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The Effect of Using Animation on 6th Graders' attitudes and Comprehension of Short Story in Gaza Governmental Schools

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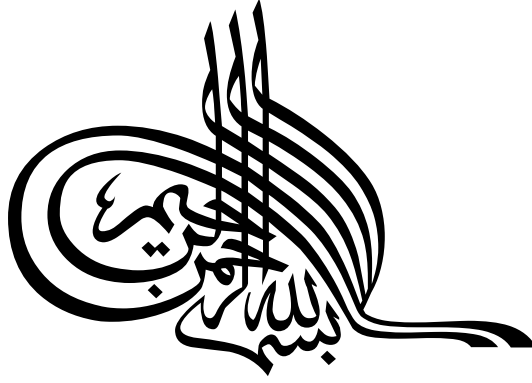
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﴿فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا﴾ (114)

[سورة طه، آية 114]

Dedication

To my father, who has been encouraging me all my life,

To my mother, the spring of love and kindness,

To my lovely aunt, who is always supporting me,

To my husband, the light of my life,

To my lovely son,

To my brothers and sisters,

To my nephews and nieces, I dedicated this modest work

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ABSTRACT

The study investigated the effectiveness of animation films in developing Gaza Governorate schools sixth graders' reading comprehension skills particularly scanning, skimming and inference of short stories. In addition, it seeks to identify their attitudes towards utilizing animation.

The study sought to difference between the experimental group who received training on reading comprehension skills through using animation films and the control group who received reading comprehension classes through the traditional method. The sample of the study consisted of (62) female students from Jaffer Ibn Abi Taleb School in Gaza. Animation films were used in teaching the experimental group, while the traditional group was used with the control one in the first term of the first term (2011-2012).

The experiment lasted for 6 weeks. The tools used to collect the data were pre and post achievement tests. Statistical analysis was conducted to compare the pre and posttest results. The experimental group scores outperformed the control group scores. This result reflects the effectiveness of using animation films in developing reading comprehension skills.

Strategy training alone was useful but the rate of progress was not significant. On the other hand, the traditional method was not very effective in that.

In addition, pre and post questionnaire was administered to check the experimental group attitudes towards animation films strategy. Their responses reflected improvement in their attitudes towards animation as a means of developing reading comprehension skills.

ملخص البحث

هدفت هذه الدراسة إلى بيان أثر استخدام برنامج رسوم متحركة لمدة 6 أسابيع على اتجاهات طالبات الصف السادس الابتدائي بمدرسة جعفر بن أبي طالب الأساسية للبنات بمحافظة غزة وعلى مقدرتهن على الفهم والاستيعاب عند قراءة القصص القصيرة. ومن الجدير بالذكر أن المهارات المراد تحسينها هي القراءة الأولية لمعرفة فكرة النص أو القصة، تفحص النص لمعرفة معلومات محددة و أخيرا استخدام مهارة الاستدلال لقراءة ما بين السطور و استنباط الدروس المستفادة.

اختارت الباحثة مجموعتين عشوائيتين (62) طالبة من مدرسة جعفر بن أبي طالب: المجموعة الضابطة (31) طالبة و المجموعة التجريبية (31). ولقد تلقت المجموعة التجريبية تدريبا على مهارات القراءة و الاستيعاب من خلال عرض رسوم متحركة لكل قصة بالإضافة إلى التمارين المصاحبة لهذه القصة بمعدل 45 دقيقة. أما المجموعة الضابطة فقد تم تدريسها بالطريقة التقليدية. أجري امتحان تحصيلي قبلي و بعدي، و تبعهما تحليل إحصائي للحصول على النتائج قبل و بعد تنفيذ البرنامج. أوضحت النتائج أن تحصيل المجموعة التجريبية كانت أفضل من تحصيل المجموعة الضابطة.

كما كشفت نتائج الاستبيان البعدي الذي طبق على المجموعة التجريبية تحسن اتجاهات الطالبات نحو استخدام الرسوم المتحركة لتحسين مهارة الفهم و الاستيعاب مقارنة بنتائج الاستبيان القبلي.

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List of abbreviations

1	SPSS	Statistical Package for Social Science
2	LCD	Light Crystal Display

Chapter I

Chapter I

1.1. Introduction

Comprehension is the main purpose that belies any reading text either for collecting information, or for entertainment. Whatever a reader reads (science, math, biography, history or languages) he seeks to achieve understanding. If students do not master reading strategies which enhance their understanding, they may fail in most of school subjects. Weakness in reading comprehension is a serious problem that Palestinian students suffer from. However, failure in understanding what they read may not be attributed to lack of intelligences or weakness of mental abilities but to being not familiar with reading comprehension. (Bader El-Dean2009:35).

The researcher has chosen reading comprehension of sixth grade short stories in 6th grade as a target to be improved. This is based on the notion that animation films transfer students from the theoretical to applied knowledge and from hypothetical situation to real life situations. It is believed that training students to practice reading strategies through short stories facilitates reading comprehension. Moreover, reading short stories may motivate students and to infer the hidden meaning to evaluate and judge characters and situations. Precisely, learners practice both low cognitive thinking skills, knowledge comprehension application and high order thinking skills analysis, and evaluation.

To enhance reading comprehension skills among 6th graders in Gaza, the researcher utilized animation strategy as a means of intervention to achieve the purpose. Animation is a teaching strategy that supports both the affective and cognitive aspects of the learning process. That is, it brings a vivid life to the class environment. Animation introduces reading comprehension texts provided with motion, sounds and

colors that attract the students to live with the characters and share their roles. This is a strong type of motivation which facilitates learning, activates learners imagination, prediction and high order thinking skills. Animation has proved its effectiveness on developing reading comprehension skills on the levels of skimming, scanning and inference. The gap between the experimental group in the pre and posttest scores is wide. The gap is also wider between the scores of the control group and those of the experimental group in favor of the experimental group. The researcher then recommends utilizing animation to teach other subjects in Gazan schools. Shortly, animation and any other teaching learning strategies should be employed to improve learners' abilities to learn.

1.2. Statement of the problem:

The problem is that EFL 6th graders in Gaza governorate lack the ability of reading comprehension , so answering questions related to a specific text is of course because of misunderstanding of the text or the short story, therefore, they perform poorly and as a result they dislike English language classes. The main cause for this problem is probably because of the traditional way most of teachers use in teaching comprehension of short stories.

1.3. Research questions :

The problem can be stated in the following major question:

"What is the effect of using animation on the attitudes and comprehension of 6th graders when learning short story?"

The following minor questions emanated from the above major one:

- 1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the scores of the experimental group who learned reading comprehension of short stories through using animation technique and the scores of the control group who learned in the traditional way.
- 2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way at ?
- 3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of skimming between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way?
- 4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of inference between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way?
- 5- Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after learning reading comprehension of short stories through using animation strategy?

1.4. Research hypotheses:

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way.

- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way at ?
- 3- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of skimming between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way?
- 4- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of inference between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way?
- 5- There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after learning reading comprehension of short stories through using animation strategy?

1.5. Purpose of the study:

The study aimed at achieving the following objectives:

1. Identifying the effectiveness of using animation films on the sixth graders' achievement in English language in Gaza governorates.
2. Familiarizing English language teachers with basic principles of designing, selecting and using animation films in teaching English language. Besides, providing them with a guide to facilitate this job
3. Measuring the change in sixth graders' achievement in English language as a result of implementing animation films in English language classes.

1.6. Significance of the study:

Almost every school in Palestine, both UNRWA and Governorate schools are now equipped with computer laboratory, and LCD projectors to teach Science, Math and English. Therefore, this study seems significant in identifying whether or not utilizing the animated short story for students is effective in developing student's understanding or not. This strategy will help teachers simplify ideas and the text itself. As a result, students learning will improve.

- 1- Headmistresses may be convinced to provide their schools and classrooms with the suitable technologies like LCD, computers and external headsets.
- 2- Teachers may be helped to organize their teaching on how to comprehend short stories; also they will increase their technological ability that they can use it in presenting the lesson.
- 3- Animation is considered as one of the most interesting field which can motivate students, help them understand and interact well.
- 4- This study will stimulate specialists' and supervisors' interest in conducting training courses for their teachers to enhance the use of animation films in their classes.
- 5- Researcher may benefit from this study and the tool itself; therefore they can pursue other studies in the same field.

If the findings of this study prove that animation strategy is effective in shifting student's attention and interest and enables them to understand better, it is a prevailing issue that it somehow would make the primary English teacher to be aware of the benefit embedded in multimedia.

1.7. Definition of terms:

- 1- Comprehension of short stories: completing sentences, answering pre and post questions, which are related to the text, rearranging the events and matching the words with their definitions.
1. Short story: a short piece of fiction concerned with the vitally important problem or goal of one character only. After overcoming various obstacles or complications, the resolutions will be brought about by that character's own effort, by which time he will also have undergone an emotional or spiritual change. Kortner (1988)
2. Animation: Moving diagram or cartoon that are made up of a sequence of images displayed one after the other and this animations produced with effects and sounds.

1.8. Limitation of the study:

In conducting this study, there are certain limitations that cannot be avoided. The limitations are mostly due to the time constraint and limited financial support. This current study does not present the whole population of the Palestinian students; it is just concerned with the 6th graders female students. This study was carried out in Jaffer Ibn Abi Taleb Primary School in Gaza. This research also focuses on reading comprehensions (skimming, scanning and inference) especially those in the five short stories in the two semesters.

Chapter II

Literature Review

Chapter II

Literature review

Introduction:

This chapter reviews the theoretical framework. The first section presents definitions of animation, advantages of using them in general and the advantages of using them in ESL/EFL classes. In addition, it reviews the constraints that face teachers when using animation in their classes and the impact of using animation films on learners' attitudes.

The second section the study includes the importance of reading in Islam, definitions of reading comprehension, purpose of reading comprehension and theories underlying it. Furthermore, it reviews reading strategies, the specific definitions of the strategies related to the present study, how teachers can teach reading comprehension and techniques teachers can use to develop reading comprehension skills. Finally, the researcher suggests steps that teachers can follow to teach reading comprehension.

The third section entails the importance of short stories in western culture, then it reviews the importance of short story in Islam. In addition,, it views the definitions of short stories and the benefit of using it in teaching ESL/EFL students.

2.1 Animation:

2.1.2 Definition of animation:

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

Ganges (1968) states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning .

Britannica Concise Encyclopedia defines animation as an art or technique of producing images on a surface usually paper by means of marks in graphite ink, chalk choral or cartoon. It is often a preliminary stage to work in other media. Vasari and Haugh (1922).

Moreover, Henry and Laura (2010:20) refer to animation as "the rapid display of a sequence of static images that creates the illusion of movement."

Wikipedia the Free Encyclopedia (2010) states that animation is the rapid display at a sequence of images of 2-D or 3-D art work or model positions in order to create an illusion of movement. (www.Wikipedia.com).

Brainy Quotes argue that animation is the act of animating, or giving life or spirit the state of being animate or alive. (www. Brainy quote.com).

The researcher defines animation as " a sequence movement of colored images and texts with sounds ".

2.1.3 Historical background:

The expression animation was first known approximately 4000 years ago in the Egyptian burial chamber mural showing wrestlers in action. Wikipedia, the free Encyclopedia(2009). Ronan Colin, Joseph (1985:3) argue that the earliest graphics known to another apologist studying refer to the pre historic periods. They are caves' painting, others are making on boulders, bones and ivory, which was created during the upper Paleolithic period from 40.000-10.000 B.C. They state:

Early examples of attempts to capture the phenomenon drawing can be found in cave painting, where animals are depicted with multiple legs in superimposed positions, clearly attempting to carry the perception of motion.

A 5.000 years-old earthen bowl found in Iran in Shohr-Sokta has five images of a goat painted along the sides. This has been claimed to be an example of early animation; however the equipment existed to show the images in motion, such a series of images cannot be called animation in the true sense of the word. Tobin and Joseph (2004).

Kit (1998:101) report that Chinese' zoetrope (type of device) has been invented in 180 AD. The common flipbook was early popular animation devices invented during the 19th century . Looke (1992:60) states that the development of animation celluloid around 1913 quickly made animation easier to manage instead of using these simple drawings. Mosley (1985:12) records that Walt Disney took the first step in padding movements, sounds like backgrounds and foregrounds to the animation itself.

Later (1995,p.22) adds that animation took a whole new meaning in many features. Today, films had animation in corporate way with special effects.

2.1.4 The main types of animations:

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

1- Traditional animation:

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

2- Full animation:

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

3- Computer animation:

It means the digital pictures which can be digitally created. It focuses on manipulation of images which characters and object move and interact. Bancroft and Keane (2006:87) define computer animation as a program which uses animations' software to create and copy individual frames. Animation software programs, such as Mice or Animator, are known for their usability."

The researcher uses the computer animation, the most usable and easy kind which can be used among our schools in her study.

2.1.5. Advantages of using animation:

Using animation opens up practical possibilities that anybody doesn't simply enjoy in static pictures. Here are just a few advantages of working with animation films.

1- Makes learning faster:

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

2- Visual attributes:

Information coded both visually and verbally is more likely to be remembered than when each is coded alone. So, animation doubles the chance of information being stored and as a result retrieved (Kobayashi, 1986; Rieber, 1996;, Goetz, & Fritz, 1993).

Rieber and Kini (1991:33) suggest a number of advantages of animation over static graphics. For example, with animated graphics, learners do not need to generate a mental image of the event or action being targeted and therefore, avoid the risk of creating a false understanding. In addition, Wang (1994:18) states that animation provides and increases capacity to present information regarding a continuity of motion.

Yunis (1999:170-175) states that the movement element in animation's film considers as the most important one that can confirm the information in the students' mind.

Animation provides viewers with two different visual attributes: images and motion Rieber (1996:34-36). For scientific learning, images and motions are both essential for understanding and memorization.

3- Saving time and effort:

It has been argued that such systems (animation system) can reduce time by an average of 33% and aid the "quality" of learning, as compared with more traditional techniques (Stephenson, 1994:179).

Stoney and Oliver (1998) cited that computers can save efforts from painting, shading, lightning, calculations for appropriate and consistent lightening effects instead of the animator. This can be explained in these following main points:

- A. Creating images that can't be filmed by camera, like the structure of an atom.
- B. Creating images that are impossible to obtain in real life like landing on any desired path of the earth from other spaces .
- C. Reproduction of some works of art that were destroyed by nature reasons or by men.
- D. Producing work which require high costs that can cause danger.

- E. Producing moving images generated from graphical materials like photograph letter foot and map.
- F. Transforming the abstract thoughts into concrete images.
- G. Producing images which look realistic.
- H. Transforming complex events into basic graphical expression.
- I. Producing images which look realistic.

4- Using sounds and music effects :

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

5- More creative fun/ satisfying tool:

Many case studies suggest that students find using animation in education more satisfying and engaging than traditional learning modalities, William and Fisher (2002:324).

Historically, visualization technology played an important role in many fields and made district interesting environment. Scientific and engineering community has used it to convey information to a viewer. The perceived utility of visualization technique took a quantum leap forward when the entertainment industry realized that computers could be used to create special effects in animations. They realized that there is potential role for not only presenting information but also for holding a viewers' attention while it is presenting. Hallagren and Gorbis confirm(1999:66).

Armstrong (1966:69) states that multimedia has the ability of capturing the attention of a generation who have grown up with technology. It plays an increasing role in their lives and education.

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

Coyner and Mccann (2004:223) state that learning outside the traditional room using technologies like animations and movies through computers encourages team building team work for success.

6- More useful and household record:

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

7- Instant, easy, photo sharing:

Moreover, King (2010:15) states that:

You don't have to address an envelope, find a stamp or truck off the post office or delivery drop box. You can send the animation film by attaching it through email. It is not just sending a film through an email, it is also convenient.

He adds that in addition to sending animation films, you can share them with your family, and clients, no matter how far away.

8- Most coded animations become dynamic.

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

2.1.6 The advantages of using animation in teaching EFL/ESL learners.

Animation can enriches students' mastery of diverse subject matter. Through various lessons and units, educators and students can use simple animation strategy to create visual, animated representations of numerous concepts. Animation films help students solidify their understanding of abstract ideas.

Rule (2008:1-2) confirms that using animation through computers has become easier with a variety media tools, and it is an effective way for students to share cultural information.

1- Facilitating understanding of subjects:

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

2- Enhancing listening comprehension:

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

3- Enhancing EFL / SFL writing:

Baralt, Pennestri and Selevandin (2004: 12) argue that using animation wordle/ word clouds (its most of the popular form of data visualization) is also most called text or tag cloud, it is a visual representation of word frequency) affects the students writing through:

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

4- Enhancing and facilitating immediate and delayed achievement in the EFL classroom

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

2.1.7 Constraints facing teachers in using animation in Gaza Strip:

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

1- Over crowded classes:

In Gaza Governmental schools, teachers face a main problem with the overcrowded classes. The teacher finds 60 students in one class, so, she/he loses control on the class. This problem of course leads to misunderstanding the lesson itself and reduces the students' chances to ask any question related to the lesson.

2- Equipment's problems:

Most of Governmental schools lack technological equipment like computers, LCD, headphones and other things. Moreover, teachers cannot find a suitable place or room to present the material itself. In addition and after the war, Gaza Strip suffers from irregular electric current and there is no alternative solutions to this problem in many schools.

3- Training teachers:

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

2.1.8 The impact of using animation on learners attitudes:

Animation may be entertaining and may change negative impressions into positive ones. Clark (1983:22-23) argues that students may have a positive attitude toward medium because of the novelty in the classroom. Shahid, Nouri (2005:53) states that animations are more interesting.

Moreover, Bates, Waldrup (2006:39) cite that students' performance and attitudes toward the subject matter through using animation are enhanced and increased.

On the other hand, most researchers agree that students have a positive attitude through animation (Balajthy, 1988; Kulik & Kulik, 1986; Kulik, et al., 1980) reported that negative student reactions toward computer-based instruction, which the researchers attributed to "poor lab conditions" (overcrowded lab with outdated, unreliable hardware and software) and an "unfortunate change in instructors midway through the course.. More typical are Mikulecky, et al.'s, findings that students' attitudes toward computer-assisted instruction were strongly positive. Mothers' students reported on questionnaires that they enjoyed using the computer lessons and learned from them. In this case, the researchers maintain that students recognized the computer taught them useful reading strategies.

2.2 An overview of reading comprehension:

2.2.1 The importance of reading in Islam:

When Prophet Mohammad was in a state of fear and confusion between the Angel the Holy Messenger of Allah (peace be upon him) arms in Hira Cave. The voice resonated three times "read". The Prophet Mohammad (peace be upon him) answered " I don't know how to read ".

"Read, by the name of the Lord, who created, man from a clot. Read, for your Lord is most Generous, who teaches by means of the pen, teaches man what they know not." (al-'Alaq: 1-5). So, the Prophet Mohammad (peace be upon him) received the first message of the Holly Quran, Islam's holy scripture that remains untainted and unchanged until this very day. The underlying message of the Qur'an remains to - read".

The word " read " does not mean just read for reading, but we can consider it as a great tree which hold many branches. Prophet Mohammad (peace be upon him) encourages the faithful people to read, learn and teach other people, whether they are

Muslims or not. Ibn Abbas said: " prophet Mohammad (peace be upon him and his family) said: " three asks for forgiveness for them, heavens, earth, angels, night and the day, the scientist, the learners and the generous."

Also, Prophet Mohammad (peace and blessing upon him and his family) asked us to travel and pay efforts for seeking knowledge as he said: " seek knowledge even in China". Moreover, Bader El Dean (2009:10) states: " Read to build civilization. Learn to prosper the world and to make it full of life. In order to encourage people to read or in other words to seek knowledge Islam honor." knowledge seekers

The researcher thinks that reading is something important in our life, because it increases our civilization to be the best people in the world, to be scientists, doctors, engineers to victor. We should read for seeking knowledge, not just to read.

2.2.2 The definitions of reading comprehension:

For many students, reading is considered as the useful skill that they can use inside and outside the classroom. It is also the skill that can retains the longest time.

Allen and Valette (1999:249) indicate that reading is more than just assigning foreign language sounds to the written words. It requires the comprehension of what is written.

Miller (2008:8) states: "Reading comprehension is the ability to understand or to get meaning from any type of written material. It's the reason for reading and the critical component of all content learning." Moreover, Papalia (2004:34) states that reading comprehension in general usage and more specifically in reference to education and psychology has roughly the same meaning as understanding the message of the text.

Grellet (1981:3) assures that reading comprehension is understanding written text means extracting the required information from it as efficiently as possible. Reading

comprehension is not enough to understand the gist of the text but more detailed information is necessary as well.

Adding to that Wood (2000:4) confirms that reading involves getting meaning from the written words. Janzen (1996: 6-9) declares that reading comprehension as the ability to take lexical information (i.e., semantic information at the word level) and derive sentences and discourse interpretations but reading on graphic based on formation arriving through the eye. Webster's Collegiate Dictionary defines reading comprehension as "the capacity of mind to perceive and understand the meaning communicated by the text."

The researcher concludes that reading comprehension is the process of understanding that text through employing prior knowledge which is rerouted to the text and through using cognitive and meta cognitive strategies to make sense and to get the message the author wants to convey.

2.2.3 The purpose of reading comprehension:

"The child does not want to learn reading as a mechanical tool. He must have a personal hunger for what is read." Huey,E. (1986:306).

Readers' beliefs about their understanding and test performance as a function of the reading purpose was examined. There are many students who read for entertaining, others read for studying and others read just to improve themselves in English. Moreover, Huey,E. (1986: 228) indicate that the purpose is considered as a motivation of the students whether they are searching for specific information, general idea or reading for joying.

The researcher thinks that the purpose of reading comprehension according to the research is to enable students to understand what is being read, it is the process of constructing meaning from the text.

2.2.4 Theories underlying reading comprehension:

The Mass (1958) described "Reading comprehension" as the result of a successful interaction of a reader with a text, a schema theory and the linguistic theory are valuable for what they have to say about the parties to that interactions. Theorist has found it helpful, for example, to conceive of the reader's prior knowledge as organized in frameworks, or schemata, each of which interrelates all of his or her knowledge about a particular topic.

1- Schemata theory:

Mcglathlin (1997) states that schema theory refers to the prior knowledge a person has related to a certain topic. Schema acts as a bridge that carries a reader to pave the road in front of understanding new material. Anderson (1977:43) emphasizes the dynamic, constructive nature of schema use and describe the role of schemata in learning how students can serve as organizers for input and how without them, new experiences would be incomprehensible. It is defined by Donald (1982:66) as " the schema is a construct use by cognitive psychologists in their theories of memory and learning. It is especially useful to those who would characterize comprehension, for comprehension is a learning process in which a prior knowledge plays an important role.

Moreover kiato (2003:39) states that "schema theory involves an interaction between the readers own Knowledge and the text, which results in comprehension. Adding to that, Rumelhart (1980:33-58) reports " all Knowledge is packaged into units. These

units are the schema cognitive constructs which allow for organization of information in long-term memory."

Also, to achieve reading comprehension, it's necessary to encourage readers to enrich their schematic knowledge through encouraging reading. Kiato and Kathleen (1990) add that there is a strong relationship between schema theory and reading comprehension, schema theory is the main source which the reader fetches Knowledge he/ she needs to practice prediction and inference strategies. Those strategies help in constructing and building meaning of the reading material.

2- Mental model theory:

Mental models refer to the mental images or mind movie created in one's head, based on the reading content. Gunning (2006:101) gives a detailed description of the process.

He states:

Mental model is constructed most often when students are reading fiction. The reader focuses in on the main character and creates a mental model of the circumstances in which the character finds him or herself. The mental model is re-constructed or updated to reflect the new circumstances as the situational changes, but the items important to the main character are kept in the foreground.

So, when students read a text or a story, they first read the title or examine pictures, so they form the first images of the reading material. Then, the more they read the more they construct more images until they form a comprehensive image or the comprehensive meaning.

Propositional theory:

Any text or paragraph or essay contains a chain of sentences, which are related to each other. Every sentence has its idea and meaning, so a text is building and the sentences

are its bricks. Van and Kintsch (1983:3) proposes and believes procedures called propositional analysis to parse the semantic content of short texts into constituent units.

According to the propositional theory, any form or any text can be divided into basic semantic units or proposition. Every unit or proposition contains a predicate (verb, or an adjective) and the predicate frame or structure that came after the predicate (argument).

A reader can analyze the sentence through using the text propositions and can build her/ his macrostructure. The macrostructure is usually organized in a hierarchical building with the most important proposition and states in the highest position and the less important in the lowest position. Sentences are viewed as information which readers can use to construct semantic descriptions of situations. These descriptions contain much information that if it represented in the linguistic inputs.

The three theories schema theory, mental theory, the propositional theory and reading comprehension are interrelated, and all aim at constructing meaning and achieving comprehension to achieve understanding and reading comprehension. A reader thus needs to use his or her schema and previous knowledge to predict and infer while and after reading also a reader skims for the gist and recognizes the main idea to build the mental model theory to form and achieve the macro structure. Reader should scan for specific information, ask questions and organize information according to its priority in a hierarchical form. Reading comprehension is the building of these three theories which are the schema theory, the mental model theory and the propositional theory, they are main bricks in it.

2.2.5 The relation between reading comprehension theories and animations:

Reading theories represent the basis of comprehension and animation. It is a strategy to help students achieve comprehension. So, animation is a means of achieving

understanding according to what is suggested by comprehension theories. Animation provides life situation to construct a full image of information introduced. As we are concerned stories. A student can read the feelings of the characters when watching them which help them understand and reflect about them.

Sounds and colors are also factors, which help providing a component of the full image to achieve top comprehension. These ideas are matching the mental, propositional and schemata theories which students achieve understanding reading comprehension by building pieces of knowledge related to the situation in his or her mind.

2.2.6 An overview of reading strategies:

Definitions of reading strategies:

Understanding should be the main concern in reading education. What good is reading if the student is not aware of what he/she or the teacher read?

Nishino (2007:77) states "Reading strategies can be broadly defined as the mental operations performed by a reader to achieve the goal of textual comprehension".

The main types of reading strategies:

There are 24 strategies used by Iranian students according to Fotovatian (2006:12-16) and Marzban (2006:27). These strategies divided into three main strategies, cognitive strategy, socio affective strategy and metacognitive strategy.

1- Cognitive strategies:

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically or applying a specific technique to a learning task (O'Malley & Chamot, 1990:17). Prokop (1989) defines cognitive strategies as related to the "task at hand and the way in which linguistic information is processed". This category includes strategies like:

1. Rehearsing: repeating the names of items or objects to be remembered
2. Organizing: grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
3. Inferring: using the information in the text to guess the meaning of new linguistic items, predicting outcomes or complete missing parts.
4. Summarizing: intermittently synthesizing what one has read to ensure that information has been retained.
5. Deducing: applying rules to the understanding of language
6. Imaging: using visual images (either general or actual) to understand and remember new verbal information.
7. Transferring or inducing: using known linguistic information to facilitate a new learning task.
8. Elaborating: linking ideas contained in new information, or integrating new ideas with old information.

2- Socio-affective strategies:

O'Malley and Chamot (1990:23) state that socio affective strategies involve interacting with another person to assist learning or using affective control to assist a learning task. This category consists of strategies like:

- 1- Self-talk: using mental redirection of thinking activity to reduce anxiety about a task or to assure oneself that a learning process has taken place (p. 46).
- 2- Questions for clarification: eliciting additional explanation, rephrasing or using examples from a teacher or peer.
- 3- Cooperation: working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.

3- Meta cognitive strategies:

Meta cognitive strategies are "higher-order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity ... cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning" (O'Malley & Chamot, 1990). This category consists of some strategies like:

- 1- Selective or directed attention: focusing on special aspects of learning task, planning to listen for key-words or phrases.
- 2- Planning: arranging in advance for the organization of either written or spoken discourse.
- 3- Monitoring: reviewing and attention to a task, comprehension of information that should be remembered, or production while it is occurring.
- 4- Evaluating: checking comprehension after completion of a receptive language activity, evaluating language production after it has taken place (p. 3).

2.2.7 Specific definitions of the strategies used in the present study:

1- Skimming:

Kiddy (2002:34) defines skimming as "teaching pupil how to gain a general impression of the main ideas of text". Grellet (1986:4) states that skimming is "a quickly running one's eye over a text to get the gist of it."

Moreover, Wikipedia defines skimming as the process of speed reading that involves visually searching the sentences of a page for clues to meaning. Khailani and Muquattash (1995:93)

The researcher describes it as passing eyes over head lines, titles, topic sentences and summaries in order to recognize the main idea of a text.

2- Scanning:

Grellet (1986:4) defines scanning as " quickly going through a text to find a particular piece of information." He states

These different ways of reading are not mutually exclusive for instance, one often skims through a passage to see what is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for.

Kiddy (2002:34) states that scanning is teaching pupils how to find a specific details quickly such as a name, data or place in the texts, for example a telephone directory, timetable, dictionary, contents page, index, when looking for specific information.

3- Inference:

Wood (2000:335) defines inference as " the process of supplying parts of the meaning as one read you make inference often. Wood states

You will need to know two key terms to read imply and infer for authors in for meaning when they supply part of it meaning in reading is created by the reader who uses prior knowledge and experience to interpret and add to authors' idea on the page"

Jouini (2006:82) reports that inference is reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes .

Finally, the researcher would like to add a famous sentence which she read in many books about Henry James, an American novelist who says that an author actually pages a compliment to the reader by leaving out information and then expecting the reader to supply it. The author thereby suggests that the reader is intelligent, educated, and able to supply additional meaning.

2.2.8 How can teachers teach comprehension strategies:

According to Lenz, (2005:77).The stages that teachers can use systematically in teaching reading comprehension can be arranged as:

- 1- Orienting the students to the key concepts, and ask them to make a commitment to learn.
- 2- Describing the purpose of the strategy, the steps of the strategy and the main important benefits of it.
- 3- Thinking aloud, and the teacher should be a model of it, the behavioral and the cognitive steps involved in using this strategy.
- 4- Leading the verbal practice of the key information related to the study.
- 5- Providing for the guided practice of the strategy with detailed feedback from the teacher.
- 6- Now, moving to the independent and advanced practice of the strategy with feedback from the teacher.
- 7- Posttest application of the strategy, and help the students to make commitments to generalize the strategy use.

The researcher sees that there are many ways to think about reading comprehension, and many factors effect it. Teachers should manage these factors and choose the

suitable way which adopts the students' age and try to develop it to reach the goal of reading comprehension.

2.2.9 Techniques teachers can use to develop the students reading comprehension:

There are many techniques and strategies that teachers can use to develop the students reading comprehension, Katherine and Stahl (2004:598) state that the most and famous techniques that can help teachers are as follows:

1- Targeted discussion of background knowledge:

Katherin and Stahi (2004:598) state that evidence indicates that learners depend on their background knowledge in their interaction. So, teachers should use texts and dialogues which allow student to use their prior knowledge.

2- Directed Reading-Thinking Activity:

The strategy of prediction is directly related to the activation of the students' prior knowledge. Prediction can take a lot of forms. Typically, in a classroom, the teacher engages the children in a dialogue that promotes the generation of a prediction or series of predictions. Later, children verify the predictions from the text reading.

3- Literature webbing:

Literature webbing is a prediction technique that is an effective way with first graders using predictable, narrative texts. The teacher writes down the events of the story, raise them up and students read them loudly. After that students order the events correctly.

4- Visual imagery:

Pat (2002) state that visual imagery instruction seems to help young readers and older, poor comprehenders store and retrieve information they have read. From the first presenting of the picture, students can paint a mental image in their mind.

5- Videos:

Children with limited literacy backgrounds and young children may have difficulty sustaining attention on the type of lengthier complex story that is necessary for comprehension instruction. The richness of videos as a medium and its familiarity to children has made it an effective tool in the development of a visual representation, especially for young at-risk readers with limited literacy backgrounds. Porter (2007).

6- Transactional strategy instruction:

Transactional Strategy Instruction (TSI) is a strategy which used to describe a body of comprehension strategy instruction practices. Instruction is transactional in three stages: (1) readers link the text to prior knowledge; (2) meaning construction reflects the group and differs from personal interpretations; and (3) the dynamics of the group determine the responses of all members, including the teacher. TSI is long term, and the strategies act as the vehicle for text discussions.

The researcher agrees with these techniques and thinks that they are effective and motivational especially the video technique because it collects the two important sense which make learning effective: hearing through the video sound and seeing through seeing pictures. This technique is similar to the animation strategy which the researcher uses in the present study.

2.2.10 The researcher suggested some steps to teach reading comprehension in our class:

1. Orient the students to key concepts, assess and ask the students to make commitments to learn.
2. Describe the purpose and draw the goal of reading comprehension and the steps that they can follow to understand the text.
3. Ask the students to write the main idea or the most important events happened whatever in the text or passage or story.
4. Use groups of students and ask them to write down a list of the important characters in the text.
5. Teachers write down the questions on the board and as groups' students answer them.

The researcher supports group work in the classroom and thinks that it is an effective way to motivate, encourage and create a competence atmosphere between students.

Section II

Previous studies

Introduction

One of the most apparent phenomena of our era is the vast spread of English language , being the language of science, literature, policy ,economy , trade and press . This global spread is unprecedented in several ways : by the increasing number of users of the language ; by its depth of penetration into societies , by its range of functions . By 2010 , the number of people who speak English as a second or foreign language will exceed the native speakers. This issue imposes special challenges and burdens upon us as educators to bear. We have to prepare ourselves and our generations to live in this world by acquiring English language. The more widely English language is used, the greater is the need to teach it .

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

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

- The related literature concerned with using animation film strategy in teaching English language.
- The related literature concerned with using animation film strategy in teaching other subjects .

- The related literature concerned with the effect of using animation film strategy on the attitudes.

2.3. The related literature concerned with using animation film strategy in teaching English language.

Najjar (1995)

A unique study under the title " Dual Coding as a Possible Explanation for the Effects of Multimedia on Learning" conducted by Najjar (1985). The paper examines the possibility of using Pavious Dual Coding theory as an explanation for the effects of multimedia information on learning. The paper described dual coding theory through two channels; the first channel processing verbal information such as text or audio the other channel processes nonverbal images such as illustrations and sounds in the environment. Results indicated that people appear to learn better when information is presented via verbal and pictorial media. In addition, dual coding helped people learn spatial information, and this is dependent on the students who saw pictures with text recalled and recognized more spatial relationships between concepts in the stories than children who saw texts only.

Chun and Plass (1997)

This paper is concerned with the question of how reading comprehension can be facilitated with a multimedia application for language learning. To answer this question a dynamic visual advanced organizer is investigated. This strategy depended on explaining annotations and vocabularies through animations. The experimental group consisted of 160 students taught through the dynamic visual organizer. The results indicated that a dynamic visual advanced organizer did support the overall comprehension and that annotations of individual vocabulary items consisting of both

visual and verbal information and helped understanding and using vocabularies more than verbal information only.

Crawford and Daniel (2000)

This case study examined (pre-school- kindergarten and elementary) children of various ages experiences with books in their daily life and the potential effects of those experiences and the effect of wordless pictures beside printed texts on the children future success in reading comprehension. This study focused on three children's reading of wordless picture books and explored the way in which they express the meaning according to a variety of visual ways and cues.

The results indicated that the children make sense of wordless picture books by using sense making process similar to those used in the reading of print – based text. Reading comprehension improved through using wordless pictures beside the printed text . Participants construct meaning through the use of prior knowledge and experiences, attention to inter textual cues, multiple perspective taking, reliance up on story language and rituals and implementation of active.

Chanlin (2000)

Chanlin discussed how different instructional attributes provided by animation can facilitate descriptive and procedural learning. This study was conducted on three hundred and fifty seven students at eight grade. The participants were divided into nine classes. They were assigned to different visual treatment on the class basis. The researcher used a computer for teaching physics, and students learn it individually. After a period of time, a criterion test was used to assess the students' learning performance. Results revealed that the use of animated and graphic representations facilitate assimilation of scientific knowledge.

Koroghlanian and Klein (2004)

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

The purpose of the study was to investigate the effects of instructional mode (text vs. audio), illustration mode (static illustration vs. animation), and spatial ability (low vs. high) on practice and posttest achievement, attitude and time. The researchers hypothesized that using audio animation might improve the spatial ability (reading comprehension), save time, and make positive attitudes toward the subject. To test this hypothesis, the researchers compared the effects of reading based on the dual coding model (single sensory input with image representations in the text processing) to see the performance differences in reading comprehension, saving time and attitudes. Results indicated that spatial ability was significantly related to practice achievement and attitudes. In addition, participants with high spatial ability performed better on the practicing items than those with low spatial ability. Participants with low spatial ability responded more positively than with high spatial ability to attitude items concerning concentration, interest, and amount of invested mental effort. Findings also revealed that participants who received animation spent significantly more time on the program than those who received static illustrations.

Wilberschied and Berman. (2004)

To investigate the differences in achievement in foreign language listening comprehension, 61 students in a foreign language in an elementary school program were studied during instruction using video clips from authentic Chinese T.V broadcasts in two advanced organizer conditions. The first type of advance organizer consisted of

written words and sentences in Chinese, who summarized major scenes in the video the students were to watch. The second advanced organizer involved the same written words and sentences as the first, with accompanying pictures taken from the video itself. Statistical significant of the listening comprehension scores from the exercises couldn't be established. However, the exercises seemed to be helpful, particularly about younger language proficient. Students interview results indicated that students perceived the pictures as more helpful than text alone.

San and Dong (2004)

San and Dong investigated the difficulties which encounter young children when dealing with the context. Conducted in two traditional English departments, this study had two experimental Chinese seven-year old children. The first group received sentence level translation through presenting the translation of the Chinese sentences to the English meaning through animations and cartoons. The second experiment group received the target warming up, and this is through giving the students five minutes of warming up and printed words on flash cards. Teacher read the word aloud then asked the students to repeat it again.

Results revealed that learning second language vocabulary through animation based context without any learning supports was inefficient for the young beginners. Also, the two methods, sentences level translation and the target warming were both effective in facilitating second language learning in multimedia context.

Madden , Slavin and Chambers (2005)

"Technology Infusion in Success for All Reading Outcomes for First-Graders" Is a title of a study conducted by Madden, Slavin and Chambers (2005). The researchers investigated the claim, whether embedded multimedia, (involves brief video content

threaded through teachers' lessons, computer questions, computer spelling, computers' stories, letter sounding and letter identification), or computer-assisted tutoring, can improve the students' reading performance.

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

Results showed that students who learned reading comprehension through computer outperformed the students who learned through using the traditional way. The researcher recommended that future investigations should also focus on understanding the motivational processes by which embedded multimedia enhances learning. For example, it might be useful to explore whether the self-efficacy and self-regulation of students and tutors increase over time with the use of technology-enhanced curricula.

Chen (2006)

This paper investigated the effects of text-picture annotation and audio-picture annotation on the second language vocabulary immediate recall and reading comprehension. For this purpose, the researcher studied 78 intermediate adult English second language learners from three different universities in the United States. Multiple choice and written language were used to assess their reading comprehension.

Results indicated that the audio picture annotation group did better than the text picture group in learning second language vocabulary immediate recall.

Lin , Chen and Dwyer (2006)

This study titled "Effects of Static Visuals and Computer-generated animations in Facilitating Immediate and Delayed Achievement in the EFL Classroom "conducted by Lin, Chen and Dwyer (2006) attempted to find answers to the following questions:

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

Participants were 58 undergraduate students (9 males and 49 females) from 19 to be 25 years old enrolled in two different sections of an intermediate English reading class at a private university in Taiwan. The participants were divided into two groups, the experimental group which learned through using animation and the control group which learned in a traditional way. Learning achievement was measured via four criterion tests developed to accompany the instructional module: (1) drawing test, (2) identification test, (3) terminology test, and (4) comprehension test.

Result showed that the learners who received animation outperformed the other group which received the static visuals. Results revealed that static visuals might be equally as effective as computer generated animation in presenting knowledge that is more complicated and that required through understanding of all phases of content related knowledge ranging from simple to complex.

The researchers suggest that the use of animations are more effective than the static visuals in presenting materials which require understanding of basic factual knowledge and simple concepts.

Verdugo , Belmonte (2007)

This study investigated the effects of digital stories on the understanding of spoken English by a group of 6 year old Spanish learners. A quasi - experiment was carried out at six different schools of primary education in Spain. The researcher conducted 220 students and divided them into two group: the control group which included 116 students and the experimental group which included 106 students. A per-test and posttest designs were used to investigate whether the internet - based technology could improve listening comprehension in English as a foreign language. Findings indicated that the experimental group outperformed the control group in the final test administered. The researcher recommended that future researches which included the same groups' ages and digital materials, which explores other linguistics areas could further concern on the link between information and communication technology and improved language learning.

Puspitasar (2007)

In this research paper " The Use of Animation Movies for Developing Students Writing Skills of Narrative Text" , the researcher concentrated on and recognized the difficulties in understanding a narrative text and the extent teaching writing of a narrative text can improve students writing skills. The research gave some useful information about a narrative text and teaching writing by using a film called " Brother Bear" It would be more interesting for the students to produce a narrative text by listening to the dialogue of the film. The techniques of collecting data were by using

tests. An interview was also conducted to know the students difficulties in producing a narrative text faced by students. Results showed that students' scores in the writing draft "1" were 64.3%, and this means that the test was not successful. On the other hand, in the writing of the revision "2", the students reached 72.9%. It means that the test was successful.

Huang (2009)

This article "Writing Wordless Picture Books to Facilitate English Writing " attempted to examine the extent to which students in the Department of Applied English in one selected university learn to sustain their English writing by using wordless picture books, and the effectiveness of using wordless picture books in terms of students' English language learning. In this study, a qualitative case study methodology was used to gather data from the perspectives of the participants involved. The researcher selected forty fresh man students at the department of applied English in one selected university of science and technology in Taiwan. This study employed these following techniques to collect data in this study: 1) teacher' s observation of student participation in whole-class and small-group activities; 2) students' writing sample; 3) informal interviews; 4) class presentations; 5) pre-test writing sample; 6) students' reflective writing; and 7) a questionnaires. The benefits of using wordless picture books showed that students improved their visual literacy and oral to written expression, promoted their creative writing and thinking skills, and enhanced their enjoyment of the writing process. Limited oral language skills and lack of time for teachers to teach and evaluate the writing process were examined in depth. Based on the data and observation, this study highly endorsed the use of wordless picture books to improve student writing.

Taraf and Arikan (2010)

This study examined the effectiveness of authentic animated cartoons in teaching grammar and vocabulary to young Turkish learners of English in order to find out whether there was a significant effect of cartoons in grammar and vocabulary instruction to young learners. In this study, pre and post design tests were administered and a comparison was made between instruction based essentially on traditional grammar and vocabulary teaching and one that made use of authentic animated cartoons. Thirty 4th grade students from private schools took part in this study. The researcher divided students into control group which consisted of 15 students and taught grammar and vocabulary in a traditional way and an experimental group which consisted of 15 students, but they learned through animation films. Results indicated that students who learned through animations outperformed the control group students in learning vocabulary and grammar.

Kayouglu, Akbas and Oztruk (2011)

This study attempted to examine whether there are differences between learning vocabulary via animation and via traditional paper based methods. This study was conducted at Karadenize University in the academic year 2009 – 2010. Samples were selected randomly from a pre intermediates classes and divided into a control group (22) and an experimental group (17).

Results obtained from the pre – posttest and analyzed through a t-test SPSS showed that there was an increasing in the post test scores of animation group compared to the pre test scores. Findings showed that although there was no significant differences between posttest of each group, there was an increase in the post-test scores of the animation group as compared to the pre test scores. This increase implies that using

animation can develop students learning vocabulary through the teacher observation and students indication. Results revealed that students have relatively positive attitudes toward using animation in vocabulary learning. Researchers in this study recommended that teachers use multimedia and animations as an integrative and additional way not as an alternative way.

2.4. The related literature concerned with using animation film strategy in teaching other subjects .

Othman (1981)

This article is entitled "the effectiveness of using movies in teaching home economics" . This research is about the positive and the negative aspects of using animation in teaching Domestic Economy. The researcher selected the sample randomly in the second level in the Home Economics College. They are six female students, and the researcher limited the study within the nutrition field. The research tools which have been prepared are films and the right ones were chosen according to the school subject, and the work accompanied by an audio recording of each film in Arabic language. The results revealed the effectiveness of using movies in teaching home economics. This technique saved time in comparison with to the traditional way. In addition, the study revealed the students enjoyed this way because it is an interesting and easy way that helped them to interact with the material positively.

Mayer, Richard, Anderson and Richard (1991)

This case study examined two experiment groups. Native college students who viewed an animation depicting the operation of a bicycle tire pump that included a verbal description given before (words- before-pictures) or giving (words with pictures) the animation. The words with the pictures group outperformed the words before the

pictures group on tests of creative problem solving that involved reasoning about how the pump work . In a follow up experiment student in the words with the pictures group performed better on the problem – solving test than students who saw the animation without (pictures only), hearing the words without the animation (words only) , or received no training (control) . In other words, findings support:

1- The representational connection between verbal stimuli and verbal representations and between visual stimuli and visual represent at ions.

2- Referential connections between visual and verbal representations.

Jan, Doorthy, Richard and Detlev (1998)

Jan, Doorthy, et, al presented a current method of teaching German Language stories to English speaking college students who were enrolled in German course. The method was based on translation on the school in English through verbal annotation or through viewing a picture or video clips representing the word (visual annotation) or both.

Results indicated that the students who selected both visual and verbal annotation during learning remembered better than those who learned verbal annotation only. Also, students comprehended the story better when they had the opportunity to receive their preferred mode of annotation.

Eden's and potter (2003)

The researchers found in this study that student-generated descriptive drawings improved the conceptual understanding of scientific principles. Students were divided into two groups: the control group that received a written description on the scientific principles and the experimental group that received a drawing which described the scientific principles. A pre/posttest were used to the two groups to measure the

understanding. A statistically significant difference on the posttest conceptual understanding measure was found between students who generated descriptive drawings and those who wrote in a science log. Findings suggest that under certain conditions, descriptive drawing is a viable way for students to learn scientific concepts. These findings supported the use of generative drawings as a conceptual change strategy.

Deborah (2004)

Four groups of Flash animations were created to illustrate specific laboratory procedures in the Molecular Genetics Module. These Flash animation groups not only simulated the step-by-step experimental procedure, but also demonstrated the submicroscopic events that were taking place in the reaction tube. Each of these animation groups corresponded to one major laboratory experiment performed during the Molecular Genetics module of Biotechnology 385. Each animation began with pictures of the equipment and reagents that would be needed for that laboratory procedure, as well as a menu of steps in the procedure. Students could start at the first step or jump to any other step at any time during the animation. Results indicated that the students' performance progressed during using the flash animation and the interaction between the students and the teacher also progressed.

Bataineh (2010)

Bataineh (2010) conducted a study under the title " The Effect of Using Instructional Technology on Pharmacy Students Reading Comprehension at Al -Isra University" to investigate the effects of using instructional technologies (audio- visual videos) on improving reading comprehension skills. To fulfill the aim of the study, the researcher studied 25 students as an experimental group for the academic year 2005-2006 from the Isra university at the Pharmacy department.

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

Sultana (2010)

The present paper viewed some of the famous cartoons, delivered several case studies of some young kids and then showed how these famous cartoons could affect the children language learning in general. For this goal twenty children, whose ages varied between 6 to 7 years old were used. Results revealed that watching cartoons has a positive effect on learning language. Children can pick many words and sentences from cartoons and use them in their real life. Also children have the comprehension of cartoons.

2.5. The related literature concerned with the effect of using animation film strategy on the attitudes.

March (1987)

This study aimed at comparing comprehension of students who read story books published on paper (the control group) to the reading comprehension of the experimental group who read the same titles published on multimedia CD ROMs. This study also compared the reading attitudes of students prior to reading CD ROMs to the reading attitudes of the same students after reading CD ROMs. The subjects were 25 third- grade students placed in matched pairs according to gender and performance on a reading comprehension test. Each interactive story book has a corresponding print

version with identical text and illustration. Each subject and a total of two- story book titles in print and two- story books titles in print and two-story books titles on CD Rom over the four-week study period. CD Rom story books featured students controlled word and sentence pronunciation, simultaneously highlighting of text with audio narration and vocabulary help whereas the research provided when requested by a student, vocabulary and pronunciation support for the print groups. Twelve open ended comprehension questions answered in writing were used to measure reading comprehension of each title.

Analysis revealed that the experimental group performed significantly better when reading CD ROMs books than when reading books in print. Subjects answering textually explicit and scriptural implicit questions performed significantly better with books on CD ROMs than books in print.

2.6 Commentary on the previous studies:

It is clear that the animation strategy is a powerful strategy that enhances learning in all fields. Moreover, it is an influential strategy that helps developing language skills. The conclusion of the studies introduced in this paper have total agreement on the beneficial role the animation strategy plays in developing language skills; reading, speaking, listening and writing. This belief urges the researcher to investigate the impact of animation strategy on Palestinian 6 graders' reading comprehension skills; skimming, scanning and inference and the students' attitudes toward animation strategy.

First: the majority of the previous studies confirm the effectiveness of animation strategy on developing language skills; reading comprehension based on vocabulary, grammar and annotation, and the other studies investigated the effectiveness of

animation on other skills like speaking, reading aloud, listening and writing. The effectiveness of animation was clear in all educational stages and all ages.

Second: other studies pointed out the effectiveness of animation in other fields other than languages such as pharmacy and medical science. Those fields benefit from animation strategy in explaining complex meaning and concepts.

Third: the present research is different from the previous studies. It discusses the effectiveness of using animation strategy on developing Palestinian 6 graders' reading comprehension skills; skimming, scanning and inference. In addition to that, the researcher connected using animation strategy on developing reading comprehension with the students' attitude toward it.

Chapter III

Methodology

Chapter III

Introduction

This chapter presents the procedures followed throughout the study. It introduces a complete description of the methodology of the study in terms of the population, the sample, the instrumentation, the pilot study, a description of language assisted animation films technique used in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.1 Research design:

The study was designed according to the experimental approach. Two groups of the students were assigned as the participants of the study: an experimental group and a control one. Animation was used in teaching the experimental group while the traditional method was used with the control subjects.

3.2 Population of the study:

The population of the study consisted of all sixth (female) graders at the government schools in Gaza governorate in the scholastic year (2010 – 2011). The population of the study was (6288) female students.

3.3 Sample of the study

The sample of the study consisted of (62) female students distributed into two groups; i.e. an experimental group (31) students and control group which consists of (31) students.

These groups were randomly chosen from a purposive sample from Jaffer Iben Abu Taleb Primary Girls School in Gaza where the researcher works inconsistent. Table (3.1) shows the distribution of the sample.

Table (3.1)

Distribution of the sample according to the groups

Group	Experimental	Control	Total
Count	31	31	62

The subjects were equivalent in the economic, cultural and social level. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the second- term of the school year (2011-2012). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the mid- first term exam of the school year (2011-2012). The age variable of the sample was also controlled before the experiment.

3.4. Instrumentation:

3.4.1 The test:

To achieve the purpose of the study, the researcher used the reading comprehension test as an instrument to collect data in relevance. To illustrate, a pre-test was carried out by both the experimental and control groups. The purpose of the study was to identify the two groups' level before starting the strategy and to compare the results of the pre test with the results of the post test after the intervention. The test was prepared according to the criteria of the test specification.

In addition, the researcher assures that the sub skills under investigation were: skimming, scanning and inference. They were used as a pre test applied before the experiment and as a post test after the experiment. See (appendix A.1).

3.4.2. The general objectives of the test :

The test aimed at measuring the effect of the using animation on reading comprehension in English language . It was build according to the criteria of the test specification.

1-The table of specification:

Table (3.2): The table of specification

Cognitive skills reading skills	High order skills 50%	Cognitive skills 50%	100%
Skimming	1		
Scanning		5	
Inference	4		
Total	5	5	10

2. The items of the test:

The test was designed according to the general specification of a valid test. That its items were related to the objectives represented in testing the target students' reading comprehension skills; skimming, scanning and inference. There is a consistency

between the items of the test and the cognitive levels of Bloom's Taxonomy. The researcher adopted Bloom's classifications of comprehension and designed her achievement test according to the classification which were designed as follows:

Skimming and inference are classified as high order thinking skills while scanning is classified as low cognitive skill.

Reading comprehension skills confirmed **10** marks in the test. Skimming skill considered as a high order skill and it confirmed two questions distributed into **1** mark, scanning skill considered as a cognitive skill and it confirmed **2** questions distributed to **5** marks and this is in the first question. Inference skill is considered as a high order skill and it confirmed two questions distributed to **4** marks. The total of the four skills are **10** marks and this is the total of the reading comprehension skills. (See appendix C).

a- Skimming skills

This skill includes (5) items: one (choose the best answer), (three true or false) and one (complete the following sentence). The purpose was measuring students' skimming skill.

b- Scanning skills

This skill includes (5) items designed to measure students' ability to seek for specific information in the text.

c- Inference skills

The components of this skill are five items that measured students' ability to infer through schemata and through the text, and to understand from in between the lines.

3.4.3. The pilot study :

To maintain the validity of the test, a pilot study was conducted: two tests were applied to a random sample of (30) female students; from Jaffer Ibn Abu Taleb Primary Girls School. The results were recorded and statistically analyzed to measure its validity and reliability. The items of the test were modified in the light of the statistic results.

3.4.4. Validity of the test:

Mackey and Gass (2005:107) state " Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information. " Al Agha (1996: 118) states that valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(B) Referee validity:

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

(C) Internal consistency validity:

Al Agha (1996: 121) states that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each skill with the total average. This validity was calculated using (Pearson Formula).

According to table (3.3) , the coefficient correlation of each item within its skill is significant at levels (0.01) and (0.05). According to the following tables, it can be concluded that the test is highly consistent and valid as a tool for the study

D. Internal Consistency Validity:

To compute the internal consistency of the test items. The researcher used Person correlation coefficient. Personl Correlation computed the correlation of the following: the items with their skills, the items with total test and the skills with test as a whole. Table (3.3) describes the internal consistency of the test.

Table (3.3)

Correlation coefficient of each skill with its skill

Skill	Item	Correlation with skill	Item	Correlation with skill
Skimming	1	*0.415	2	**0.518
	3	**0.512	4	**0.727
	5	**0.748		
Scanning	6	**0.740	7	*0.421
	8	**0.559	9	**0.806
	10	**0.464		
Inference	11	**0.676	12	**0.577
	13	*0.425	14	*0.409
	15	**0.676		

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

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

In addition, the researcher computed the correlation of the test skills with the test as a whole. Table (3.4) describes the results.

Table (3.4)

Correlation coefficient of each skill with total

Skill	Correlation with total
Skimming	**0.717
Scanning	**0.774
Inference	**0.620

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

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

Table (3.4) indicates that all correlations are significant at 0.05 or 0.01 levels. This means the test has internal consistency validity.

3.4.5. Reliability of the test:

Mackey and Gass (2005: 128) point that the test is reliable when it achieves similar results if it is administrated twice within similar condition. So, the researcher computed the test reliability coefficient through:

a-Kooder Richardson: (K-R20):

It relies on calculating the percentages of the correct answer to the items and on the variance of every item.

b-Split Half Method:

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

Table (3.5) describes (KR20) and Split half coefficients of the test skills.

Table (3.5)

(KR20) and Split half coefficients of the test skills

Test Skills	KR20)	Reliability Split half coefficient
Skimming	0.511	0.343
Scanning	0.555	0.614
Inference	0.463	0.425
Total	0.645	0.604

According to Ouda (2012:69), the results shows that the reliability coefficients are acceptable because they are 0.70. This means; the test is reliable and valid to apply.

3.4.6. Difficulty Coefficient:

That means the percent of the failing student to the total student who answered the test, we can be calculated this using the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of failing students}}{\text{The total student who answered the test}} \times 100$$

Table (3.6) shows the difficulty coefficient for each items of the test:

Table (3.6)

Difficulty coefficient of each items of the test

No.	Difficulty coefficient
1	0.69
2	0.56
3	0.63
4	0.44
5	0.63
6	0.69
7	0.56
8	0.63
9	0.44
10	0.38
11	0.69
12	0.31
13	0.44
14	0.69
15	0.44

Table (3.6) shows that the difficulty coefficient would be between (0.31 – 0.69) with a total average (0.55). That mean each item is acceptable or in the normal limit of difficult.

3.4.7. Discrimination coefficient:

Discrimination means the tests' ability to differentiate between the high achievers and the low achievers.

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

3.2.8. Description of the test items

The total number of the test questions was 3 including 15 test items. Each question consisted of 5 items where each item received 1 mark. Thus, the total marks given to the test were 15.

Question 1 consisted of a passage with one multiple choice, one fill in the gab, and three true or false questions. All of them examine skimming skills. Every item received one mark with total of five marks. Those are presented below:

Question 2 consisted of one multiple choice question examining scanning skills. Every item received one mark with a total of five marks.

Question 3 consisted of two multiple choice questions examining inference skills. Every item received one mark with total of five marks. (See appendix A.1).

Table (3.7) shows the discrimination coefficient of each item of the test:

Table (3.7)

Discrimination coefficient for each items of the test

No.	Discrimination coefficient
1	0.38
2	0.63
3	0.50
4	0.63
5	0.25
6	0.38
7	0.63
8	0.50
9	0.63
10	0.50
11	0.63
12	0.38
13	0.63
14	0.63
15	0.63

Table (3.7) shows that the discrimination coefficient would be between (0.25 – 0.63) with a total average (0.53). That means each item is acceptable or in the normal limit of discrimination.

3.5. Controlling the variables relevant to the participants:

To ensure the results' accuracy and to avoid any marginal interference, the researcher tried to control some variables before the study.

1-Age variable:

The researcher recorded the students' ages from their school files at the beginning of the school year (2011-2012). T-test was used to measure any statistical differences. The mean of the age of the whole sample was (11.55) year, and the standard deviation was (0.49).

The two groups:

Table (3.8)
T-test results of controlling age variable

Skill	Group	N	Mean	Std. Deviation	T	Sig. value	Sig. level
age	experimental	31	11.537	0.199	0.447	0.656	not sig.
	Control	31	11.560	0.199			

Table (3.8) shows that there were no statistical differences at (0.05) between the experimental and the control groups due to the age.

2- English achievement variable:

T-test was used to measure the statistical differences between the groups due to their English achievement. The subjects' results in the first term test of the school year (2010-2011) were recorded and analyzed.

Table (3.9)

T-test results of the controlling group English achievement

Skill	Group	N	Mean	Std. Deviation	T	Sig. value	Sig. level
English achievement	experimental	31	84.66	16.35	-0.92	0.671	not sig.
	control	31	82.755	21.636			

Table (3.9) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the English achievement variable.

3- General achievement in English language variable:

T-test was used to measure the statistical differences between the groups in terms of their general achievement. The subjects' results in the second term test of the school year (2010-2011) were recorded and analyzed.

A: The two groups

Table (3.10)

T-test results of controlling general achievement variable

Skill	Group	N	Mean	Std. Deviation	T	Sig. value	Sig. level
General achievement	experimental	31	764.516	152.505	0.174	0.862	not sig.
	control	31	757.290	173.288			

Table (3.10) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the general achievement.

4- Previous learning variable in reading comprehension skills:

To make sure that the sample subjects are equivalent in their previous learning in reading comprehension skills. The researcher applied the reading comprehension skills test. The results of the subjects were recorded and statistically analyzed by using T-test.

Table (3.11) shows the mean and standard deviation of each group in English previous learning. The results analysis indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

Table (3.11)

T-test results of controlling group previous learning in English reading comprehension skills

Skill	Group	N	Mean	Std. Deviation	T	Sig. value	Sig. level
Skimming	experimental	31	2.548	1.502	0.440	0.661	not sig.
	Control	31	2.694	1.054			
Scanning	experimental	31	1.065	0.814	1.152	0.254	not sig.
	Control	31	1.323	0.945			
Inference	experimental	31	1.097	1.136	0.527	0.600	not sig.
	Control	31	0.968	0.752			
Total	experimental	31	4.710	2.572	0.483	0.631	not sig.
	Control	31	4.984	1.837			

Table (3.11) indicates that there are no statistical significant differences at (0.05) level among experimental and the control groups at the three sub reading comprehension skills

3.6. The questionnaire:

The aim of a questionnaire is to help the researcher to measure the effect of using animation films on the attitudes and reading comprehension skills (scanning, skimming and inference) when learning short stories.

3.6.1. The pilot study:

To maintain the validity of the questionnaire, a pilot study was conducted: the questionnaire was applied on a random sample of (30) female students; from Jaffer Ibn Abu Taleb Primary Girls School. The results were recorded and statistically analyzed to measure its validity

3.6.2.The questionnaire construction:

The researcher constructed the questionnaire based on researches, previous studies, teachers, professors' and doctors' opinion. Also, the researcher depends on her ' experience in teaching English Language at first grade.

3.6.3.Validity of the questionnaire:

To examine the questionnaire validity, the researcher used some ways to do that. These are as follows:

(A) Referees validity:

To examine the questionnaire validity, the researcher introduced it to a group of specialists, including professors and highly qualified long experienced teachers of methodology, from different universities. Juries modified this questionnaire adding, deleting or correcting some of its items. All juries approved the questionnaire, which the researcher applied in her study. (See appendix A.2)

(b) The internal consistency validity:

This type of validity indicates the correlation of each item degree with the

total average of the questionnaire. The researcher used this method to calculate the correlation of the questionnaire. The researcher used Pearson correlation formula to calculate the correlation between the score on each item of the questionnaire with total score of the questionnaire. Table (12) shows the correlation coefficient of the questionnaire.

Table (3.12)

Correlation coefficient for each item with the total degree of the whole questionnaire

No.	Pearson Correlation
1	0.815**
2	0.432*
3	0.384*
4	0.952**
5	0.795**
6	0.760**
7	0.515**
8	0.799**
9	0.855**
10	0.561**
11	0.774**
12	0.406*

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

****r table value at df (28) and sig. level (0.01) = 0.46**

According to table (3.12), it can be concluded that the questionnaire is highly consistent and valid to be used as a tool for this study.

3.6.4. Reliability of the questionnaire:

The researcher used Alpha Cronbach Formula and Spilt- half coefficient to examine the reliability of the questionnaire. The following formula was used:

1-Alpha Cronbach:

“Alpha Cronbach is considered as the most general form of reliability estimates and it is also concerned with homogeneity of items compromising the scale” (Thorndike, 1997).

The researcher used Alpha Cronbach Formulas to examine the reliability of this questionnaire.

Table (3.13)

Reliability coefficient using Alpha Cronbach

Alpha Cronbach Technique		
Skill	No	Reliability coefficient
The whole questionnaire	30	0.899

From table (3.13) it is clear that the questionnaire is highly reliable, as Alpha Cronbach coefficient is (0.899) .

2-Using Split half:

Correlation between two parts and modify by **Spearman Brown**:

Table (3.14)

Reliability coefficient using split half

Spilt –half Technique		
Skill	No	Reliability coefficient
The whole questionnaire	30	0.939

From table (3.14) the researcher can assures that the questionnaire has a good reliability.

From tables (3.13) and (3.14), the test proved reliable. Alpha Cronbach coefficient is (0.899) and Spilt- half coefficient is (0.939), which indicates that the questionnaire is good to be applied in the study.

3.4.5. Description of the questionnaire:

The questionnaire includes twelve items; all of which discussed students' attitudes toward using the animation strategy, if it is interesting, boring, satisfy, helps them to memorize, understand.....etc. Answers are classified according to three levels: agree, neutral and disagree. Students are asked to choose the appropriate answer for every item. (See appendix A.2)

The statistical Analysis Procedures:

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

- 1- Spearman correlation: to determine the internal consistency validity of the questionnaire items and the evaluation criteria of the test.
- 2- Alpha Cronbach: to measure the reliability of the questionnaire items.
- 3- Split-half: to test the reliability of the questionnaire items.
- 4- T. Test independent samples: to control the interferential variables and to measure the statistical differences in means between the two groups due to the study variables.
- 5- T. Test paired sample: to figure out any statistical differences within the experimental group respondents regarding their literacy perceptions and writing quality before and after the treatment.

- 6- Effect size level by using T value, Eta square, and Cohen's d: to check the effect size (extent) of the evident significant differences between the two groups and within the experimental group.

3.7.The "Animations Films Strategy" used in the study:

In this study, the researcher got the animations' films from different sources: the fifth graders student book, the internet and the researchers' experience in teaching English Language. The aim of using animation films is to teach English reading comprehension skills of short stories for the experimental group.

3.7.1.The validity of the strategy:

To test the strategy validity, the researcher submitted this method first version on the C.D. to a group of English Language supervisors and teachers. The researcher did the needed adjustments according to their recommendations. (see appendix A).

3.7.2.Description of the animation films strategy:

The researcher derived content of the animation films from these resources:

- 1- Researches and previous studies which are related to the animation films.
- 2- Recent trends in teaching reading comprehension skills and the uses of technology.
- 3- The importance of reading comprehension skills at this level (primary level).
- 4- The nature of the student at this level.

The researcher took some steps on building the animation films. These steps are:

First: determine the general framework of the strategy and this included a general framework to:

- 1- Animation films' definition and the duration of time.
- 2- Introduction to strategy.

3- Objectives of the strategy.

4- Strategy criteria.

Second: determine the content of the strategy.

Third: determine the methods and techniques used in teaching the strategy.

Fourth: the choice of activities and teaching aids used in teaching the strategy.

Fifth: determine the methods of evaluating education students under this strategy.

Sixth: the strategy steps in preparing lessons.

Seventh: set the strategy and ensure its validity.

The following steps are a detailed explanation of the animation strategy:

First: The general framework of the animation films strategy:

The general framework of the animation strategy addresses several points:

1 - Definition of the strategy, introduction to the strategy , justifications and objectives:

3.7.3. Standards and a brief explanation of the animation films strategy:

The strategy title:

The Effect of Using Animation on the Attitudes and Comprehension of 6th Graders When Learning Short Story Classes at Gaza Governmental Schools

The strategy duration:

The implementation of the strategy takes (6) weeks, equivalent to (8) class period according to the short stories in the Palestinian curriculum of the fifth grade.

Implementation the animation films' strategy:

Through a survey and the pre test which carried out. The researcher finds that there are some difficulties in learning reading comprehension skills (skimming, scanning and inference) which confirmed the findings of the low general achievement of the students in the English language in 2009 – 2010 semester.

The researcher builds a proposed strategy for the treatment of learning reading comprehension skills (skimming, scanning and inference) of the fifth grade .

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

Moreover, Afaneh (2000:75) added that any strategy can be used to teach the students as an educational unit designed or included a set of experiences, activities, tools, methods of teaching and evaluation methods varied.

The researcher defines the animation strategy as a designed unit in a coherent way to achieve certain goals through the content, teaching methods, and treatment methods in order to evaluate reading comprehension skills of short stories and understanding of fifth grade students.

The researcher collects the educational material from the fifth grade curriculum text book of the Ministry of education and higher education from the unit " 4, 8, 12, 16, 20 " entitled " the oxen and the lion, the parts of the body, danger, the four seasons and the stone soup " And to measure the students' understanding of the reading comprehension skills of the short story

The animation strategy includes the following points:

- 1 – The Lesson title.
- 2 – The behavioral objectives.

3 - Methods and techniques used in teaching this strategy.

4 - Methods of evaluating students' education as part of this strategy.

The researcher at the end of this strategy prepares animation films' CDs for the five stories, to benefit students and facilitate learning.

Justification of the strategy:

1- The findings of the examination test prepared by the researcher before applying the animation strategy indicated that there is a general weakness in reading comprehension skills.

2- Most of the complaints came from those teachers who teach students short stories and reading comprehension skills.

3- The primary stage is the basic foundation stage in the learning process and any defects may lead to the failure of students.

4- The lack of studies in Gaza Strip which address applying animation films strategy.

5- The fifth grade is the appropriate grade to apply the animation film strategy.

The strategy Objectives:

The strategy aims to use animation mainly to facilitate the understanding of short stories and the development of reading comprehension skills with students at fifth grade as a primary goal and to perform a positive attitude toward using animation films in learning the English Language especially reading comprehension skills. However, the researcher did not ignore the other goals because it is necessary. It helps students in the treatment. The researcher takes into account not to change the objectives of the study itself. The researcher defined the goals of the program as follows:

1. Standards that the researcher takes into account in building the animation film strategy:

The animation film strategy based on several grounds and has been addressed through the four axes: Standards of educational objectives, standards for content, standards of teaching and learning strategies and standards for the evaluation.

2. Standards according to the educational objectives:

The educational goal is defined as an educational output which is expected from the student after he/she collects all the activities required. This type of goals reflects and measures the students' performance.

Determining the objectives of the strategy consider as the first step in its construction. This is because the goals reflect the student's performance after conducting the experiment. Also , it facilitates the evaluation process and the planning of the educational situation and serves the guidance of the learners' behavior. The researcher formulate the educational goals taking into account the following points:

- 1-Definetion of goals.
- 2- The goals should provide opportunities for students to practice activities.
- 3- The goals take into account the applications of reading comprehension skills and relate them to the life problem.
- 3- Goals are formulated in easy words.

After that, the researcher explains and discusses the goals of the program with the students before implementing the program.

3.7.4 Standards according to the content:

Farra (1988:186) indicated that there are conditions that must be taken into account when choosing the content of the animation films or any strategy:

1- The content should be based on specific goals and the diversity of the content should achieve the same goals.

2- Organizing the content should be in various ways according to the system classification.

3- Activities are associated with the appropriate content and the students' level.

4- One activity should lead to many goals.

4- Educational experiences in the program give multiple opportunities for students to answer.

According to those conditions, and in the light of the main objective of the program " of using animation on the attitudes and comprehension of 6th graders when learning short story classes at Gaza Governmental Schools ", the researcher reformulated the content taking into account the following points:

1- The language used in the animation films is easy and clear, so as not to constitute an obstacle in students' learning.

2- The content should includes a variety of examples to fit the students' level and take into account the individual differences.

3- The content should include an illustrations and lovely characters with colors to attract the students' attention.

4- Topics and films animation are related to the students' life

4..Standards of teaching and learning strategies:

1 - Methods should take into account the students' individual differences.

2 - Learner ranging from easy to difficult.

3 - We must focus on the student's active participation in most activities.

4 - Using the principle of teacher verbal reinforcement to encourage students to produce the maximum amount of new ideas.

A- Determine the content of the lesson:

The researcher re-drafts the lesson content and translates it into an animation film which match us the reading texts.

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

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

B-Determine the methods and techniques used in implementing reading comprehension skills:

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

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

The choice of activities and teaching aids to help implement the program. Farra (1988:188) should be based on a series of measures designed to ensure the educational goals. Also, he adds that there is a correlation between the activities and educational goals.

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

- 1- Activities should relate to the objectives and content.
- 2- Activities should provide the opportunity for all students to a positive participation.
- 3- Activities should contribute in achieving the desired goals.
- 4- Activities should encourage students to reflect and think through the last question (inference question).

C-Determine the methods of evaluation included in the strategy:

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

The researcher take into account these following points in the evaluation process:

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

The researcher takes into account the following points:

- 1- Pre evaluation: The teacher adopts it to make sure students get the basic requirements to learn any lesson from the lessons of the program.
- 2- Structural evaluation: The teacher observes the students' performance and examines their work papers. This type of evaluation is designed to measure pupil achievement.
- 4- The achievement evaluation: It is a test designed for students at the end of the strategy to measure the achievement of students after their studies and during the program.

3.7.5.Adjust the strategy validity:

After building the strategy and put it in its initial stage, and to ensure its safety and validity, animation films were presented to a number of referees:

- 1 - Professors, curriculum and teaching methods.
- 2 – Specialist professors in animation field.
- 3 - English Language teachers at fifth grade.

The researcher provided each of them a copy of the animation films through CDs and asked them to write their opinion through writing proposals. Also, the researcher takes in account their advice and opinions in deleting and adding some points.

3.7.6.The implementation stage of the strategy:

After finishing the program and controlling it, the implementation stage of the proposed program has been to follow several steps:

- 1- Choosing the pilot study and the suitable classes to apply the experiment. Piloting the study.
- 2- Getting permission from the Ministry of Education: to do that, the researcher got a Certified application from the Islamic University of Gaza to facilitate the job. Also, the researcher took the plan and the tools of the study to the Ministry in order to obtain approval to implement the strategy. After the approval was granted, the researcher began conducting the experimentation.
- 3- Applying of the achievement test before the researcher started using the strategy in order to ensure equality of the two groups: the control and the experimental group and to compare the results of application.

4- Teaching the experimental group the five four stories using animation films and teaching the control group were taught the same subject using a traditional way on October, 2011/2012.

5- The animation films strategy continued until the end of the fourth week of the month of any year of the same duration (6) weeks by (6) servings per week of any application that takes a share of almost 45 for each 45 minutes in line with the period of time allocated to teaching reading comprehension skills of short stories.

And took into account the following:

1-Teaching the two groups at one time.

2- Sharing time for each two groups .

3-Dimensional application of the test grades, and after the completion of the treatment program teaching difficulties understanding and reading skills in a short story in the fifth grade elementary students in the province of Gaza, where scores were recorded in the payroll in preparation for the treatment of statistical.

Stages of the study:

1- Preparing stages:

The basic aim of this strategy was to ease the reading comprehension of the short stories: skimming, scanning and inference. It engaged students reading comprehension of short stories and developed their abilities to understand the English Language through reading comprehension skills in short stories. The strategy was implemented in three stages, which are listed in the table (3.15):

Table (3.15)

Stages of the strategy

stages	Description of the stage	Duration
Preparation stage	1- Preparing the training material (5 short stories). 2- Familiarizing the students with the strategy. 3- Preparing pre and post test. 4- Pilot study.	1 week
Implementing stage	1- Practicing the reading comprehension of short stories materials and exams	4 weeks
Evaluation stage	1- Posttest, post questionnaire scoring Results of statistical analysis.	1Week

a) Preparing the library:

The researcher did her best to select the material which is appropriate to students' age and level. Both students' interest and reading comprehension proficiency was taken into consideration. The purpose was to provide material that students could watch, understand and comprehend. The researcher tends to achieve enjoyment and pleasure. She took the stories that were presented to students from their student book and other from the internet. In this program, new technology was used to present the story that was on LCD not only did students watch, but they could listen. As a result, the classroom atmosphere was so interesting. Students' escape from the traditional method

which are the cards and blackboard, to using technology changed and affected students' interaction.

Challenges:.

Challenges in preparing the library:

Collecting the reading comprehension material was not an easy task, especially under the pressure of the researcher's hard work.

Time challenges:

The great challenge that the researcher suffered a lot from was the shortage of time, since the school time is very limited and allocated for the formal learning. Another main challenge was the lack of the animation films on the internet , but the researcher overcame this problem by the help of the supervisors who were very helpful. The researcher did the training class in one week, and the researcher got use of free classes of the students and arranged this issue with the headmistress and the teachers who were very helpful.

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

The third and the big problem was the lack of technological equipment to view the animation films. The researcher couldn't find a computer, an LCD, a white board and a loudspeakers.

Besides, the researcher didn't find a suitable room to show the animation films to students (no curtains), but the researcher overcomes this problem through putting papers on the room windows and closing the doors.

2-Implementing stage:

Reading comprehension skills training:

To listen and comprehend, students should be involved in reading comprehension skills of short stories. The researcher concentrated on skimming, scanning and inference reading comprehension skills which are involved in the study. To help students master these skills, the experimental group received systematic training on the reading comprehension skills through viewing animation films by practicing each skill separately. Students first read the title of the story then the researcher asked them to read the questions silently. Then the unknown vocabulary was explained through guessing, body language and sounds. Students had to examine the animation film that were shown through the LCD. After that, students were able to answer the related questions, which are related to the reading comprehension skills. In the second skill, students read the related questions, then the animation films were presented with sounds. Students watched the animation film, listened to the characters and answer. The researcher did the same thing with the other questions. The presented animation films of short stories were enjoyable, attractive, pleasant and suitable for the students level and schemata.

Teacher's role:

The team of teachers who participated in this program played a central role in the training activities. Firstly, the researcher explained each activity and students responded and answered the questions according to their comprehension. The researcher

mentioned the students before, during and after reading comprehension of short stories and examining the animation films. She encouraged the students through prompts without giving direct answers. Secondly, the researcher also controlled the technological equipment which included the computer, the LCD and the headphone.

Explicit strategy instruction:

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

Guided practice:

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

Application;

The teacher helped students to practice the reading comprehension skills as much as possible while watching the animation films during the regular classes.

Students' role:

Skimming:

Students read the questions which were already prepared by the researcher and were related to the reading comprehension skill, telling the main idea silently. The researcher specified the questions that they were going to answer after presenting the animation films. Students watched and listened while watching the animation films and then answered the questions.

Scanning:

Students read the questions, which were already prepared by the researcher and were related to the reading comprehension skill (scanning). The researcher specified

the questions that they were going to answer after presenting the animation films. Students watched and listened while watching the animation films and then answer the questions.

Inference:

Students read the questions that were already designed by the researcher to develop the students' ability of inference (the moral of the story) silently. Students watched and listened to the animation films for the last time, and then they answer the question of inference. The teacher gave the students five minutes to answer the whole activity (inference activity).

Reading comprehension skills: the first stage of the strategy:

Reading comprehension skills were practiced by the experimental group. Before the beginning of the program, the researcher gave the students a brief idea about what they were going to do. The researcher familiarized the students with websites that contain such types of various animation films of short stories that they may get the benefit from in reading comprehension. Additionally, the researcher provided the students with CDs that contained animation films of short stories the researcher taught them.

The second stage is divided into the following steps:

A- Pre-reading activities:

The first step in reading comprehension was titled " Read the text and examine the animation film then answered the following questions silently." The students read the questions silently. The researcher helped them and explained the un familiar vocabulary

for them. The students examined the animation film twice and they were asked to answer the whole question within five minutes.

At this stage, the first step in reading comprehension is titled " Read the text and examine the animation film to answer the following questions". The students read the questions silently and the teacher explained them, they watched, listened twice and then answered the questions in five minutes.

Before reading it is necessary to allow the students to make predictions about what they think the book is about, and the basis on the title or the image on the cover of the book. Students can also make predictions about what they think will happen from what, and they read on the back of a book. In the research first stage; students may examine the title, the text and as a result, they should answer the prediction questions.

B- While reading activities:

Reading comprehension activities can be defined as what students can do during reading the text. The purpose of this stage is to help learners develop reading comprehension skills of eliciting the messages from the reading text.

C- Post reading activities:

The researcher prepared the questions of this stage as to arrange the questions to have a complete story or to supply the missing words. The researcher considers this stage as an important stage because it reflects the pre and post reading activities and reflects their understanding.

Teacher's record:

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

3-The evaluating stage:

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

Second: Qualitative data were collected, also, they were represented in students' reflection that expressed their positive attitudes towards the program. The participant were asked to fulfill the questionnaire. They were impressed and expressed their interest in using animation strategy in learning reading comprehension skills. They were happy because they felt that they had made progress in English language in general and their scores in the regular tests had improved.

Teachers' reflections were also examined. They reported that the students had built self confidence and better fluency. Their class participation, and test scores had improved. Moreover, they expressed their satisfaction that the target students improved their reading comprehension skills

Chapter IV

Data Analysis

and

The result of the study

Chapter IV

Results of the study and Data analysis

4.1. Introduction:

This chapter puts forward the statistical analysis of the data collected through the study. The present study aims to investigate the effect of using animation on attitudes 6th graders attitudes and comprehension of short story in Gaza Governmental Schools.

The results listed below are answering the main question "

4.2. Data analysis of the first question:

1- Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the achievement level between the scores of the experimental group who learned reading comprehension of short story through using animation strategy and the scores of the control group who learned in the traditional way?

To answer this first question, the researcher investigated this hypothesis :

- There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the scores of the experimental group who learned short story reading comprehension through using animation technique and the scores of the control group who learned in the traditional way.

To investigate the first hypothesis, mean and standard of deviation for both group results in the post – test were computed and the T.test independent sample used as the following table shows that:

Table (4.1)

T.test independent sample results of differences between experimental and control group for the total degree of the skill

skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
The total	experimental	31	14.032	1.622	18.066	0.000	sig. at 0.01
	control	31	5.806	1.948			

Table (4.1) shows that there are statistically significant differences between control and experimental group in the total degree of each skill, in favor of the experimental group. This means that the animation strategy is effective.

To calculate the size effect, the researcher used Eta square " η^2 " by using the following equation. Affana (2000: 42):

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

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

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

Table (4.2)

The table shows the level of size effect (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.05	0,8

The response to the main hypothesis was positive. These results conform with those results of all theories of using animation in all the previous studies mentioned in this research. This means that using animation is an influential language skill. The results precisely confirm with Batainah (2010) in which the improvement by the experimental group is attributed to the new approach (animation). In that, suspense, sequential thinking, active imagination and visual aids accompany animation reading comprehension classes. Consequently, deeper thinking, guessing, predicting, scanning, skimming and inference, are all motivating through using animation.

Table (4.3)

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

Skill	t value	η^2	d	Effect volume
Total	18.066	0.845	4.665	Large

Table (4.3) shows that there is a large effect size, for the total degree of each skill, which means that using animation films has a large effect and improved the reading comprehension skills for the experimental group.

Data analysis of the second question:

2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning between the scores of the experimental group who learned reading comprehension of short stories through using animation strategy and the scores of the control group who learned in the traditional way?

To answer the second question, the researcher investigated this hypothesis :

- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning between the scores of the experimental group who learned reading comprehension of short stories through using animation technique and the scores of the control group who learned in a traditional way.

To test this second hypothesis, the researcher used T.test paired sample as the following table shows that:

Table (4.4)

T.test independent sample results of differences between experimental and control group for scanning skill

The skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
scanning	experimental	31	4.677	0.791	12.753	0.000	sig. at 0.01
	control	31	1.774	0.990			

Table (4.4) shows that there are statistically significant differences between control and experimental group in the scanning skill in favor of the experimental group. This means that using animation is effective.

Statistically, this matches with Mayer and Adreson,s (1991) study which pointed out that students' scanning skills are developed through using animation strategy. To explain, the animation strategy play as a viewer of all the details, which happened whatever in a story or anything else. So, students can watch all these details and understand very well.

Data analysis of the third question :

3- Are there statistically significant differences ($\alpha \leq 0.05$) in the level of skimming between the scores of the experimental group who learned reading comprehension of short story through using animation strategy and the scores of the control group who learned in the traditional way?

To answer the third question, the researcher investigated this hypothesis :

-There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of skimming between the scores of the experimental group who learned short stories reading comprehension through using animation techniques and the scores of the control group who learned in the traditional way.

To investigate the third hypothesis, the researcher used T.test paired sample as the following table shows:

Table (4.5)

Table (T.test independent sample results of differences between experimental and control group in skimming skill

The skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Skimming	experimental	31	4.581	0.765	6.640	0.000	sig. at 0.01
	control	31	2.806	1.276			

Table (4.5) shows that there are statistically significant differences between control and experimental group in skimming skill in favor of the experimental groups. This means that using animation is effective.

The results precisely confirm with Verdugo and Belmonte (2007) which proved the effectiveness of such digital stories and animation films on the understanding. Their

results indicated the large effect size of animation films and digital pictures on the understanding.

Data analysis of the fourth question:

4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of inference between the scores of the experimental group who learned reading comprehension of short story through using animation strategy and the scores of the control group who learned in the traditional way?

To answer the fourth question, the researcher investigated this hypothesis :

- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of inference between the scores of the experimental group who learned short stories reading comprehension by using animation technique and the scores of the control group who learned in the traditional way.

To investigate the fourth hypothesis, the researcher used T.test paired sample as the following table shows:

Table (4.6)

T.test independent sample results of differences between experimental and control group in inference skill

The skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
inference	experimental	31	4.774	0.617	19.486	0.000	sig. at 0.01
	control	31	1.226	0.805			

Table (4.6) shows that there are statistically significant differences between control and experimental group in inference skill towards the experimental group. That means that using animation is effective.

Table (4.7)

T.test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain

skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
skimming	experimental	31	4.581	0.765	6.640	0.000	sig. at 0.01
	control	31	2.806	1.276			
scanning	experimental	31	4.677	0.791	12.753	0.000	sig. at 0.01
	control	31	1.774	0.990			
inference	experimental	31	4.774	0.617	19.486	0.000	sig. at 0.01
	control	31	1.226	0.805			
total	experimental	31	14.032	1.622	18.066	0.000	sig. at 0.01
	control	31	5.806	1.948			

Table (4.7) shows that there are statistically significant differences between control and experimental group in all sub skills and the total degree of each skill, in favor of the experimental group. That mean that using animation has a large effect, and improves the reading comprehension skills (skimming, scanning and inference) for the experimental group.

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

Table (4.8)

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

Skill	t value	η^2	d	Effect volume
Skimming	7.158	0.631	2.614	large
Scanning	18.530	0.920	6.766	large
Inference	17.563	0.911	6.413	large
Total	18.025	0.915	6.582	large

Table (4.8) shows that there is a large effect size, for each criterion and the total degree of test which means the suggested supplementary approach has a large effect and improves the skills for the experimental group.

Data analysis of the fifth question:

5- Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after learning reading comprehension of short stories through using animation strategy?

To answer the fifth question, the researcher investigated this hypothesis :

-There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after learning reading comprehension of short stories through using animation strategy.

To investigate the fifth hypothesis, the researcher used T.test paired sample. The results will be presented in table (4.9) below:

Table (4.9)

T.test paired sample results of differences between pre and post questionnaire for experimental group for the total degree of the questionnaire

criteria	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
The total degree of the attitudes	pre	31	28.032	2.775	4.822	0.000	sig. at 0.01
	post	31	32.032	3.692			

Table (4.9) shows that there are statistical significant differences between the pre and post questionnaire in the total degree of the questionnaire, in favor of using animation film which means the supplementary approach (animation) is effective.

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

Table (4.10)

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

The attitude scale	t value	η^2	d	Effect volume
The total of the questionnaire	4.822	0.437	1.761	large

Table (4.10) shows that there is a large effect size for the total degree of the questionnaire which means which means the suggested supplementary approach has a large effect size and improves their attitude toward using animation films strategy on teaching reading comprehension of short stories for the experimental group. That what happened to the experimental group. This agrees with March's (1987) study which

showed the positive attitudes of the experimental group while reading through CDs Rom, which presented the text with its animation and description.

4.3. Summary:

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

Chapter V

Summary, Findings, Discussion, Conclusion and Recommendations

Chapter ' V '

Summary, Findings, Discussion, Conclusion and Recommendations

5.1.Introduction:

The purpose of this study was to examine the effectiveness of animation films on the sixth graders' reading comprehension and attitudes in the Gaza governmental schools. To collect data a prepost test was employed. A panel of specialists agreed that the instrument was valid. The items of the instrument had an alpha coefficient of (0.954) and Spilt- half coefficient of (0.969)for the test as a whole. The data were tested through the application of T - test and One Way ANOV A in addition to mean, standard Deviation and "Scheffe' Post- Test" test.

In this study, this chapter deals with the interpretation of the statistically analyzed data of the hypotheses of the study presented in chapter four. In the light of the statistical results, the researcher concluded the following findings:

5.2. Discussion and interpretation :

This study investigated whether animation films were effective in developing reading comprehension skills of the sixth graders in Gaza Governmental School. The strategy was designed to maximize reading comprehension skills through practicing animation film activities. In the hypotheses of the study, the researcher suggested that animation films would bring positive change in the target students' use of reading comprehension skills (skimming, scanning and inference) and their attitudes toward using animation films in learning reading comprehension. These hypotheses were answered positively. To explain, the experimental group recorded higher scores and significantly

outperformed scores of the control group that has no practice of the animation films and has practice of the reading comprehension through the traditional method.

These differences were scored on the levels of the three skills: skimming, scanning and inference, and in the level total degree of the three skills. These results were highlighted in the influential role that animation films played in enhancing the target reading comprehension skills.

The effectiveness of the strategy was also confirmed when the scores of the experimental group pre-test were compared with the scores of its posttest.

These results were compared with the results of the previous studies conducted by a massive number of researchers who highly evaluated the effectiveness of animation films strategy on enhancing reading comprehension sub skills. There may be various reasons underlying these results. The high mean of the scores recorded by the experimental group is likely due to the influence of the suggested animation films which proved the fertile teaching and learning environment that enhances both conscious learning and unconscious acquisition of language skills (Bader Al-Dean, 2009:97).

Conscious learning is represented in the explicit instruction of reading comprehension skills. On the other hand, subconscious acquisition of reading comprehension skills results from practicing the animation films in developing language skills and abilities.

In this study, animation films proved the large effects in enhancing the students' ability in the reading comprehension. In addition, this strategy enhances the students' predictions and expectations. Also, animation attracts the students' attention. Furthermore, animation films have an effective effect on either children or adults. finally, there are many researchers who talked about the effect of animation films in improving languages and other subjects like math and sciences.

The animation strategy succeeded in proving that animation film are crucial in education because the researcher used new technology in presenting short stories. To explain, the researcher used LCD which creates a new environment was because of teaching and changes the traditional way (blackboard and chalk). Success animation films were accompanied by technology support as the researcher used. Another reason of that success was that the researcher designed suitable activities after reviewing whether the films related to the sub skills and are suitable to the students level.

The researcher concluded the following findings:

- 1- There were statistically differences of statistical significance in the achievement level in favor of the experimental group who learned reading comprehension of short story through using animation strategy.
- 2- There were statistically differences of statistical significance in the level of scanning in favor of the experimental group who learned reading comprehension of short story through using animation strategy.
- 3- There were statistically differences of statistical significance in the level of skimming in favor of the experimental group who learned reading comprehension short story through using animation strategy.
- 4- There were statistically differences of statistical significance in the level of inference in favor of the experimental group who learned reading comprehension short story through using animation strategy.
- 5- There were statistically differences of statistical significance in the attitudes of the experimental group before and after learning reading comprehension of short story by using animation strategy?

5.3.Discussion:

The results of this study confirm with those results of previous theoretical and empirical studies, which refer to animation as an invaluable strategy in the teaching learning process in general and in teaching reading comprehension skills in particular. In addition , it develops the students understanding, develops their imagination and expands their vocabulary. Animation strategy is considered as a multi-sensory approach that presents the story or any material the teacher wants to explain through the movement of events, sound effects and the speech of the characters. So, students can see, hear and interpret any difficult events or vocabularies they do not understand.

The teacher role in this process was a facilitator through explaining the goal of the animation films and what the activities needed. The teacher is a medium, and this means that the teacher lets the students get a gist and interprets the text. It is important to mention that the animation films strategy helps low achievers who cannot understand the text and hence cannot answer those questions which need skimming, scanning or inference. Also, this strategy affects the high and low achievers' attitudes toward reading comprehension. New vocabulary, values presented through the animation strategy plus the passage of reading comprehension. Contextualization of the short stories through animation films seem to provide an encouraging framework for language skills development. Furthermore, the researcher wants to add that animation films are an art of viewing cartoon films, and needs a great effort to make it.

Results of the first hypothesis:

1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the scores of the experimental group who learned reading comprehension of

short story through using animation strategy and the scores of the control group who learned in the traditional way.

To test this hypothesis, mean and standard of deviation of the experimental and the control groups' results were compared. The total of the posttest reflects the effectiveness of animation strategy as a means of developing reading comprehension skills. This is attributed to the advantages of animation. These advantages include the cognitive level and the affective level, the two pillar of the educational process. In relevance to the affective level, animation changes the class environment from the traditional one with the dust of white chalk, the blackboard and the voice of the teacher, which is sometimes boring and monotonous to a vivid environment full of motion, sound and color. This new situation attracts and arouses students' desire to focus on the ongoing events of the animated material. Consequently, a student is adapted to learn and to practice cognitive skills. In addition, the animated material is introduced vividly to improve students' abilities to think and acquire language.

Results of the second hypothesis:

2-There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning between the scores of the experimental group who learned reading comprehension of short story through using animation strategy and the scores of the control group who learned in the traditional way.

(T-test) results show that there are statistically differences in favor of the experimental group in scanning. According to "d" and " η^2 " values, it was observed that there is a large size of positive of effect of animation strategy on the experimental group.

Watching the detailed events of a story with all the advantages of multimedia used in animation helps students to retain ideas and information in relevance. So, they can easily find the specific pieces of information they are looking for.

This result agreed with the result of almost all previous studies like Chun and Plass (1991), who emphasized that students' vocabularies increased and developed through using a dynamic visual advanced organizer. Arikan and Taraf (2010) agreed and emphasized that using cartoon films are is an excellent source of developing vocabulary and grammar.

Results of the third hypothesis:

3- There are no statistically significant differences ($\alpha \leq 0.05$) in the level of skimming between the scores of the experimental group who learned reading comprehension of short story through using animation strategy and the scores of the control group who learned in the traditional way.

T-test results show that there are statistical significant differences in favor of the experimental group in skimming. According to "d" and " η^2 " values, it was observed that there is a large size of positive effect of the animation strategy on the experimental group.

The results showed that scores of the experimental group were in higher than those of the control group in the level of skimming. This was attributed to the effective role that animation plays in supporting matter of getting the gist of any reading material. According to the theories of mental model, propositional theory and the cognitive theory belying reading comprehension skills, students can achieves understanding through constructing a full mental image of their reading. Animation helps forming the real mental image not the wrong one because they use most of their sense while

watching the animated material. Students can see the characters, listen to them and to the story in different voices and understanding their feeling. So, a student can get the gist.

Results of the fourth hypothesis:

4-There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of inference between the scores of the experimental group who learned reading comprehension of short story through using animation strategy and the scores of the control group who learned in the traditional way

T-test results show that there were statistical significant differences in favor of the experimental group in inference. According to "d" and " η^2 " values, it was observed that there is a big effect of animation strategy on the experimental group and show the positive effect on the experimental.

These results agreed with those of Sultana (2010) who conduct a study to know the effect of using cartoon animation on children. Her results indicated that students transfer whatever values and morals they watch to their real-life situations.

Results of the fifth hypothesis:

5-There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after learning reading comprehension of short stories through using animation strategy.

T- test results show that there are statistically significant differences between pre and post questionnaire results in all criteria and the total degree of the questionnaire results towards using animation films. This means, the supplementary approach (animation films) is effective.

A new approach was used in teaching students reading comprehension skills, and this approach was considered a desirable one for them. It suited students' age, spreaded colors in their classroom and attracted their attention. The traditional way of teaching changed from the black board to a white show, from a chalk to LCD and from the teacher voice to native clear voice. Also, students changed their classroom to a suitable room and this is something good. Finally, students acquired information easily through meaningful situations and events that pleased and satisfied them.

This agreed with the findings of Koroghlanian and Klein (2004) who indicated that using animation in leaning increased the students' interest, motivation. In addition, this method saved their effort.

5.4. Conclusion:

Animation films are a modern strategy that is worth to be used in teaching English as foreign language in the Palestinian context. Technique can be also used to explain complex meaning and difficult terminology. Learners' ability to get the gist, the main idea and inference through using animation films allows them to achieve high results and scores. In addition, classroom environment changes from boring to an interesting, active and warm classroom where there are technologies (LCD, computer, white board ...etc.). Furthermore, animation films develop students participation, concentration and production. Moreover, the development that the target students achieved is a motivator for teachers to incorporate animation films in their lesson plan and to utilize their benefits in classrooms. The researcher tried to explain that animation films have unlimited benefits for all teachers in any subject. They benefit the English teachers who use this strategy to help students acquire new vocabulary, structures and values. To sum up, benefits the animation film strategy in the study achieved the following:

- 1- It helped students achieve more scores in reading comprehension skills than in using the traditional way.
- 2- It offered different and interesting classroom environments, which were reflected on their scores.
- 3- It was very effective in motivating the learners towards participation and interaction.
- 4- It provided the learners with a classroom climate full of enjoyment and pleasure which affected their achievement positively.
- 5- It was an excellent technique which evoked the students' thinking process and their interests.
- 6- It connected events and concepts that help the students understand better and later recall information.
- 7- It affirmed events, actions and concepts in the students' mind; therefore they remembered them easily because what is seen can never be forgotten.
- 8- Depending on the students' age, animation film strategy can be used in almost any subject such as history, science and English.
- 9- Animation film strategy encourage collaborative learning students, developed problem solving, allow students to learn and present in their individual learning. It was a practical and meaningful way to learn new technology.
- 10- It was an excellent means of introducing children to the wonderful world of animation films to build positive attitudes toward the English language especially reading comprehension skills.

11- It changed the difficult ideas and concepts to easy ones and made abstract language a teachable one.

12- It presented the reading text or the short story with moving pictures in which knowledge arises, hence it becomes a normal vehicle for accurate knowledge transfer.

13- It developed the students' imagination. It let the students use their imagination to expect the next events.

14- It evoked the students' suspense and this what the researcher noticed during teaching the students the five short stories through animation.

15- It helped students get involved and participated in the stories' class.

16- Opening the class lesson with an animation film, the strategy put the students at ease and allowed them to understand something concrete before going on to the related abstract concept.

17- It helped students expand vocabulary as new words throughout the animation films were presented.

18- The animation film strategy was a unique strategy for the students to develop an understanding, respect and appreciation for other cultures, and promote a positive attitudes to people from different lands and religious.

19- It helped students learn wisdom morals and values when the animation films were about morals and values.

20- Using animation films, improved reading comprehension and many language skills such as vocabulary, comprehension and sequencing.

In choosing an animation film, teachers have to consider the following:

- 1- Select animation films that are good match for the reading comprehension of short stories or for the multimedia strategy teachers may use.
- 2- Choose animation films that have an interactive element to engage and hold students' interest.
- 3- Characterization is very important so teachers can change characters in the animation film to real life.
- 4- Teachers should be aware of the students and the audience. They can engage and keep them in touch with the animation film.
- 5- Check the students' understanding and interest all the time.
- 6- Practice the story of the animation film before viewing it to the class, so when the teacher views the animation film students will be familiar with the story and the animation film.

5.5. Recommendations:

In the light of the findings, the researcher of this current study offers the following recommendations:

Curriculum designers and decision makers are recommended:

- To provide the Palestinian syllabus with different full stories that enhance English language skills.
- To provide schools with the equipment (LCD, computers, headphones, special room) which enable them to utilize the animation films.

- To provide schools with the animated material of the reading texts.

Supervisors are recommended:

- To include the animation films of the short stories to improve and reading comprehension skills.
- To prepare and distribute instructional material that increase teachers' awareness of the benefits of animation films in developing English language skills, especially, in reading comprehension.
- To consider the animation films and to use them in teaching different skills.
- To conduct training courses that help teachers enhance their abilities in implementing animation activities.

English language teachers are recommended:

- To move from the traditional method in teaching reading comprehension of short stories into a modern strategy, such as, animation films that create a new learning environment.

Recommendations for further researches:

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

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Appendices

Appendix

(A)

Tools of the study

(A.1) The test

(A.2) The questionnaire

A.1. The Test

The Islamic university of Gaza
Deanery of Graduate Studies
Curriculum and English Teaching
Methods Department
College of education



Dear referee,

Mr.

The researcher Noura Jaffer Ouda is conducting a study under the title: " the Effect of Using Animation on the Attitude and Comprehension of 6th Graders when Learning Short story Classes at Gaza governmental Schools " to fulfill the requirements of master degree in education. The sheet introduces the pre and post test items which are supposed to be administered at grade six to check the impact of using the animation strategy on developing reading comprehension skills: skimming, scanning and inference. You are kindly requested to check to what extend the included items are appropriate to the objectives.

You are free to delete or odd any items. Your conclusion will be taken in great consideration.

Name:.....

Degree:.....

Place of work:.....

With all my respect:

Noura Jaffer Ouda

The Name:.....

The Class:.....

Read the text silently then answer the following questions:

It was a hot day in a big forest. While a lion was sleeping , a mouse ran over his face and woke him up. The lion got angry and roared loudly . He caught the mouse tightly and threatened to eat him .While he was holding the mouse , the mouse pled for help . He said to the lion , " If you spare my life , I will repay your kindness one day ".The lion laughed and he was amazed, "how a small animal like the mouse might help". However , he let the mouse free .

Some days later , a hunter trapped the lion in a big net with a strong rope . The lion roared again and again . When the mouse heard the lion and saw him in the trap , he thought " The trap is too big for me to cut " , so he called his friends to cut the net and set the lion free . The lion was happy and said " Even a small mouse can do a favor to a big lion " .

First: skimming (2marks)

1- Circle the correct answer from the list below:

a- The story is about:

- 1- A hunter in a forest
- 2- A lion and a mouse in a forest
- 3- A hunter and a lion in a forest

1-2- Fill in the gaps:

-The two main characters in the story are,

Second: Scanning for information related to the setting, events and characters.(3 marks)

1- Read the text again and decide whether the following sentences are true or false:

- 1- The story happened in a zoo.(.....)
- 2- The lion let the mouse go. (.....)
- 3- The mouse and his friends cut the net rope with their sharp teeth. (.....)

Choose the correct answer: (5 marks)

a- The lion roared angrily because:

- 1- He was hungry.
- 2- A mouse woke him up.
- 3- He was sick.

B- The lion was amazed because he thought that:

- 1- The mouse was too small to help.
- 2- The mouse was stupid.
- 3- The mouse was afraid..

C - The lion could not cut the hunters' net because:

- 1- He is too weak.
- 2- He is too small.
- 3- He doesn't have sharp teeth.

D - The lion didn't kill the mouse because:

- 1- he wanted the mouse to help him one day.
- 2- he was amazed how the mouse could help him.
- 3- the mouse was too small.

E – When a lion is angry:

- 1- He cries.
- 2- He shouts.
- 3- He roars.

Third: guessing the meaning of words in the context: (4marks)

3- Circle the correct answer:

3- a- The word "pled " in the line " 4 " means:

- 1- Ran away.
- 2- Ask for help.
- 3- Got angry.

3-b-The word "**Repay your kindness**" in line " 5 " means:

- 1- Give you money.
- 2- Visit you again.
- 3- Help you when you need.

3-C- The word "**Do me a favor** " in line "11" means:

- 1-Help me.
- 2-Give me food.
- 3-Go away

3-D- The word "**amazed**" in line " 5 " means:

- 1- Happy.
- 2- Sad.
- 3- Surprised.

Fourth: drawing Conclusion.

4- Circle the correct answer:

4-1-The lesson to be learned from the story is :

- 1-All creatures, big or small are useful and important
- 2-Strong people can do everything
- 3-Weak people can do nothing

A.2. The Questionnaire

1-The Teacher Questionnaire:

Dear referee,

The researcher is working on a research that aims at measuring **the Effect of Using Animation on the Attitudes and Comprehension of 6th Graders When Learning Short Story Classes at Gaza Governmental Schools**

As a referee, you are kindly requested to tick the suitable answer according to your opinion.

The questionnaire aims at knowing to what extent the use of animation films can develop the students' reading comprehension skills. The questionnaire aims at knowing what the teachers of English in Gaza schools think about the value of the animation films in their teaching performance.

Please, answer the questionnaire very carefully in order to help the researcher obtain correct and true information.

Be sure that all information which the researcher collects will be secret and for academic purposes.

Thank you very much for your kind help and serious cooperation.

Researcher

Noura Ouda

The Questionnaire

Please check (√) in the appropriate column.

	Item	agree	neutral	disagree
1	I think that animation is interesting			
2	I feel that I understand faster when I watch animation			
3	I think that watching the movement of the characters help me to understand their feelings and thoughts.			
4	I wish that all the teachers use animations in teaching other subjects.			
5	I feel that animation distracts my thoughts			
6	I feel that animation helps me to memorize new words easily			
7	I think that visual presentation helps me in guessing meaning of words.			
8	I think that animation causes noise			
9	I can't listen well when I watch animation			
10	I feel that animation develops imagination			
11	I think that animation develops my English Language			
12	I think that animation satisfied students needs			

The researcher Noura Jaffer Ouda

2-Student Questionnaire

Dear student,

The researcher is working on a research that aims at measuring **the Effect of Using Animation on the Attitudes and Comprehension of 6th Graders When Learning Short Story Classes at Gaza Governmental Schools**

As a student, you are kindly requested to tick the suitable answer of the questionnaire according to your opinion.

The questionnaire aims at knowing to what extent the use of animation films can develop the students' reading comprehension skills. The questionnaire aims at knowing what the teachers of English in Gaza schools think about the value of the animation films in their teaching performance.

Please, answer the questionnaire very carefully in order to help the researcher obtain correct and true information.

Be sure that all information which the researcher collects will be secret and for academic purposes.

Researcher

Noura Ouda

The Questionnaire

Please check (√) in the appropriate column.

	Item	agree	neutral	disagree
1	I think that animation is interesting			
2	I feel that I understand faster when I watch animation			
3	I think that watching the movement of the characters help me to understand their feelings and thoughts.			
4	I wish that all the teachers use animations in teaching other subjects.			
5	I feel that animation distracts my thoughts			
6	I feel that animation helps me to memorize new words easily			
7	I think that visual presentation helps me in guessing meaning of words.			
8	I think that animation causes noise			
9	I can't listen well when I watch animation			
10	I feel that animation develops imagination			
11	I think that animation develops my English Language			
12	I think that animation satisfied students needs			

The researcher Noura Jaffer Ouda

Appendix

(B)

B.1. Pre/Post Test

B.2. Pre/Post Questionnaire

The Name:.....

The Class:.....

Read the text silently then answer the following questions:

It was a hot day in a big forest. While a lion was sleeping , a mouse ran over his face and woke him up. The lion got angry and roared loudly . He caught the mouse tightly and threatened to eat him .While he was holding the mouse , the mouse pled for help . He said to the lion , " If you spare my life , I will repay your kindness one day ".The lion laughed and was amazed, "how a small animal like the mouse might help". However , he let the mouse free .

Some days later , a hunter trapped the lion in a big net with a strong rope . The lion roared again and again . When the mouse heard the lion and saw him in the trap , he thought " The trap is too big for me to cut " , so he called his friends to cut the net and set the lion free . The lion was happy and said " Even a small mouse can do a favor to a big lion " .

1- Circle the correct answer from the list below: (2 marks)

a- The story is about:

- 1- A hunter in a forest
- 2- A lion and a mouse in a forest
- 3- A hunter and a lion in a forest

1-2- Fill in the gaps:

-The two main characters in the story are,

1- Read the text again and decide whether the following sentences are true or false: (3 marks)

- 1- The story happened in a zoo.(.....)
- 2- The lion let the mouse go. (.....)
- 3- The mouse and his friends cut the net rope with their sharp teeth. (.....)

2- Choose the correct answer: (5 marks)

a- The lion roared angrily because:

- 1- He was hungry.
- 2- A mouse woke him up.
- 3- He was sick.

B- The lion was amazed because he thought that:

- 1- The mouse was too small to help.
- 2- The mouse was stupid.
- 3- The mouse was afraid..

C - The lion could not cut the hunters' net because:

- 1- He is too weak.
- 2- He is too small.
- 3- He doesn't have sharp teeth.

D - The lion didn't kill the mouse because:

- 1- he wanted the mouse to help him one day.
- 2- he was amazed how the mouse could help him.
- 3- the mouse is too small.

E – When a lion is angry:

- 1- He cries.
- 2- He shouts.
- 3- He roars.

3- Circle the correct answer: (4 marks)

3- a- The word "pled " in the line " 4 " means:

- 1- Ran away.
- 2- Ask for help.
- 3- Got angry.

3-b-The word" **Repay your kindness**" in line " 5 " means:

- 1- Give you money.
- 2- Visit you again.
- 3- Help you when you need.

3-C- The word "**Do me a favor** " in line "11" means:

1-Help me.

2-Give me food.

3-Go away

3-D- The word "**amazed**" in line " 5 " means:

1- Happy.

2- Sad.

3- Surprised.

4- Circle the correct answer:

4-1-The lesson to be learned from the story is :

1-All creatures, big or small are useful and important

2-Strong people can do everything

3-Weak people can do nothing

The Questionnaire

Please check (√) in the appropriate column.

	Item	agree	neutral	disagree
1	I think that animation is interesting			
2	I feel that I understand faster when I watch animation			
3	I think that watching the movement of the characters help me to understand their feelings and thoughts.			
4	I wish that all the teachers use animations in teaching other subjects.			
5	I feel that animation distracts my thoughts			
6	I feel that animation helps me to memorize new words easily			
7	I think that visual presentation helps me in guessing meaning of words.			
8	I think that animation causes noise			
9	I can't listen well when I watch animation			
10	I feel that animation develops imagination			
11	I think that animation develops my English Language			
12	I think that animation satisfied students needs			

Appendix

(C)

Reading Comprehension of Short Stories

Reading Comprehension of Short Stories

Story No. (1) The Lion and the Oxen.

Story No. (2) The Stone Soup Story.

Story No. (3) The Ant and the Dove.

Story No. (4) The Little Clever Kid Goat.

Story No. (5) The Elephant and the Mice

Story (1)

The Oxen and the Lion

Once upon a time, two oxen were best friends. They stayed together night and day. One day a lion saw them. " They look good to eat ", he roared. He wanted to kill them but he knew the two oxen together were too strong. The lion lay under a tree to think. " I know", he said. " their friendship makes them strong. I must separate them. So, the lion said quietly to the black ox. " I won't attack you but I want to ask you a question". " Which one of you two is stronger." The black ox answered, " We are both very strong." The lion said, " Oh! That's not what the brown ox said."

The black ox said, " What did you say?" " He said he's stronger." " He said you're weak and he has to look after you." The clever lion then told the same lie to the brown ox. The two oxen were angry and started to argue. Each said he was stronger than the other. Soon, they started to fight. They were both strong so it was a long fight. Finally, they were both weak and tired. They walked away from each other.

The lion killed and ate the black ox first. When he was hungry again, he killed and ate the brown ox.

1- Circle the correct answer in the list below: (2 marks)

1-1-The story is about:

- A- A black ox and a lion.
- B- A brown ox and a lion.
- C- The two oxen and a lion.

1-2-Fill in the gaps:

- The three main characters in the story are,,

1-Read the text again and decide whether the following sentences are true or false: (3 marks)

- A- The two oxen were strong together (.....) .
- B- The lion ate the black ox at the end (.....) .
- C- The brown ox told the lion that he is the strongest (.....) .

2-Circle the correct answer: (5marks)

2.a- The lion roared because:

- 1- He was sick.
- 2- The two oxen looked good to eat.
- 3- He was angry.

2.b.- The lion was telling a lie to:

- 1- Make them afraid.
- 2- Separate them.
- 3- Make them laugh.

2.c.- The lion couldn't eat the two oxen because:

- 1- He was sick.
- 2- He was week.
- 3- They were strong together.

2.d- The lion ate at the beginning:

- 1- The black ox.
- 2- The white ox.
- 3- The brown ox .

2.e- When was hungry again:

- 1- He ate the black ox.
- 2- He ate the brown ox.
- 3- He ate nothing.

Circle the correct answer:

3-a- The word "best friend " in line " 1 " means:

- 1- Bad friends.
- 2- Beautiful friends.
- 3- Good friends.

3- b- The word " look after him" in line " 14 " means:

- 1- Watched him.
- 2- Hit him.
- 3- Play with him.

3- c- The word "week" in line " 14 " is opposite:

- 1- Beautiful.
- 2- Strong .
- 3- Surprised.

3-d- The word " separate them " in line " 6 " means:

- 1- Help me.
- 2- walked away from each other.
- 3- go away.

Circle the best answer: (1marks)

4- 1- **A lesson to learn from the story is :**

- A- It's good to have friends.
- B- Don't listen to people who tell lies.
- C- When we work together with our friends, we are strong.

Story (2)

The Stone

Once upon a time, a wise traveler arrived in a village tired and hungry. He asked villagers for food. " We're sorry but we have nothing to give you." It hasn't rained here for two years so there has no harvest," they answered. " Then I'll make a fine soup. Please bring me a pot and some water. I'll make a fine stone soup that we can all share," said the man. Then a traveler took a large white stone from his pocket, washed it carefully and dropped it in the pot. He put it on the fire to boil. " Stone soup is always good but it's better with few onions in it," said the traveler. " Oh, I have a few onions," said an old lady. " Stone soup with onions is tasty but with a few tomatoes it will be excellent." A young man quickly brought some tomatoes. The soup began to smell good because the people brought all the vegetables, garlic, salt and pepper that the traveler asked for. More, one man brought a chicken. Finally, the soup was ready so they all shared it. All the villagers agreed it was wonderful. When every stomach was full, the traveler took the stone out of the pot, washed it and put it back in his pocket and went on his way.

1- Circle the correct answer in the list below: (2 marks)

1-1-The story is about:

- A- A hungry wise man.
- B- A stone soup.
- C- Vegetables.

1-2-Fill in the gaps:

- The main characters in the story are,

1-Read the text again and decide whether the following sentences are true or false: (3 marks)

- A- The wise traveler arrived hungry and tired (.....) .
- B- Villagers gave the traveler a lot of food (.....) .
- C- At the end all of the villagers shared with food (.....) .

2-Circle the correct answer: (5marks)

2.b.- The traveler asked the villagers for food because :

- 1- He was tired.
- 2- He was hungry.
- 3- He don't have money.

2.a- The villagers don't have food because:

- 1- It hasn't rained for years, so there is no harvest.
- 2- They didn't cook .
- 3- They don't have money.

2.c.- The traveler took from his pocket:

- 1- A large white stone.
- 2- Money.
- 3- Food.

2.d- Tomato, garlic and pepper are :

- 1- Vegetables.
- 2- Fruit.
- 3- Meat .

2.e- When villagers stomach was full, the traveler:

- 1- Put the white stone to his pocket.
- 2-Throw the white stone away.
- 3- Gave the white stone to the villagers.

Circle the correct answer:

3-a- The word "wise traveler " in line " 1 " means:

- 1- Beautiful traveler.
- 2- Bad traveler.
- 3- Old man .

3- b- The word "share" in line " 7 " means:

- 1- Work alone .
- 2- Work together.
- 3- help other.

3- c- The word "tasty" in line " 14 " is opposite:

- 1- Delicious.
- 2- Bad taste .
- 3- Beautiful taste.

3-d- The word " ready " in line " 21 " means:

- 1- Good to use.
- 2- Able to use.
- 3- Not able to use.

Circle the best answer: (1marks)

4- 1- **A lesson to learn from the story is :**

- A- You can make soup with anything.
- B- When people share, they can do or make a lot.
- C- There is more in a stone than you think.

Story (3)

The Ant and the Dove

Once upon a time, there was an ant who was thirsty and tired. She began to look for water to drink and finally, she found a lake. She began to drink, but she fell down in the lake. A dove on the tree saw her and then she cut a leaf and threw it to the ant. The ant climbed on the leaf and went to the land. After that, the ant saw a hunter who want to catch the dove while she was sleeping. The ant thought and climbed on the hunter feet and bit him. . The hunter screamed and ran away. The noise woke the dove up. The dove and the ant became best friends.

Circle the correct answer in the list below: (2 marks)

1- The story is about:

A- A hunter and a dove.

B- An ant and a dove.

C- An ant and a dove.

1-2-Fill in the gaps:

The two main characters in the story are,

1- Read the text again and decide whether the following sentences are true or false:(3 marks)

1- The ant was very thirsty and tired when she fell down in the lake. (.....).

2- The dove didn't help the ant. (.....).

3- At the end, the hunter caught the dove. (.....).

2- Circle the correct answer: (5marks)

2- a- The ant was :

1- Hungry.

2- Thirsty.

3- happy.

2-b- A threw a leaf to the ant:

- 1- hunter.
- 2- Dog.
- 3- Dove.

2- c.- The ant helped the dove because:

- 1- The dove helped her before that.
- 2- The dove was beautiful.
- 3- The hunter was .

2- d- The dove wake up because of :

- 1- The hunter screaming.
- 2- The ant voice.
- 3- The hot weather.

2- e- At the end,..... became best friend :

- 1- The dove and the hunter.
- 2- The hunter and the ant .
- 3- The dove and the end.

3- Circle the correct answer:

3-a- The word "finally " in line " 2" means:

- 1- At the end.
- 2- First.
- 3- Second.

3-b- The word " lake" in line " 2 " means:

- 1- A place where there is a water in it.
- 2- A place where the ants live in it.
- 3- A place where there is a lot of food.

3-c- The word "leaf" in line " 3 " means:

- 1- Paper from a tree.
- 2- Paper from a book.
- 3- Tree.

3-d- The word " screamed" in line " 6 " means

- 1- Play.
- 2- Shout.
- 3- Sing.

4- Circle the best answer: (1marks)

A lesson to learn from the story is:

- A- You should screamed when you see an ant.
- B- One good turn deserve another.
- C- You should bite bad people.

Story (4)

The Little Clever Goat

There was a group of goats living in a huge farm, They were guarded by a group of dogs . Among the group of the goats there was a little goat. Her mother always told her, " never go to the forest alone". One day the little goat followed a sweet peas and went to the forest . The huge wolf saw her and began to shout with his sharp yellow teeth. The little goat bravely said," I'm a naughty girl and I should listen to my mother". The wolf laughed and said, "you are naughty so I must punish you. You will be my lunch". The little goat was too scared and began to think for something to save herself. The little goat said," I have a wish before you eat me, your voice is very nice. Sing a song please". The wolf began to sing and sing and the dogs and the goat's mother heard the wolf voice. They began to search for the little goat and they didn't find her. The dogs ran to the forest and helped the little goat. The wise goat said to her little goat, "you should listen to your mother's advice".

Circle the correct answer in the list below: (2 marks)

1- The story is about:

- A- A group of goats and a wolf.
- B- A wolf and a little clever goat.
- C- A little goat and dogs.

1-2-Fill in the gaps:

The two main characters in the story are,

1- Read the text again and decide whether the following sentences are true or false:(3 marks)

- 1- A group of goats lived in a huge farm guarded by hunters. (.....).
- 2- The little goat went to the forest alone to follow the sweet peas. (.....).
- 3- At the end, the dogs helped the little goat. (.....).

2- Circle the correct answer: (5marks)

2- a- The group of the goats lived in a :

- 1- class.

2- forest.

2-b- A group of goats were guarded by:

1- Wolves.

2- Dogs.

3- Hunters.

2- c.- The goat scared because the wolf had a :

1- Long yellow hair.

2- Huge head.

3- Sharp yellow teeth.

2- d- The goat wish the wolf to :

1- sing a song.

2- play a game.

3- help him.

2- e- When the wolf sang loudly:

1- The goat mother heard her.

2- The dogs heard her.

3- the goat mother and the dogs heard her.

3- Circle the correct answer:

3-a- The word " huge " in line " 1 " means:

1- Very big.

2- Very small.

3- Very beautiful.

3-b- The word " group of dogs" in line " 1 " means:

1- One dog.

2- Two dogs.

3- More than two dogs.

3-c- The word "naughty girl " in line " 5 " means:

1- politely girl.

2- noisy girl.

3- Happily girl.

3-d- The word " scared" in line " 6 " means

1- afraid.

2- disgusted.

3- sad.

Circle the best answer: (1marks)

A lesson to learn from the story is:

A- You should listen to your mother in everything.

B- Don't listen to people who tell lies.

C- You should have a nice voice to sing.

Story (5)

The Elephant and the Mice

One day, in a deep forest, there was a group of mice that lived in a large tree. One day a group of elephants passed beside the tree and destroyed the mice's houses. The wise mouse went to the wise elephant and angrily said: " today you destroyed our houses". The wise elephant said kindly: "we are sorry for that and I promise you not to do that again". The mouse said: " thank you and I will repay your kindness".

Some days later, a hunter trapped the elephant in a big net with a strong robe. The elephant remembered his friend the mouse and the elephants to ask the mouse for help. The mouse and his friend went to the net and cut the robe with their sharp teeth. The elephant and the mouse became best friends.

1- Circle the correct answer in the list below: (2marks)

1-1-The story is about:

- A- A mouse in a forest.
- B- A mouse and the elephant.
- C- A hunter and an elephant in a forest.

1-2-Fill in the gaps:

- The two main characters in the story are,

1-Read the text again and decide whether the following sentences are true or false : (3 marks)

- A-The story happened in a forest (.....).
- B-The elephants destroyed the mice's houses (.....).
- C-The mouse and his friends cut the net rope with their sharp teeth (.....).

2-Circle the correct answer: (5marks)

2.a- The mice lived in :

- 1- A large tree .
- 2- A house.
- 3- A river.

2.b.- The destroyed the mice's houses:

- 1- The hunters.
- 2- The elephants.
- 3- The lions.

2.c.- The mouse went to the elephant angrily because:

- 1-The elephants ate their food.
- 2-The elephants didn't play with them.
- 3- The elephants destroyed their houses .

2.d- The elephant could not cut the hunters net because:

- 1- He is too week.
- 2- He is too small.
- 3- His teeth are not sharp enough to cut the rope.

2.e- The elephant and the mouse became:

- 1- Bad friends.
- 2-Best friends.
- 3- Strong friends.

Circle the correct answer: (4marks)

3-a- The word "**pass**" in line " 2 " means:

- 1-Walked.
- 2-Run.
- 3-Sleep.

3- b- The word "**sharp**" in line " 8 " means:

- 1- Week teeth.
- 2- Strong teeth.
- 3 -Good teeth.

3- c-The word "**wise mouse**" in line " 2 " means:

- 1- The old mouse.
- 2- The happily mouse .
- 3- The strongest mouse.

3-d- The word " **kindly** " in line " 4 " means:

- 1- Loudly.
- 2- Politely.
- 3- angrily.

Circle the best answer (1marks)

4- 1- **A lesson to learned from the story is :**

A- All creatures, big or small are useful and important.

B-A friend in need is the best indeed.

C- It's good to have friends.

Appendix (D)

Referee Committee

Dr. Awad Kshta	The Islamic University
Dr. Ibraheem El Astal	The Islamic University
Dr. Sanaa Abu Daqa	The Islamic University
Dr. Mohammad El Haj Mohammad	The Islamic University
Dr. Sadeq Ferwana	The Islamic University
Dr. Mohammad Atteya	Al Aqsa University
Dr. Yehia Abu Jahjouh	Al Aqsa University
Dr. Mohammad Hamdan	Gaza University
Dr. Ibraheem Barhoum	Gaza University
Mrs. Zulfa Bader El Dean	Gaza University

Appendix (E)

Letter of permission & approval



الإدارة العامة للتخطيط التربوي

الرقم: ١٠٣ / مذكرة داخلية (٤٨٩ / ٢٠١١)

التاريخ: 2011/09/18م

التاريخ: 20 / شوال / 1432

السيدة / مديرة التربية والتعليم - شرق غزة حفظها الله

السلام عليكم ومرحمة الله وبركاته،

الموضوع / تسهيل مهمة بحث

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحثة/ نورا جعفر عودة، والتي تجري بحثاً بعنوان: أثر استخدام الرسوم المتحركة على فهم طلاب الصف السادس للقصة القصيرة واتجاهاتهم في المدارس الحكومية.

في تطبيق أدوات البحث على عينة من طالبات الصف السادس، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام والتقدير

د. أنور علي البرعاوي

الوكيل المساعد للشؤون الإدارية والمالية



أ. محمود مطر

ن.م.م. التخطيط التربوي

نسخة لـ

- ✓ السيد / وزير التربية والتعليم العالي.
- ✓ السيد / وكيل وزارة التربية والتعليم العالي.
- ✓ السيد / وكيل الوزارة المساعد لشؤون التعليم العالي.
- ✓ السيد / وكيل الوزارة المساعد لشؤون التعليم.

Appendix (F)

Recommendations

Palestinian National Authority
Ministry of Education & higher
Edu.
Directorate of Education – Gaza



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم – غزة

مدرسة جعفر بن أبي طالب الأساسية الدنيا للبنات
الرقم الوطني : 36114018
التاريخ : 2011/12/12

Recommendation Letter

This letter is to certify that Student / *Noura Ouda*, has implemented a project on "The impact of using animation in teaching stories for 6th Grade students".

As a headmistress of the school I noticed that *Noura* is a motivated student with enormous talents. She got the ability to work and improve her work according to the students need. Students liked that method and enjoyed learning stories by it. Students results show that she has succeed in achieving the aim of the research.

مديرة المدرسة:
سوسن رباح فروانة

