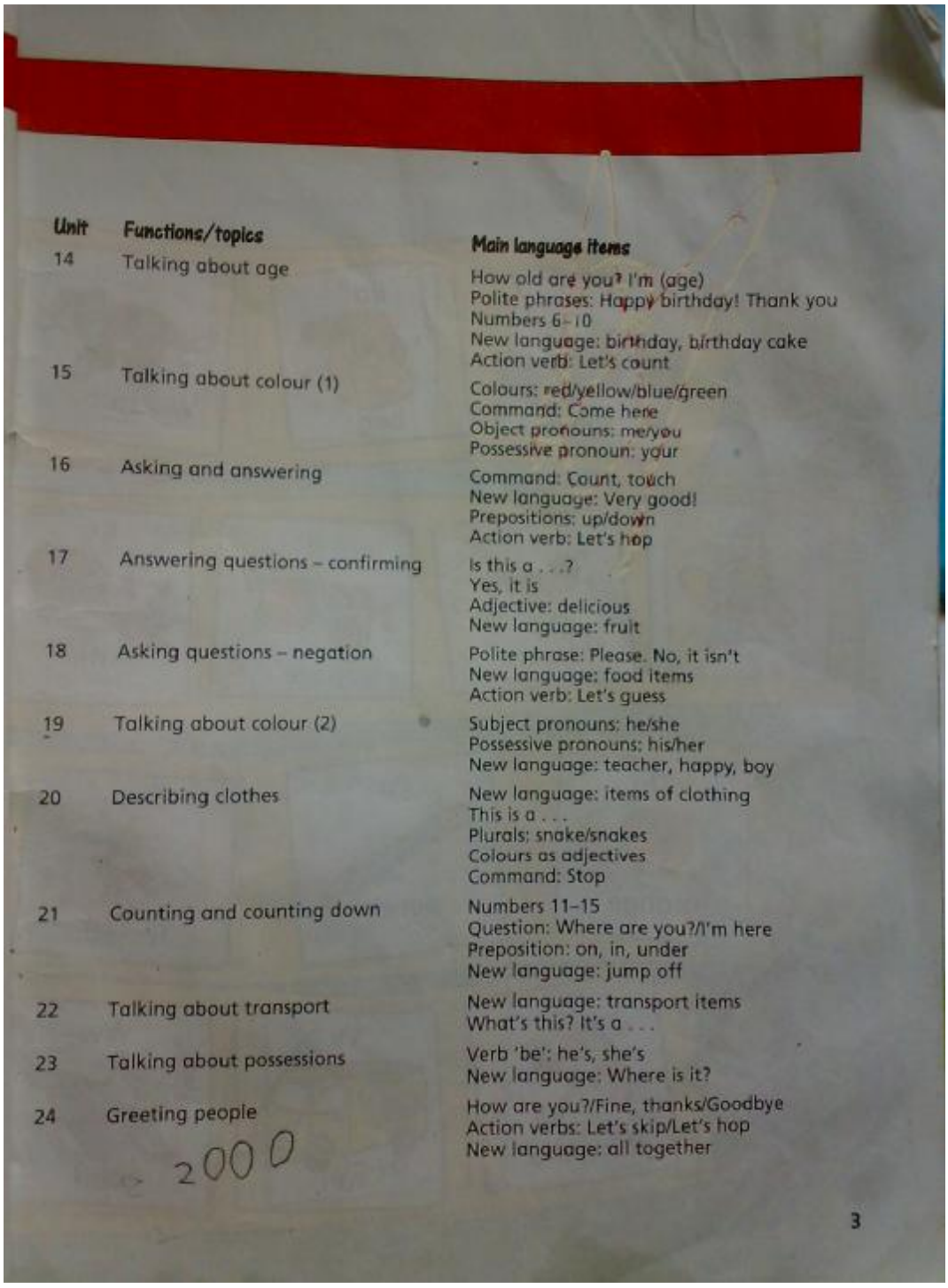
No.	Students' No.	Mark 1	Mark 2	Mark 3	Average 100%
1	20	9	9	8.5	88
2	16	8	8.5	8.5	83
3	12	7.5	8	7	75
4	19	7.5	7	7	71
5	4	7	7	6.5	68
6	22	5	6	6	56
7	1				80
8	18				6
9	8				58

Girls /experimental /Sp

No.	Students' No.	Mark 1	Mark 2	Mark 3	Avarage 100%
1	3	9.5	9.5	9.5	95
2	22	8	8.5	8.5	83
3	10	8.5	8.5	8	83
4	35	8	8.5	8	81
5	2	8	8.5	9	85
6	16	9	9	9	90
7	4				66
8	20				54
9	29				72

Appendix Seven

Content of Grades 1-5 textbooks



Unit	Functions/topics	Main language items
14	Talking about age	How old are you? I'm (age) Polite phrases: Happy birthday! Thank you Numbers 6–10 New language: birthday, birthday cake Action verb: Let's count
15	Talking about colour (1)	Colours: red/yellow/blue/green Command: Come here Object pronouns: me/you Possessive pronoun: your
16	Asking and answering	Command: Count, touch New language: Very good! Prepositions: up/down Action verb: Let's hop
17	Answering questions – confirming	Is this a . . .? Yes, it is Adjective: delicious New language: fruit
18	Asking questions – negation	Polite phrase: Please. No, it isn't New language: food items Action verb: Let's guess
19	Talking about colour (2)	Subject pronouns: he/she Possessive pronouns: his/her New language: teacher, happy, boy
20	Describing clothes	New language: items of clothing This is a . . . Plurals: snake/snakes Colours as adjectives Command: Stop
21	Counting and counting down	Numbers 11–15 Question: Where are you?/I'm here Preposition: on, in, under New language: jump off
22	Talking about transport	New language: transport items What's this? It's a . . .
23	Talking about possessions	Verb 'be': he's, she's New language: Where is it?
24	Greeting people	How are you?/Fine, thanks/Goodbye Action verbs: Let's skip/Let's hop New language: all together

2000

3

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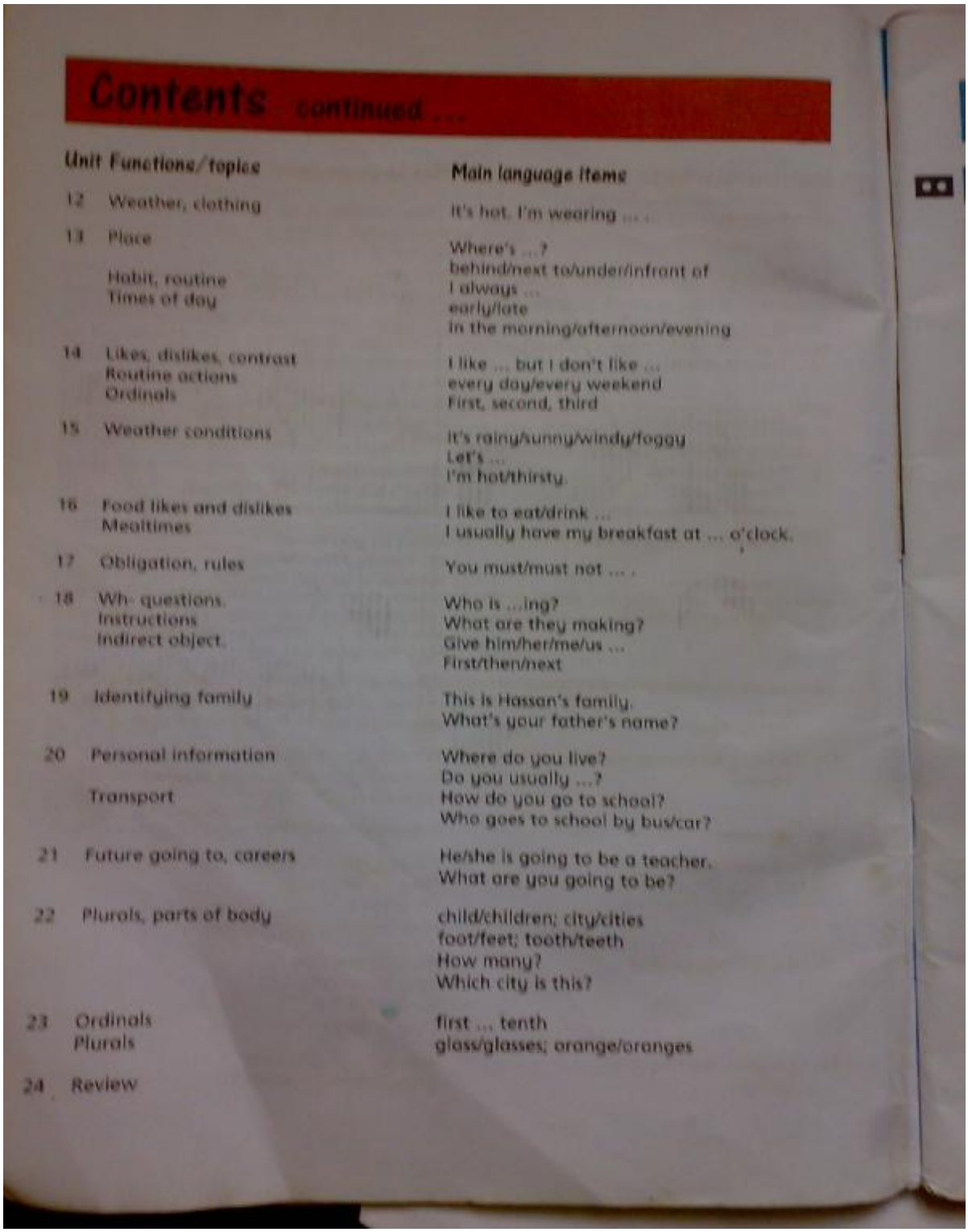
Contents

Unit	Functions/topics	Main language items
13	Talking about the classroom Giving instructions	Is there ...? Yes, there is. No, there isn't. Commands: Sit down. / Write your name, etc Negative commands: Don't run. etc
14	Telling the time Reviewing location Talking about places	What's the time? It's ... o'clock. At home/school/work/the mosque
15	Revision 3	Song: 'Blow a bubble' 'Spot the difference' game
16	Describing and asking about objects Making requests	Adjectives: big/small/heavy/light Please give me ... Be careful. I'm sorry.
17	Talking about origins and local places	Where are you from? I'm from ... Where is Nadia from? She's from ... This/that Here's Post office vocabulary
18	Asking about ownership Describing clothes Identifying shapes	Is that/Are those her ...? Is this/Are these your ...? Clothing vocabulary Colours: green/blue Shapes: square/triangle/circle
19	Asking about ownership Talking about ownership Reviewing shapes and colours	Whose ...? Possessives: Ann's Our/their Colours: black/white/red What colour is ...?
20	Revision 4	Song: 'Six short socks' 'Up and down' game
21	Talking about possessions Talking about consumer goods	Do you have ...? Yes, I do. No, I don't. I/we have ... I don't have ... He/she has ...
22	Describing people Asking about people's characteristics Talking and asking about people's possessions	He/she has ... He/she doesn't have ... Does he/she/it have ...? Yes, he/she/it does. No, he/she/it doesn't. Farm vocabulary
23	Talking about other people Talking about oneself Reviewing location	They have ... Do they have ...? Yes, they do. No, they don't. I like ... Where are they? They're ...
24	Revision 5	Song: 'I have big, big eyes' Poster activity for review of whole book

Contents



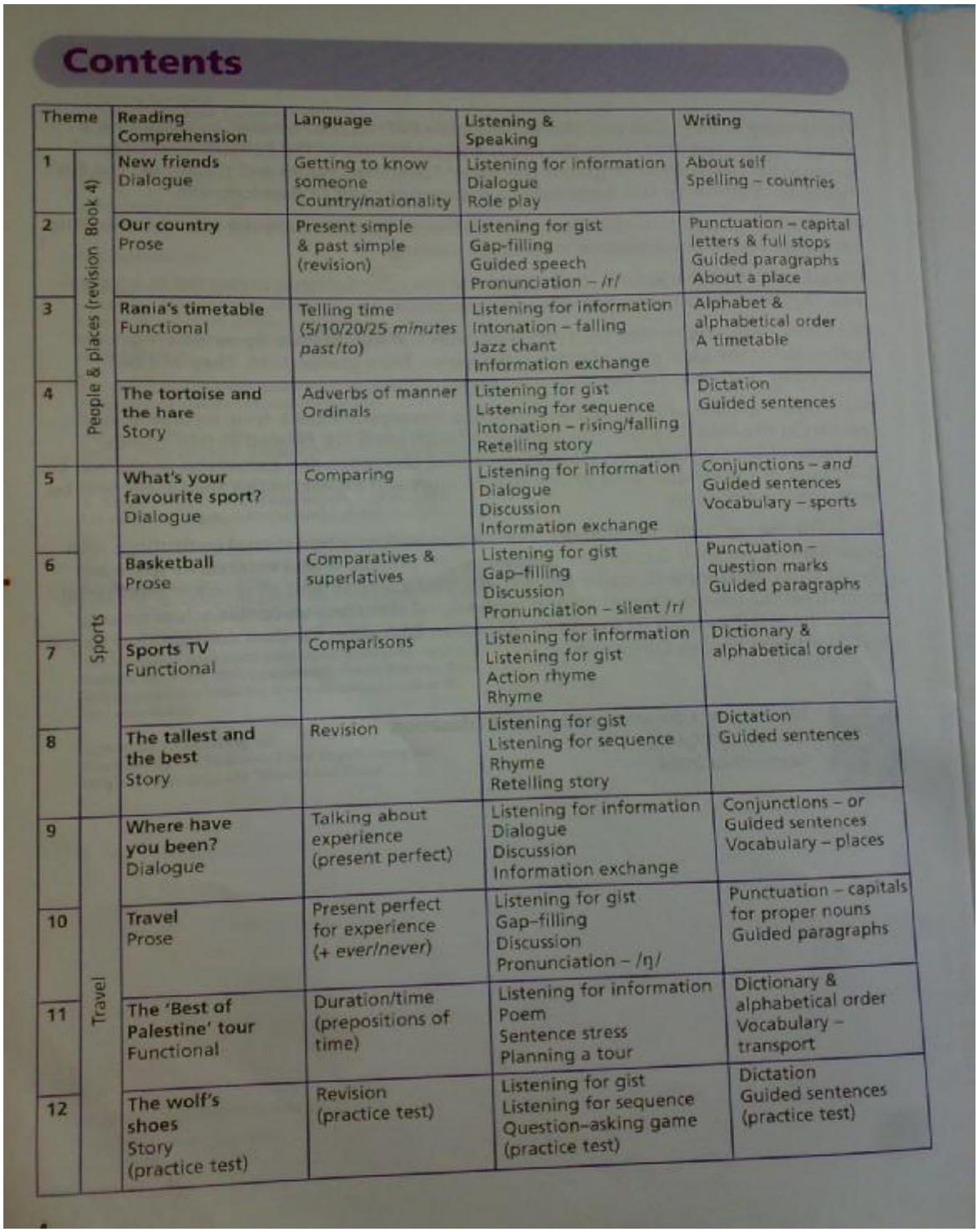
Contents continued ...

Contents

Contents continued ...

Theme/topic	Lesson 1	Lesson 2	Lesson 3
13 Family/Family life	Past simple regular verbs: *learned, finished* *What did you do today?* *Did Miss Huda give you homework?*	*Did you go ...?* *Yes, I did.* *No, I didn't.* Time markers: now	Past simple (questions): *Did Adnan wash the rice?*
14	Reading a list Past simple (questions)	*Ordinals: 1st–12th* Review: months	Text: post card Present and past tenses
15	Relations: *uncles, aunts, cousins, nephews, nieces* *How many ...?*	Comparatives: older than, younger than Possessive 's	Pronunciation of: *fth: twelfth* and *nth: eleventh* Plural: -s
16	Written instructions Review: *must* *turn right/left*	Past narrative Past simple verbs: *find/found; take/took* etc.	Review
17 Making comparisons Geography of Palestine	Comparatives: *taller than* Adjectives: *heavy, kind*	Measurements: *Fadwa is 1.6 metres tall.* Comparatives: *taller/shorter than*	Comparatives: formation Review: food vocabulary
18	Comparatives: *quicker, slower* *How long does it take?*	Distances in Palestine *far/further, near/nearer* Kilometres Review: numbers	Narrative account Description of places Adjectives: *beautiful, exciting, colourful*
19	*I like + ing* *I hate + ing* Review: activities	Review: present continuous Adjectives: *difficult/easy very*	Pronunciation of *-ing: swimming, running* Elision: *he's singing*
20	Describing a famous place Review: seasons	Describing a famous place Adjectives: *beautiful, favourite, famous*	Review
21 Habits Festivals and culture	Adverbs of manner: *quickly* Adverbs of time: *always* *Hurry up!* *want to ...*	Adverbs of manner: *slowly, neatly* etc. Review: school subjects	Adverb formation
22	Information about museums: days, times *What time does ... open?* Saying telephone numbers	Preposition: *on* Review: parts of the body	Personal account Past simple verbs: *painted, went, enjoyed, listened*
23	Greetings for important dates: *Eid, Christmas, Birthday* *ago*	Future plans: *going to*	Review: stress patterns Review: ordinals
24	Past narrative	Past narrative Review: past simple verbs	Review

Fifth grade



Contents

Theme		Reading Comprehension	Language	Listening & Speaking	Writing
1	People & places (revision Book 4)	**New friends** Dialogue	Getting to know someone Country/nationality	Listening for information Dialogue Role play	About self Spelling – countries
2		**Our country** Prose	Present simple & past simple (revision)	Listening for gist Gap-filling Guided speech Pronunciation – /r/	Punctuation – capital letters & full stops Guided paragraphs About a place
3		**Rania's timetable** Functional	Telling time (5/10/20/25 *minutes past/to*)	Listening for information Intonation – falling Jazz chant Information exchange	Alphabet & alphabetical order A timetable
4		**The tortoise and the hare** Story	Adverbs of manner Ordinals	Listening for gist Listening for sequence Intonation – rising/falling Retelling story	Dictation Guided sentences
5	Sports	**What's your favourite sport?** Dialogue	Comparing	Listening for information Dialogue Discussion Information exchange	Conjunctions – *and* Guided sentences Vocabulary – sports
6		**Basketball** Prose	Comparatives & superlatives	Listening for gist Gap–filling Discussion Pronunciation – silent /r/	Punctuation – question marks Guided paragraphs
7		**Sports TV** Functional	Comparisons	Listening for information Listening for gist Action rhyme Rhyme	Dictionary & alphabetical order
8		**The tallest and the best** Story	Revision	Listening for gist Listening for sequence Rhyme Retelling story	Dictation Guided sentences
9	Travel	**Where have you been?** Dialogue	Talking about experience (present perfect)	Listening for information Dialogue Discussion Information exchange	Conjunctions – *or* Guided sentences Vocabulary – places
10		**Travel** Prose	Present perfect for experience (*+ ever/never*)	Listening for gist Gap–filling Discussion Pronunciation – /ŋ/	Punctuation – capitals for proper nouns Guided paragraphs
11		**The 'Best of Palestine' tour** Functional	Duration/time (prepositions of time)	Listening for information Poem Sentence stress Planning a tour	Dictionary & alphabetical order Vocabulary – transport
12		**The wolf's shoes** Story (practice test)	Revision (practice test)	Listening for gist Listening for sequence Question–asking game (practice test)	Dictation Guided sentences (practice test)

	Theme	Reading Comprehension	Language	Listening & Speaking	Writing
13	Entertainment	**How often?** Dialogue	Talking about routine & frequency	Listening for information Dialogue Discussion Information exchange	Conjunctions – *but* Guided sentences Vocabulary – activities
14		**Fairouz** Prose	Comparing (adverbs)	Listening for gist Gap–filling Discussion Pronunciation – /p/ v /b/	Punctuation – lists (commas & *and*) Guided paragraphs
15		**The cinema** Functional	Inviting and offering (*Would you like ...*)	Listening for information A rhyme Sentence stress The unstressed vowel /a/	Dictionary – pictures and alphabetical order A poster
16		**The princess and the three friends** Story	Revision	Listening for gist Listening for sequence Role play Retell story	Dictation Guided sentences
17	Science & technology	**Can I try your computer?** Dialogue	Asking for permission Talking about possibility	Listening for information Dialogue Telephone numbers Information exchange	Guided sentences with *or/and/but* Vocabulary – technology
18		**What will happen?** Prose	Modals for probability – *may/might/will*	Listening for gist Gap–filling Discussion Pronunciation – /v/ v /f/	Punctuation – apostrophes (short forms) Guided paragraphs
19		**Computers** Functional	Future – *will/won't*	Listening for information Poem Sentence stress Rhyme	Dictionary & alphabetical order
20		**A rescue** Story	Revision	Listening for gist Listening for sequence Verb endings Retell story	Dictation Guided sentences
21	Endangered animals	**We're going on holiday** Dialogue	Talking about plans (with *be going to*)	Listening for information Dialogue Discussion Information exchange	Guided sentences About holiday plans
22		**A letter from China** Prose	Present perfect (with *for* & *since*)	Listening for gist Gap–filling Telephone conversation Pronunciation – /g/ v /k/	Punctuation – apostrophes (possession) Guided paragraphs
23		**Animals in danger** Functional	Numbers (100 and up)	Listening for information Description game Information exchange	About an animal A form Vocabulary – animals
24		**The cats and the monkey** Story (practice test)	Revision (practice test)	Listening for gist Listening for sequence Role play (practice test)	Dictation Guided sentences (practice test)

Appendix Eight
Samples of Students' Answers

Text Two

Read and answer

Harry is a beautiful green rabbit. He lives in a small house in the forest. It's Hary's birthday today. His friends wanted to buy him a present.

"What shall we buy him?" They said.

" What about a camera?" "No, he's got a camera."

"What about a big box of chocolates?'

"No, he's too fat."

"Let's buy him a computer game."
"Good idea."
They went into a computer shop.
"Wow! What a lot of computers and games!" said his friends. They bought a very interesting monster computer game.
"Harry will love it."

Questions
One:- Complete the table about the rabbit

The rabbit's name's	Harry
He Lives	in a small house
Today is his	Harry's birthday
He is too	fat

Two:- Answer the questions:-

1- Why didn't his friends buy him chocolate?-- computer game

Three: Choose
1- Harry's color is-- green
a. black b. brown c. green

تمهيدي دور ثان

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Paper Two: Language, writing and listening (50 points)

One : Language (10 points)

1. Make sentences. Use will

play football	watch TV	• see the doctor

Example

1- • I will see the doctor.

2- I will play football

3- I will watch TV

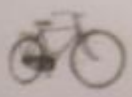
Match

I think it'll rain tomorrow	I think I'll go to bed
I think she'll be better	I think I'll send an email

1. I'm tired. I think I'll go to bed
2. It's cloudy tomorrow. I think it'll rain tomorrow
3. My mother is ill. I think she'll be better
4. My cousin is in England. I think I'll send an email

Language(10 points)

One: Make requests. Use can



1- (ride a bike) Can I ride your bike, please?

Paper Two: Language, writing and listening (50 points)

One : Language (10 points)

1. Make sentences. Use will

play football	watch TV	* see the doctor

Example

1- * I will see the doctor.

2- I will play football

3- I will watch TV

2. Match

I think it'll rain tomorrow	I think I'll go to bed
I think she'll be better	I think I'll send an email

1. I'm tired. I think I'll go to bed
2. It's cloudy tomorrow. I think it'll rain tomorrow
3. My mother is ill. I think she'll be better
4. My cousin is in England. I think I'll send an email

3. Language(10 points)

One: Make requests. Use **can**

1- (ride a bike) Can I ride your bike, please?

Appendix Nine
Permission for the experimentation

HEBRON UNIVERSITY

جامعة الخليل

Ref. بسم الله الرحمن الرحيم

Date

السيد / مدير التربية والتعليم المحترم

الموضوع : التسجيل في الحصص المدرسية (استخدام الحبيبتي)

بعد التحية ،

أرجو من حضرتكم مساعدة الطالبة " ميسر خليل أبو الغلاسي" للتطبيق في مدارسكم الموقرة في تسهيل التطبيق للحصص لغرض البحث العلمي، علماً بأن هذا الإجراء أحد الأساسيات المبنية عليه رسالة الماجستير في برنامج الدراسات العليا " اللغويات التطبيقية " .

شكراً على تعاونكم ....

عميد كلية الآداب

د. صلاح الشروف

بسم الله الرحمن الرحيم

Palestinian National Authority
Ministry of Education& Higher Education
Directorate of Education
Southern Hebron

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم
جنوب الخليل

الرقم: ج خ/ ٢٧٤٥ /١٩٥

التاريخ: 29/ 3 /2009م

حضرة مدير/ة مدرسة ج . الزهراء الأساسية المحترم/ة

الموضوع: تطبيق دراسة ميدانية

بعد التحية،،،

نحيطكم علماً بان الطالبة ميسر ابو الفلاسي تنوي تطبيق دراسة ميدانية كمتطلب للحصول على درجة الماجستير في مدرستكم راجياً من حضرتكم إجراء التسهيلات اللازمة لها

،،، مع الاحترام ،،،

مدير التربية و التعليم
أ. فوزي أبو هليل

بسم الله الرحمن الرحيم

Palestinian National Authority Ministry of Education& Higher Education Directorate of Education Southern Hebron	السلطة الوطنية الفلسطينية وزارة التربية والتعليم العالي مديرية التربية والتعليم جنوب الخليل

الرقم: ج خ/ ١٩٥/ ٢٤٥٨ — التاريخ: 9 / 3 /2009م

حضرة مديرة مدرسة ذ. طه الرجبي المحترم/ة

المبحث: تطبيق دراسة ميدانية

بعد التحية،،،

نحيطكم علماً بأن الطالبة سيسر ابو القاضي تنوي تطبيق دراسة ميدانية كمتطلب للحصول على درجة الماجستير في مدرستكم راجياً من حضرتكم إجراء التسهيلات اللازمة لها

،،،مع الاحترام،،،

مدير التربية و التعليم

أ. فوزي أبو هليل

ملخص الدراسة

هدفت هذه الدراسة الى بيان أثر استخدام الصور المتحركة في تدريس مهارات اللغة الإنجليزية في مدرسة بنات الزهراء ومدرسة ذكور طه الرجعي في مديرية جنوب الخليل. تم تطبيق الدراسة على عينة عددها (125), بينهم 61 إناث و 64 ذكور. تم اختيار هذه العينة لأسباب منها وجود مدرسة الذكور فرب مدرسة الإناث, ظروف الطلبة في المدرستين متقاربة من حيث البيئة, الظروف الاقتصادية والاجتماعية, خبرة المعلمون, الفئة العمرية للطلبة المدرستين.

ولتحقيق ذلك تم تصميم وحدتين (19-20) من كتاب الصف الخامس الأساسي باستخدام نص وصور متحركة . قسمت العينة غلى مجموعات تجريبية وأخرى ضابطة وتم تطبيق تدريس الوحدتين لمدة شهر.
المتغيرات المسقلة في هذه الدراسة هي: البرنامج المحوسب, الجنس, الاختبار, القدرة العامة للطلبة في اللغة الإنجليزية

أجريت هذه الدراسة للإجابة على الأسئلة التالية:-

- هل هناك دلالة على أثر هذه الدراسة على اداء الطلبة في مهارات اللغة الإنجليزية؟
- هل هناك دلاله واضحة بين نتائج الذكور والإناث؟
- هل هناك دلالة واضحة بين نتائج المجموعتين في المهارات الأربع والقدرة العامة للطلبة؟
- هل هناك علاقة واضحة بين نتائج الطلبة في المهارات الأربع.
- هل هناك دلالة واضحة بين المستوى الواحد للطلبة في المجموعتين؟

ولقياس مدى فاعلية البرنامج, اعد الباحث اختبارا شمل جميع المهارات للتعرف إلى مدى تحسن الطلبة في مهارات اللغة الإنجليزية الأربع.

وتوصلت الدراسة إلى ما يلي:-

- وجود دلالة واضحة بين نتائج المجموعة التجريبية والضابطة وذلك لصالح التجريبية في جميع المهارات.
- وجود فروق بين نتائج الإناث والذكور وذلك لصالح الإناث في جميع المهارات ما عدا مهارة الكتابة (الذكور أفضل).

- وجود دلالة واضحة بين نتائج الدراسة في جميع المهارات والقدرة العامة للطلبة في اللغة الإنجليزية لصالح القدرة العامة.

- وجود علاقة واضحة بين تنائج الطلبة في المهارات الأربع.

- لا يوجد دلالة واضحة بين نتائج طلبة المستوى الواحد في المجموعتين.

واوصت الدراسة على ضرورة تطبيق استخدام الصو المتحركة في تدريس اللغة الإنجليزية في المدارس وكذلك أوصت الدراسة إلى تصميم بعض الأنشطة أو الوحدات واعتمادها في المدارس. بالإصافة أوصت الدراسة على الاستفادة من بعض المواقع الإلكترونية التي توفر القصص ,الأ لعاب والأغاني الهادفة المصممة الكترونيا في إثراء المنهاج واستخدامها كفواصل منشطة