

4. 213 90
An-Najah National University
Faculty of Graduate Studies
Dept. of Teaching Methods

***The Effect of Multimedia CD-ROM Based
Software on English Language Skills of the
Third Grade Students at Private Schools in
Nablus Area.***

By

Qunoe' Hassan Qasem Fuqha

Supervised By

Dr. Suzan Arfat

***Submitted In Partial Fulfillment Of The Requirements For
The Degree Of Master Of Education.***

***Faculty Of Graduate Studies, At An-Najah National
University, at Nablus, Palestine.***

Nablus, January, 2002

*The Effect of Multimedia CD-ROM Based
Software on English Language Skills of the
Third Grade Students at Private Schools in
Nablus Area.*

By

Qunoe' Hassan Qasem Fuqha

This thesis was defended successfully on January 28, 2002

Approved by:

Committee members

Signature

Dr. Suzan Arafat - An Najah

(Chairman)

Dr. Hanna Toshiyeh - Bethlehem

(member)

Dr. Fawaz Aqel - An- Najah

(member)

DEDICATION

To my parents

Brothers, and my sister Mahasen

To my nieces, nephews

And

To Sisters of St Joseph

Acknowledgement

I would like to acknowledge with gratitude the support and the help of my supervisor Dr Suzanne Arafat. I also express my thanks to the committee members Dr Fawaz Aqel and Dr Hanna Toshiyeh.

I would like to thank Mr. Iyad Dwekat for the help he offered in selecting the appropriate material.

Special thanks to Dr Abdul Nasser Qaddomi for his help in the statistical analysis of this study.

I also express my thanks and regards to all my teachers at An- Najah University for their help and support.

I would like to thank the directorate of education in Nablus district for giving the permission to obtain the data needed for conducting this study.

Special thanks to the principals, teachers and third grade students and their parents at St. Joseph's school for their assistance in conducting this study.

I owe a great deal of gratitude to Dr. Kamal Rashid who facilitated this study by giving the permission for the application of the study at AMRA center.

Lastly, but not in any way least, my heartfelt appreciation is extended to my family for their endless moral support, encouragement, and patience.

To them all, I am very grateful.

Qunoe' H. Fuqha

Abstract

The effect of multimedia CD- ROM based software on English language skills of the third grade students at private schools in

Nablus area

By

Qunoe' Hassan Qasem Fuqha

Supervisor

Dr. Suzan Arafat

Using computers in classrooms as an instructional, and learning resource in increasing with the growth of technology in all aspects of society.

In order to investigate the effectiveness of using multimedia CD-ROM based software on the development of English Language Skills of the third grade students, a quantitative study was conducted on one specific technology to discover if there exists a relationship between its use and the learning in a particular population of students. The technology examined was multimedia CD-ROM based software.

The study population consisted of third grade students. The goal of the study was to determine whether or not a technology intervention, with teacher input, would increase the English language Skills of third grade

students more than those who learned in traditional way of teaching. Thirty-six 3rd grade students were matched by classroom and gender, and then randomly divided into control and experimental groups.

To achieve the objectives of the study, the sample was experimented using multimedia CD-Rom software for the experimental group and the traditional way of teaching for the control one. These two groups were post tested twice on the English language skills to determine the effectiveness of the proposed way of teaching, the results of both first and Second application was analyzed using paired T-test and two ways

-vi-

ANOVA, then, they were compared to be illustrated in detail After the statistical treatment, the researcher came up with the following results:

- The experimental group developed significantly after the implementation of CD-ROM. that is there was progress on the achievement test.

- Results of the study showed a significant difference at ($\alpha=0.05$) between the experimental and control groups in the students' achievement of the first and second application in favor of experimental group.

- There is no significant differences at ($\alpha=0.05$) in the students' achievement of the first and second application between experimental and control groups due to the interaction between gender and groups.

On the basis of the results of this study it is recommended that:

1. The CD-ROM in the English curriculum should be implemented effectively
2. Similar studies should be conducted to investigate the impact of multimedia CD_ROM on English language for other graders.
3. The ministry of education should hold seminars to familiarize the EFL teachers with the importance of multimedia CD-ROM in developing English language and qualify the EFL Teachers' to be able to use computers.

Colleges and universities must make their own decision concerning the integration of technology into the teachers' education curriculum.

Table of contents

<u>Chapter</u>	<u>page</u>
Dedication	i
Acknowledgement	ii
Abstract	iii
Table of contents	vi
List of tables	xi
List of figures	xii
List of appendices	xiii
Chapter one: Introduction	
- Background	1
-Statement of the problem	3
-Purpose of the study	3
-Questions o the study	4
-The hypotheses of the study	5
-Significance of the study	5
- Limitations of the study	6

- Definitions of the terms	6
- Summary	8
- Chapter two:	
- Review of related literature	9
- Summary	28
Chapter three: Methodology	
- The population of the study	30
-The sample of the study	32
- The design of the study	33
- The variables of the study	34
- The instrument of the study	35
- The validity and reliability of the test	36
- The statistical design	37
- A summary of the procedures	38
<u>Chapter four: the results</u>	
- The results related to the experimental group	41

- The results related to the control group	43
- The results related to a comparison between The experimental and control groups	45

Chapter five: discussion, conclusions, and recommendations.

- Discussions of the results	53
- Conclusions	58
- Recommendations	60
- References	61
- Arabic abstract	132

List of tables

<u>Table No</u>	<u>page</u>
1. The number of male and female third Grade students at private schools at Nablus Area (As registered in the Area Education Office)	31
2- the number of sample of the study	32
3- the equivalence between the experimental and control groups.	33
4- the experimental design of the study	34
5-- Results for the differences on the achievement test between distinguish and un-distinguish groups	37
6- results of paired T- Test in the students'	42

**achievement for the differences between
first and second applications for the
experimental group**

7-results of paired T-Test in the students' 43

**achievement for the differences between first
and second application for the control group**

8- Means of the students' achievement on the 44

**first application according to gender, and
group variables**

9- Results of two-way ANOVA of students' 45

**achievement for the first application
according to gender and group variables**

10- Means of the students' achievement on the second application according to gender and group variables	47
11- Results of two-way ANOVA of the students' achievement for the second application according to gender and group variables	48

List of figures

<u>Figure No</u>	<u>page</u>
1- mean of the first application	50
2- mean of the second application	51

List of Appendices

<u>Appendix</u>	<u>page</u>
Appendix A: A letter from An- Najah Dean of Graduate Studies to Nablus Education officer	68
Appendix B: The test developed by the researcher	70
Appendix C: A letter from the researcher to the Parents' of third grade students' at St. Joseph's school	90
Appendix D: samples of students' answers on the test	92
Appendix E: photos for the experimental group students In the computer laboratory	127

Chapter one

Introduction:

BACKGROUND

With the growing presence of computer in elementary schools' classrooms, many teachers find themselves with a fairly new technology and a growing collection of CD talking books, but little guidance on developmentally appropriate practice. It is important that educators of young children begin to grapple with issues of ascertaining the quality and appropriateness of using CD- ROM talking books with youngsters (Backer, 1993).

CD- ROM talking books, is an interactive, digital version of stories that employ multimedia features such as animation, music, sound effects, highlighted text and modeled fluent reading. As such, they offer a new venue for engaging students with stories. For example, much – loved children's stories such as Steblaluna (1996) and Seuss's (1995) literally came to life as the stories are told in a multimedia presentation through fluent, expressive text narration and the animated performance of story characters who talk, sing,

move and dance across the computer screen. Many talking book screens are interactive because the software allows children to use the mouse to access words that are pronounced, passages are reread, illustrations that become animated, and special effects that produce visual or auditory responses. National Association for the Education of Young Children (1992). Samuels, (1997) suggested the ways children could engage in various levels of supported, contextualized repeated readings. When children are invited to interact in different ways with CD- ROM talking books on multimedia accessions it is possible that they will have unique opportunities to develop comprehension and fluency that are similar to those benefits reported for repeated readings of traditional text. Students may need to be reminded that the focus of oral reading is to understand and express the meaning of the stories. Labbo & Ash, (1998) indicated that children are likely to note that the formatting, illustrations and arrangement of the text on the screen are qualitatively different from the story as told on the printed page. Children should have many opportunities to discuss their insights. These activities may help children build among complex schema for conventions of CD- ROM talking books and digital story structures.

Statement of the problem

The researcher has been teaching English in a private school since 1998. During this period, she notices that the students, especially the third Graders cannot convey even the simplest message in English, they also find difficulties in reading or writing a short paragraph in English, and because computer

Technology and application in education are undergoing extensive development and rapid change. Recently, though, computers have become so widespread in schools and homes and uses have expanded, so dramatically that the majority of language teachers must now begin to think about the implications of computers for language learning.

So, by conducting this study of the effect of multimedia on developing the language skills, the researcher hopes that he will be able to present the applicable solution for this problem.

Purposes of the study

The specific objectives of this study are:

- To discover if there is a relationship between the uses of multimedia CD-ROM based software and the learning in a particular population of students.
- To determine whether or not technology intervention with teacher input,

- would increase the English language skills of third grade students more than made by students who learn in a traditional way.
- To work out suggestions as to how the computer may support teaching in schools, and work out examples of materials for this purpose.
 - To elucidate the various ways in which the computer can be incorporated in teaching
 - To seek out areas in which computer could advantageously be used as an aid in teaching.

Consequently, the study is going to investigate the effect of multimedia CD-ROM on language skills, and students' motivation toward learning English language, and provides brief overview of how computers have been used and are being used for language teaching.

Research Questions

This study attempts to answer the following questions:

- Does the application of multimedia CD- ROM enhance and develop English language skills of the third graders?
- Does the absence of multimedia CD- ROM affect English language skills?
- Which would develop English language skills more; multimedia CD- ROM using or the traditional way of teaching.

Research hypotheses

The study was designed to test the following null hypotheses:

- There are no significant differences at ($\alpha = 0.05$) in the students' achievement between first and second application for the experimental group.
- There are no significant differences at ($\alpha = 0.05$) in students' achievement between first and second application for the control group.
- There are no significant differences at ($\alpha = 0.05$) in students' achievement in the first and second application due to group, gender and the interaction between group and gender.

Significance of the study

The importance of this study lies in the fact that it sheds the lights on the importance of using technology and multimedia D-ROM based software in teaching English language for the third grade students, and to help students challenge themselves to learn English.

Multimedia technology in teaching does not only focus on presentation but also on doing. Multimedia technology provides learners with an atmosphere, which enables them to practice the language skills in a

meaningful context. This study therefore, is going to attempt to draw the attention of syllabus designers toward using multimedia technology in our schools to improve and develop language skills among the students; moreover, it's expected that this study will be helpful to teachers who are likely to develop their own strategies of using CD- ROM due to the lack of references on this field of studies in our libraries.

Limitations of the study:

The study has the following limitations:

- This study is limited to the third graders at private schools in Nablus area in the scholastic year 2000 – 2001. Therefore, the findings of this study cannot be generalized for other grades.
- The instruments of the study are not standardized; the researcher herself made and modified them to suit the objectives of the study.

Definition of terms

The following terms will have the following meanings, wherever they come in this study:

Third grade: the male and female students who are in the third grade and have been learning English for three years, their ages range from 8-9

years old.

CALL: computer assisted language learning (Tylor, 1980)

Multimedia: the use of text, picture, video and sound to present information (Lookatch, 1995)

Teaching aid: any material, programs or machine used to help the teacher explain his lesson better. (EL- Araby, 1974)

Achievement test: it is a test related directly to classroom lessons, units or even a total curriculum. It is limited to a particular material covered in a curriculum within a particular time frame (Brown, 1987).

Hypermedia instruction (HI): refers to applying linked multimedia units for teaching in a non-linear fashion. Hypermedia links related information in a non-specific trail of thought which provides simultaneous access to information by grouping related information from several media platforms (Wambugu, 1995 p.82).

Computer: is a tool to be used in the service of man, it's

A machine that stores and processes information and performs desired calculations electronically and at a very high rate of speed. (R.Lewis & D.Tagg, 1981 pp235)

Software: programs written for the computer. (J.V Edling & C.A Poulson, 1972)

Games: are contests based on skills and /or chance that are played according to rules. (Clark, 1965 pp19).

Individualized instruction: adapting instructional materials and techniques to the individual differences found among learners (Merrill, 1969 p.131).

Summary

The foregoing analysis attempts to show that using CD-ROM and technology in classrooms tends to be informal in spite of its importance on students motivation and ability toward learning languages, the up to date trend in language teaching should be focused only on the students' needs, and should be designed in a clear and well- organized way in order to achieve the learning goal,

Consequently the researcher experimented a model of teaching by Using (multimedia CD-ROM) to suit this objective.

Chapter Two

Review of Literature

Introduction:

This chapter deals with the review of related literature. The researcher reviewed the available literature which is related to the variables of the study. The studies reviewed in this chapter include the theoretical and empirical one on multimedia.

Theoretical studies:

Many commercial products for language teaching are currently available, but as stated in (Watts, 1997) good courseware should be focused only on the students' needs, and should be designed in a clear and well organised way in order to achieve the learning goal. The available software packages are often too rich on the multimedia, but too poor, or not well organised, on the learning material side. As stated in Hemard, (1997) the importance of a well designed learning environment and interface, as well as careful consideration of the learners needs (Watts, 1997) are very important matters to consider in the early stages of the design process.

Multimedia is the use of text, pictures, video, and sound to present information. In the last five years, there has been explosion of computer – based multimedia applications in education. Some educators perceive multimedia as the ultimate vehicle for improving, education and reducing the dissatisfaction of students, parents, and teachers with our schools. According to Schank & Cleary, (1995) schools are anachronistic, organised around yesterday's ideas, needs and resources, in contrast, a smaller portion of educators see multimedia as a waste of time and money (Lookatch , 1995). As stressed by Najjar, (1996), however most of the support for multimedia is based more on personal opinion than on scientific findings .

Wang (1976) defined computer – based education as a medium for communication of information than a coherent instructional plan or approach. Thus, the fact that the computer is used in a given instance tells little about the instructional design philosophy followed. The term computer – based education has in common usage come to connote simply some form of instruction in which students interact in real time with materials presented under direct control of an electronic computer. Examination of the history of development of computer usage in education suggests that this outcome was probably not entirely intentional.

Schank and Cleary, (1995) stated that integrative approaches to CALL are based on two important technological developments of the last decade – multimedia computers and the Internet Multimedia technology – exemplified today by the CD – Rom that allow a variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine .What makes multimedia even more powerful is that it also entails hypermedia. That means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse.

Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world .secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning since they can not only go at their own pace, but even on their own individual path, going forward and back-wards to different parts of the program.

Behavioristic CALL

The first phase of CALL, conceived in the 1950s and implemented in the 1960s and 70s was based on the – then dominant behaviouristic theories of learning. Programs of this phase entailed repetitive language drills and can be referred to as “drill and practice”.

Drill and practice courseware is based on the model of computer as tutor (Tylor, 1980). In other words the computer serves as a vehicle for delivering instructional practice was not totally spurious, which explains in part the fact that CALL drills are still used today . Briefly put, that rationale is as follows:

Repeated exposure to the same material is beneficial or even essential to learning .

A computer is ideal for carrying out repeated drills, since the machine doesn't get bored with presenting the same material and since it can provide immediate non-judgmental feedback.

A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

Computer as a tool:-

Word processing

The most common use of computer as tool, and probably the most common use over all of the computer for language learning, is word processing. High quality programs like Microsoft Word can be useful for certain academic or business settings (Healy and Jehnson, 1995), Programs such as Claries Works and Microsoft works are cheaper and simple to learn and still have useful feaures. Simple Text and Teach Text are simpler yet and may be sufficient for many learners.

Instruction – Independent Instruction

Heinich (1989) indicated that media can be effectively used in informal education situations where a teacher is not available or is working with other students. In nonformal eduction, media such as video cassettes and computer-based media can be used by trainees at the work site or at home. In some instances an instructor may be available for consultaion via telephone.

The use of self- instructional materials allows teachers to spend more of their time diagnosing and correcting student problems and consulting with individual students.

In order to think about uses of the computer in the classroom, it is useful to keep two terms in mind, computer Assisted instruction (CAI) is the term used to describe computer programs designed for teaching, whereas computer assisted language learning (CALL) is the term used for different forms of second language instruction accomplished with the use of computer.

In using a CAI program students follow the instruction as the lesson unfolds on the terminal while interacting with the computer. Generally limited to developing reading and writing skills, lessons may include drills and practice exercises, reading comprehension passages, games or simulation, etc. Over time the hardware has improved, which resulted in better graphic facilities including colours, the possibility of animation, touch screen, audio output and video media. Listening comprehension exercises have been developed using a sound blaster and /or a CD-Rom. A short dialogue is displayed on the screen (student can hear it), and then related questions are viewed on the screen. Once the students type in an answer, the fast and accurate accessing system enables branching feedback to be provided in audio form. Students can also request backup information in written or audio form and can make use of an audio card allowing instant access to digitally

recorded sound files stored on the hard disk.

Rather than replacing teachers, computers – based packages are being used as classroom resources. The way in which these packages are used varies with the context of their use, age levels, subject areas and classroom settings. Using a computer in teaching language can offer unlimited types of activities with considerable potential for learning.

Heinich (1989) highlighted the advantages of computer-based instruction .

The computer can be viewed generally as a tool for enhancing instruction (through CALL). It is the interactive nature of computer-based instruction that underlies most of its advantages. Specific advantages are the following: -

- Simply allowing students to learn at their own pace produces significant time savings over conventional classroom instruction. Computer – based instruction allows students some control over the rate and sequence of their learning (individualization).
- High- speed personalized responses to learners' actions yield a high rate of reinforcement.
- The patient, personal manner that can be programmed provides a more

- positive effective climate, especially for slower learners.
- Color, music, and animated graphics can add realism and appeal to drill exercises, laboratory activities, simulations, etc..
 - Memory capacity allows students past performance to be recorded and used in planning the next steps..
 - The computer can provide coverage of a growing knowledge base associated with the information explosion. More information is put easily at the instructor's disposal. Computer based instruction also provides a broad diversity of learning experiences .
 - Computer –based instruction can improve efficiency and effectiveness. Effectiveness refers to improved learner achievement, whereas efficiency means achieving objectives in less time or at lower cost.

Mirescu (1997) indicated that in computer labs students tend to form groups of two or three around a single computer, even when there are enough computers available for each student to use one individually. One reason may be that students using computers do not feel that they are being watched or judged. Perhaps as a result, they don't feel that property. They become relaxed about checking information and seeking help from their friends. A computer can analyse the specific mistakes the students has made and can read

in a different way from the usual teacher- this leads the student not only to self correction, but also to understanding the principles behind the correct solution. A computer gives individual attention to the learner and replies immediately to learner towards the correct answer while adapting the material to his / her performance. This flexibility is impossible to achieve with written handouts and work sheets and teaching on a one-to one and small –group basis How much time the teachers can spend on such activities will depend on the extent of the instructional role assigned to the media.

Part 2

Imperial studies :-

Schardt (1997) studied the effect of multimedia CD-Rom literature – based software on the reading skills to determine whether or not a technology intervention alone.

With no teacher input, would increase the English language and reading skills of LEP students more than gains made by students who read paper – based literature.

Results showed no statistically significant difference between the experimental and control groups. A significant difference did appear between classrooms suggesting the importance of the teacher in the learning process.

Interviews showed students were highly motivated to use the computer for this purpose, more so than those who just read the paper-based literature.

Wambugu (1995) studied the effect of using hypermedia for foreign language learning at Southern Illinois University at Carbondale. Data assessed the nature of relationship between the use of hypermedia and various students characteristics. Data analysis indicate that there is a significant relationship between the use of Hypermedia and the students' target language. The analysis also found a significant relationship between usefulness of Hypermedia instruction and traditional instructional methods.

AL-Mekhlafi (1999) studied the relative effectiveness of two instructional media (CD-Rom and Videotape) as tools for learners to identify classroom strategies that facilitate content learning in English by students whose first language is not English. The participants were 48 preservice elementary education majors enrolled in two ESL methods courses in a large metropolitan university in the south west. Results showed that CD-ROM users were able to identify more strategies than videotape users, However, there was no difference between groups on perceived knowledge or intention to use instructional media. On the other hand, there was statistically significant

difference between the two group in ease of use.

Vedeotape users reported a higher mean score on the ease of use of the videotape than the CD-ROM users did for the ease of use of CD-ROM, an implication of the study is that interactive multimedia is more effective for learning new teaching strategies for teachers than the use of video for the same purpose.

564693

Redmond(1999) studied teachers perception of the training they received to use the multimedia in classroom and laboratory settings, and teachers' perception of the instructional effectiveness of the software on the curriculum.

The study sought to compare teachers' perception of multimedia based software on their instructional setting. The instructional setting consisted of either classroom or laboratory setting. The results showed no significant differences between classroom and laboratory teachers perception on usefulness of training

Coy(1999) studied the relationship between media, motivation, and learning in a computer – aided instruction (CAI) environement Eighty–eight undergraduate students at a southern california University participated in the

study. The results indicated no difference in the amount of learning and level of motivation between the participants in the high and low media groups. There was no differences in the amount of learning among the participants in the high and low motivation groups. The results indicated that motivation didn't mediate the relationship between the amount of media and learning.

Waldman(1995) used a quasi-experimental design to investigate whether there were measurable differences in reading and writing achievement between first graders using a multimedia literacy tool and first graders not using the tool, results of the study indicated that the experimental group out performed the control group, the study concluded that the Multi Literature Tool(MLT) can selectively be a powerful tool for enhancing reading , and writing in young learners, when there is sufficient exposure to the MLT intervention and when the dependent measures are appropriately aligned with the instruction .

Williamson and Abraham (1993) carried out a particular nature of matter evaluation tests in chemistry to explore the effect of computer animations (cartoons) depicting the particulate nature of matter on 400 college students, the results revealed that the treatment groups received significant

higher conceptual understanding scores than did the control group.

Banks(1998) studied how interactive multimedia technology featuring accomplished computer using teachers can be used to help other teachers learn more about using multimedia composition tools,this disertation focused on how to develop an effective method of teaching teachers how to use multimedia composition in the classroom, the researcher develop an interactive multimedia application entitled virtual classroom visits(VCV) to teach teachers how to use multimedia with their students. Results indicated that it is possible to capture enough of teacher's teaching strategies so that willing and able teachers can be productive about their own learning. The VCV program generated new concerns and new uses of multimedia. The most valuable information teachers received from VCV was practical. The researcher concluded that the VCV program helped teachers understand exactly what is needed to teach a unit with multimedia composition.

Bering (1998) studied the differences in students' understanding and performance among middle school students through traditional methods as compared to integrated multimedia and internet technologies.This was investigated through the development of an integrated unit of one weeks

length in a seventh grade core classroom, the study also looked at the teaching and learning limitation imposed by teachers lack of technology training, and at the technology resources that were available to teachers.

.The findings from this study showed that the integrarion of multimedia and internet technology into the middle school curruiculum can enhance student's learning, and support students' understanding and application.

AL-Hamshari, (1993) conducted a study on the effect of educational computers on the achievement of " eight grade" UNRWA pupils in mathematics in Jordan. The sample of the study consisted of 50 pupils. The results have revealed differences of statistical significance in the performance of the experimental group. This means that the use of the computer in teaching maths had an impact on the achievement of pupils.

Bailey et al (1995) caried out a study to measure the effect of the computer clip art and graphical presentation software on the writing process. In particular, the researchers wondered if the use of these visuals would affect length and sharing compositions. The study examined 25 second graders engaged in a daily writers' workshop that included brainstorming, story webbing, drafting, editing, publishing and presenting . The results revealed

that the computer applications enhanced length and quality of composition, increased student self-esteem, enhanced, helped students organizing their thoughts via story – boarding, and got good overall reaction from the students.

Coulter and Stryken (1994) carried out a study at Florida's Stelton University to examine the effect of using professional software on the students learning experience. Professional estate, gift, and well- designed software packages were combined with text material, role playing and research activities in graduate tax course to enhance the student's learning experience. The results indicated that the software stimulated interest and allowed students to focus on concepts rather than the repetitive mechanical process of preparing tax forms. The results also indicated that instructors can use commercial software to find programs which will ease some of their workload, create a better learning environment, and prepare their students for entry into the real world.

Carts (1998) carried out a study at Southern California University to examine the relationship between technology use by classroom teachers and factors which promote innovation adoption. The majority of teachers surveyed (92%) indicated that they had at least one computer station in their classroom

while (53%) reported that they perceived the purpose of technology as a tool for teaching or learning, and fifty-one percent of the teachers remain without classroom access to internet.

The results indicated that most students used technology for drill and practice (52%) while only 43% used word processing. 55% of the students never utilized internet in the classroom or even utilized multimedia to make presentation . A linear regression analysis indicated that there is a positive and significant relationship between teacher use of technology tools and general, local and external factors of innovation adoption The level of students' use, however, is more likely to be influenced by local factors.

Boling(1996) conducted a study to determine which method – individual learning, cooperative learning, or integrative multimedia – in addition to lecture – based distance education was most effective and satisfying. The results indicated that the interactive multimedia subjects enjoyed the study session and the overall learning experience was significantly more than the subjects in the other two groups, cooperative learning made the distance education experience more effective cognitively than did individual learning or interactive multimedia. Interactive multimedia made the overall distance education experience more enjoyable than individual learning or

cooperative learning. The individual learning group did not learn as much as the cooperative learning group nor enjoy it as much as the interactive multimedia group.

Jaden (1997) performed a study to compare the effects on college students of learning C pointers with the aid of an intelligent tutoring system (ITS), learning with a multimedia tutorial, and learning with lecture only. The multimedia version of the software included sound, animation and hyperlinks.

The results showed no significant differences between the three groups in the amount learned on pointers. However, some encouraging results did occur. The multimedia users spent more time learning with their software than the ITS groups. The multimedia software received higher ratings than the ITS.

Zeanchock (1996) conducted a study to determine how in higher education teachers who teach introductory computer course and information systems concepts perceive and use complimentary computer – assisted instruction (CAI) modules that are provided as integrated textbook supplements. Results of the study suggested widespread acceptance and use of the studied CAI modules among instructors having access to the

software.the primary reasons for acceptance and use were perceived quality and instructional benefit and current availability of necessary hardware and software to guarantee that students can expand the use of CAI in the learning environment. The majority of instructors indicated that they would like to maintain the text book as the primary instructional delivery tool, they would also like to see more extensive use of CAI as supplements distributed and integrated with additional text books,the quality and variability of CAI supplements with text books appear to be important factors that will impact future textbook adoption – decisions.

Rosenthal (1994) discussed how multimedia aids in the absorption and utilization of information. Examples of multimedia applications in business, education and other fields are presented .Users of the programs presented tend to find that multimedia is a successful learning and information tool in academic, corporate training and marketing. This paper showed how multimedia has the potential to be an important, vital and growing information tool .

Lim, (1996) carried out a study to compare the effectiveness of two multimedia presentation methods traditional, static and computer – assisted

dynamic in teaching perspective drawing to entry level interior design students and to investigate if there is any relationship between learning styles and different presentation methods that affect different learning outcomes of perspective drawing. The results indicated that there were no significant differences between the two presentation methods that affect different learning outcomes. The results revealed that the computer- assisted “ dynamic “ method was more effective consistently for the learners who are converges. Overall, the results of this study provided evidence that learning styles influence different facets of learning and need to be considered when developing instructional strategies. In this study, it was demonstrated that the use of computer-assisted “ dynamic “ multimedia presentation method can serve as an effective tool in teaching perspective drawing to learners who are convergers.

Ma (1994) conducted a study to compare traditional instruction and modified multimedia instruction in mathematical problem – solving achievements and belief systems. Interaction between gender and treatment within each group was also studied. Results should no significant differences on the problem solving test and the belief instrument of the posttest mean scores between the two groups. Gender didn't play a significant role on the

posttest mean scores of either the problem solving test or the belief instrument. Also there was no significant interaction between treatment and gender in the posttest mean scores of the problem solving test and the belief instrument. During the experiment, students in the multimedia environment paid more attention to the instructional materials than did students in the traditional classroom, the sensory – rich and reinforcing learning surroundings increased their curiosity and interest in approaching problem solving. Thus, modified multimedia representation can be recommended as a supplement to traditional mathematics teaching in the elementary schools.

Summary

From the previous review of the related literature, the researcher concluded the following:

.Students' reaction overall to this type of instructional tool is favorable, and highly motivated by anything to do with computers, the biggest advantage to this particular technology is that all the students can use the computer at their own level, and acquire the same information, if the students can use the computer, the activity immediately becomes less tedious and more interesting. Generally, the available literature about multimedia and CD-ROM based software using especially in the field of the empirical studies, is still in need

to be enriched, specially the Arab and Palestinian literature is still scanty in this indispensable component of English curriculum. By carrying out such a study, the researcher hopes to enrich the empirical studies in this field of English teaching and learning process.

Table (1)

The number of male and female third grade students in private schools – in Nablus Area (As registered in Area Education Office).

No	Name of school	Number of students
1	Riad Alsalheen	138
2	Al Rawadah	38
3	Al – bustami	66
4	Al manahel	43
5	Al Tallim Al hedeeth	43
6	Al – shurooq	10
7	Talai al mal	187
8	Sheriff	10
9	St. Joseph's school	55
10	Al -Hikma Al wataneia	31
		621

The sample of the study

The samples of the study consist of (36) male of female students from St. Joseph's Basic school, where the researcher is teaching. This number of the sample was selected randomly using slips of papers on which the number of each student was written. These slips were shuffled in a small box, after which the required sample was taken out (owdeh and Malkawi, 1992)

This sample was divided into two groups: one as an experimental group, and the other as a control one. Each group consisted of (18) students. This sample represented the ordinary number of students in each third grade class. All the subjects were between 8 and 9 years old. In addition, they all had the same environmental and educational circumstances. None of them had ever learnt in the target language countries. Table (2) shows the number of students in

Table (2)

the number of the sample of the study.

Group	Number of students
The Experimental Group	18
The control Group	18

Chapter Three

This chapter includes the methodological procedures involved in this study, which are divided into the following categories :A description of the population of the study, the sample of the study , the design of the study the validity and the reliability of the test, the variables of the study, the instrument of the study, the statistical design and a summary of the procedures.

The population of the study:

The population of the study consists of all male and female third grade students in private schools in Nablus Area for the second semester of the scholastic year 2000/2001 the whole population was (621) students as indicated in Table (1) below

The researcher made equivalence between the experimental and the control groups on the study variables before the application of the proposed way of teaching (Owdeh and Malkawi, 1992).

Table (3)

shows the equivalence between the Experimental and the Control groups

Exp . Group (N= 18)			Con. Group (N=18)		
Mean M	SD	M	SD	T	Sig
90.73	5.41	90.57	9.57	0.06	0.95

The results of table (3) show that there were no significant differences between the experimental and control groups.

That is , the two groups were equal before the application of the proposed way of teaching.

The design of the study:

The experimental design, which involves using a posttest was used soon after the experiment and reused eight days later for randomly selected groups.

Table (4)shows the experimental design of the study

Table (4)

The experimental design

The Experimental Group	R	O1	T1	O2
The Control Group	R	O3	T2	O2

R= Random assignment

O1= A post test for the experimental group, First application

O2= A post test for the experimental group, Second application

O3= A post test for the control group. First application

O4= A post test for the control group. Second application.

T1= A proposed way of teaching

T2= A traditional way of teaching.

This table shows that there are two randomly selected groups in this study. The experimental group (the proposed way of teaching) and the control group (the traditional way of teaching). At the conclusion of the five weeks of the application of the proposed teaching method, all the subjects were post tested.

The variables of the study:

This study has one independent variable. The independent variable is the method of teaching. This variable has two levels using CD- Rom based software and the traditional way of teaching (actual teaching at schools).

The dependent variables are sex and the improvement of English language skills.

The instrument of the study

The researcher used the following instruments in her study:

The achievement scores in the first semester of scholastic year 2000/2001. The researcher used the students' achievement scores in English language for the first semester of scholastic year 2000/2001 and make the equivalence between the experimental and the control groups on the achievement scores before the application of the proposed way of teaching (Owdeh and Malkawi, 1992)

Post test:

A post test was administered by the researcher immediately after the experiment. The experimental and control groups had the same test. After 8 days the experimental and control group were retested on the same test.

CD- Rom: My First Incredible, Amazing Dictionary

(C) 1994-1995 Dorling Kindersley Multimedia.

To carry out her study, the researcher used the CD- Rom, which included 30 words, each word has a letter, three letters or all letters missed, the student uses the mouse to click on the picture, the word is pronounced

all the letters are written under the picture, the student selects the appropriate letters to write them in the appropriate square, immediately feed back is given to him/her (see Appendix- for the CD- Rom content).

CD – Rom Multimedia Flash cards Heinemann ELT (1993).

The CD- Rom includes 32 cards, 16 cards include words and the other 16 cards include pictures for the 16 words. Students match pairs of a word with the appropriate picture.

CD-Rom Triple Play Plus

The CD- Rom includes reading comprehension and oral recognition, the researcher chose the appropriate activities for students level.

The chosen activities are:

- in the cafe
- Shopping for clothes.
- Bingo – food and vegetables.

The validity and the reliability of the test:

The valid test is the test which measures accurately what is intended to measure. It should also be within the students' level. (Hughes, 1989).

The CD's and the test were judged with no modification by seven juries specializing in English.

The validity of the test was calculated using discriminate validity:

To establish Discriminate validity. The researcher conducted a pilot study on (16) students. And they are distributed according to their average for two groups distinguish and undistinguish, and the test was distributed to both groups. And the result of table (5) shows that:

Table (5)

Results for the differences on the achievement test between distinguish and un- distinguish groups.

Distinguish- group		Un-distinguish group			
Mean	SD	Mean	SD	T	sig
83.06	5.99	54.18	15.34	4	0.000
* Significant at ($\alpha = 0.05$)					

The results of table (5) indicated that computed T- test value equals(4). Such value is more than the critical value (2.11) this means that there is a significant difference between distinguish and undistinguish groups in favor of distinguish group. Such result means that the test is valid.

As for reliability, the test and retest method was used. That is (36) students were chosen to have the test. After two weeks, they were retested on the same test, it should be noted that those(36) students were excluded from the sample of the study. The reliability of the test was calculated using Pearson's reliability coefficient. The total value was(0.94) this result is considered high, and achieves the purposes of the study.

Procedures of the study:

The experimental group was taught under the direction and supervision of the researcher for five-week period from (25/3/2001 to 22/4/2001). The plan and the practical application for each lesson have been selected by the researcher.

The 18 students shared 14 computers. The CD- Rom was put in the main computer while the net displayed the activities to the fourteen computers. Students listen to the native speakers and follow the directions. A short dialogue is displayed and then a related questions are viewed on the screen. Once the students type in an answers, a feed back is provided in audio form.

The language was taught in different and more interesting, attractive ways and presented through games.

The researcher noticed that students were more relaxed, they were no longer afraid of being corrected, judged, or watched.

The time for every activity was 120 minutes.

As for the control group, it received the same activities by the traditional way of teaching method, which didn't involve using computers. The control group was taught by the researcher.

At the end of the experiment, exactly on April 22nd both groups sat for the achievement test lasting for 50 minutes .

Summary

This study was conducted in the second semester of the schoolastic year 2000/2001, at St. Joseph's school, Nablus.during the application of the study.

The researcher took down the names of the private schools, which includes third grade students, and the numbers from the Education office. Nablus, and randomly selected (36) third grade students from st. Joseph's school. Then , she divided them randomly into groups: An experimental group and a control group, each had (18) subjects.To determine the homogeniety of the two groups, the researchers made equivalence between them by making a comparison 'between the achievement test scorThe results showed that they were homogeneous before the application of the proposed way of teaching.

The researchers herself supervised the experiment for the experimental group. This experiment took five weeks from (25/3/2001 to 22/4/2001). In each week the experimental group practised using the computers once for two hours. That is to say ten hours were carried out in five weeks. The time for every activity was 120 minutes. As for the control group, it received the same activities by the traditional way of teaching method. Which didn't involve using computers. The control group was taught by the researcher.

Chapter Four

The Results

This study was designed to determine the effect of CD- Rom on the development of the English language skills. Therefore it investigates the effect of the proposed way of teaching and the improvement of English language skills.

In this chapter, the researcher conveys the results of the study alongside examining the four hypotheses of the study. The results are divided in accordance with the hypotheses of the study.

A/ Results related to the experimental group.

The First hypotheses is :

There are no significant differences at ($\alpha = 0.05$) in students achievement between first and second applications for the experimental group.

For testing this hypotheses paired- T. test was used as shown in table (6).

Table (6)

Results of paired T- Test in the students' achievement for the differences between first and second applications for the experimental group.

First Application		Second Application				
Mean	St.d	Mean	St.d	t	sig	(%)
86.55	8.144	85.66	8.60	1.21	0.24	-1.03%

Critical t value(2.11) with (DF) (17)

The results of table (6) show that computed T-test value equal (1.21). Such value is lower than critical (t) test value.

(2.11). This means that there are no significant differences between first and second applications for the experimental group.

B/ The Results related to the control group:

The second hypethesis says.

There are no significant differences at ($\alpha = 0.05$) in students' achievement between first and second applications for the control group.

For testing this hypotheses paired- T- Test was used as shown in table (7).

Table (7)

Results of paired T- test in the students achievement for the differences between first and second applications for the control group.

First Application		Second Application				
Mean	St.d	Mean	St.d	t	sig	(%)
73.75	14.43	68.77	14.78	4.25	0.00	

Critical value (2.11) with (DF) (17)

The results of table (7) shows that computed T-test value equal (4.25).Such value is more than critical (t) test value (2.11). This mean that there is a significant difference between first and second applications for the control group.

The third hypotheses says:

There are no significant differences at ($\alpha = 0.05$) in students' achievement in the first application due to group, gender and the interaction between group and gender.

For testing this hypothesis, two way ANOVA was used, where table (8) shows the means of students' achievement while table (9) shows the result of two way ANOVA .

Table (8)

Means of the students achievement on the first application according to gender, and group variables.

Group	Gender	Mean
Experimental	Male	84.79
	Female	88.81
	Total	86.58
Control	Male	71.77
	Female	76.85
	Total	73.75
Total	Male	77.97
	Female	83.23
	Total	80.16

The means of the students' achievement on the first application show no significant differences at ($\alpha=.05$) in students' achievement of the first application between experimental and control groups due to the interaction

Source of variance	Sum of squares	Df	Mean squares	F	Sign *
Groups	1360.45	1	1360.45	9.69	.00
Gender	180.38	1	180.38	1.28	.26
Groups & gender	2.50	1	2.50	.01	.89

between gender and groups.

Table (9)

Results of two – way ANOVA of students' achievement for the first application according to gender and group variables.

Error	4490.10				
-------	---------	--	--	--	--

Significant at ($\alpha=.05$)

The results of table (9) show the following :

There is a significant difference at ($\alpha=.05$) in the students' achievement of the first application between experimental and control group in favor of experimental group. Such result is clear in figure(1).page

-There are no significant differences at ($\alpha=.05$) in students' achievement of the first application between experimental and control group due to gender.

-There are no significant differences at ($\alpha=.05$) students' achievement of the first application between experimental and control groups due to the interaction between gender and group.

The fourth hypothesis says.

There are no significant differences at ($\alpha=.05$) in the students' achievement in the second application due to group. Gender and the interaction between group and gender.

For testing this hypothesis two-way ANOVA was used. Where table (10) shows the mean of students' achievement while table (11) shows the results of two – way ANOVA.

Table (10)

Means of the students achievement on the second application according to gender and group variables .

Group	Gender	Mean
EXP	Male	84.35
	Female	87.31
	Total	85.66
CONT	Male	65.40
	Female	74.07
	Total	68.77
TOTAL	Male	74.42
	Female	81.13
	Total	77.22

Means of the students' achievement on the second application show no significant differences at ($\alpha=.05$) in the students' achievement of the second application between experimental and control groups due to the interaction between gender and groups.

Table (11)

Results of two – way ANOVA of the students achievement for the second application according to gender and group variables.

Source of variance	Sum of squares	DF	Mean Squares	F	Sig. *
Groups	2257.53	1	2257.53	15.66	0.000
Gender	294.56	1	294.56	2.04	0.16
Groups & gender	70.81	1	70.81	0.49	0.48
Error	4612.617	32	144.14		
Total	7539.72	35			

***Significant at ($\alpha=. 05$)**

The results of table (11) show the following:

-There are significant differences at ($\alpha=. 05$) in the students' achievement of the second application between experimental and control groups in favor of experimental group. Such results are clear in figure (2).page 41

-There are no significant differences at ($\alpha=. 05$) in the students' achievement of the second application between experimental and control groups due to gender.

- There are no significant differences at ($\alpha = .05$) in the students' achievement of the second application between experimental and control group due to the interaction between gender and groups.

Summary

The researcher in this chapter has presented the findings and results of the statistical analysis, These results has been displayed in two sections in terms of answers to the four hypotheses of the study .Two way ANNOVA and paired T.Test were used in the analysis of data collected for this study.

In the coming chapter, these results are to be discussed , conclusions are to be drawn and recommendations are to be suggested .

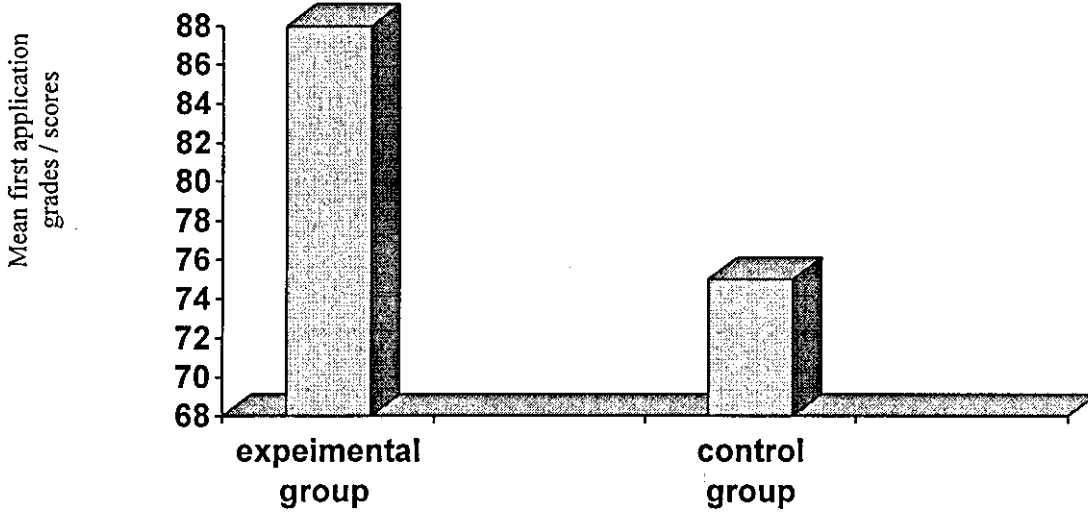


Figure (1)
Means of students' achievement of the first application for experimental and control group

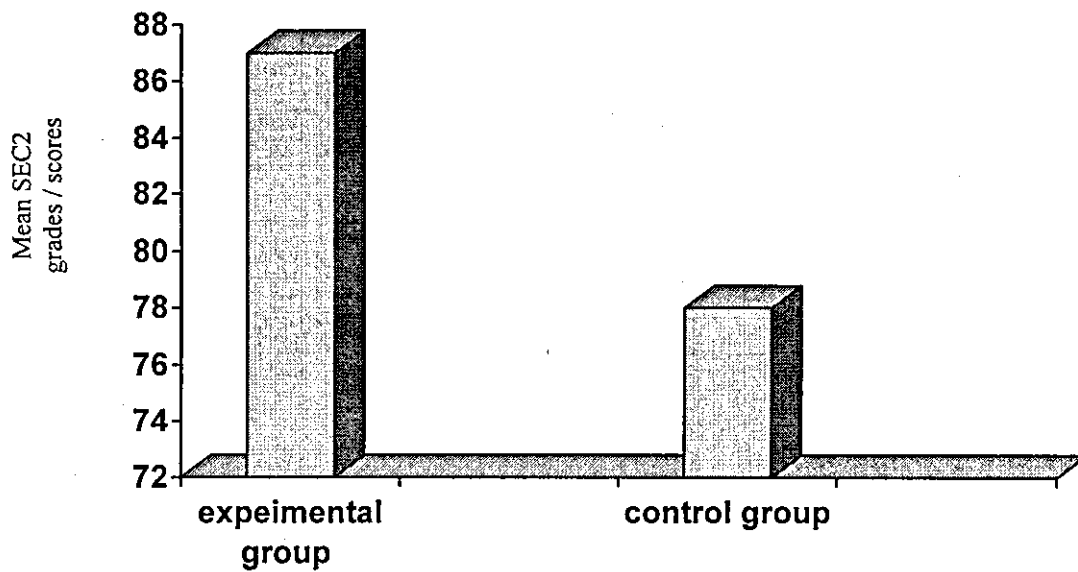


Figure (2)
Means of students achievement of the second application for experimental and control group

Chapter five

Discussion, conclusion and Recommendations

Introduction:

This study was an attempt to find out the effects of using CD-ROM based software on the development of English language skills for the third graders. So, the results displayed in the previous chapter are to be discussed, and in the light of these results conclusions are to be drawn, and recommendations are to be suggested. The researcher presents her discussion of the findings concerned with the effect of the two groups (the experimental and the control groups) in the students achievement between first and second applications due to gender, group and the interaction between gender and group. The results are also compared with other related studies to find whether these results are consistent with them or not.

Discussion of the result of the first hypothesis:

The first hypothesis says that there are no significant differences at ($\alpha = .05$) in the students' achievement between first and second applications for the experimental group.

Results of analysis show no significant differences in the students' achievement between first and second application for the experimental group. Thus, the hypotheses set forth in this section was accepted.

This result is consistent with Stephen, (1998) who examined the differences in student understanding and performance among middle school students through traditional method as compared to integrated multimedia, and Internet technologies. Results indicated that the integration of multimedia, and Internet technology into the middle school curriculum could enhance student learning and support student understanding and application. The result also agreed with Boling (1996) who conducted a study to determine which method – individual learning, cooperative learning or integrative multimedia- in addition to lecture based distance education was most effective and satisfying. The results indicated that the interactive multimedia subjects enjoyed the study session and the overall learning experience significantly more than the subjects in the other two groups.

The researcher assumed that multimedia presentation is of great value for the teaching learning process. It has a positive effect on achievement. The student follows the medium he feels most appropriate for his needs. Multimedia presentation gives the pupils the chance to work at their own pace. Sophisticated CD- ROM based software are very expensive and do not have the attention they need by the Ministry of Education or by the administrative offices. Perhaps that is one reason that teachers in the West Bank pay little attention to the use of multimedia CD-ROM.

Discussion of the result of the second hypothesis:

The second hypothesis says:

There are no significant differences at ($\alpha = .05$) in students' achievement between first and second application for the control group.

The result of analysis provided evidence for the rejection of the second hypotheses and indicated that there is a significant difference at ($\alpha = .05$) in the mean scores of the achievement test for both male and female students between first and second applications in favor of the first application. The result is consistent with the results of Waldman (1995) whose study concluded that the Multi- literature tool (MLT) can selectively be a

powerful tool for enhancing reading and writing in young learners when there is sufficient exposure to the MLT intervention and when the dependent measures are appropriately aligned with the instruction. He also found that the experimental group outperformed the control group.

The researcher attributes this result to the fact that students didn't retain much information in the second application from the first one. So, they didn't overcome the effect of remembrance.

Discussion of the result of the third hypothesis:

The third hypothesis says:

There are no significant differences at ($\alpha = .05$) in students' achievement on the first application due to group, gender and the interaction between group and gender.

The result of analysis provided evidence for the rejection of the third hypotheses, which revealed that there is a significant difference at ($\alpha = .05$) in the students' achievement on the first application between experimental and control group in favor of the experimental group.

The result is consistent with Bailey (1995) who found out that the computer applications enhanced length and quality of composition, increased student self-esteem, enhanced, helped students organizing their thoughts via story boarding, and got good overall reaction from the students.

Another study which supported with the result of the third hypotheses is the study of AL- Hamshari (1993) who studied the effect of educational computers on the achievement of "eight grade" UNRA pupils in mathematics in Jordan. The results of the study have revealed differences of statistical significance in the performance of the experimental group.

The results pertinent to the third hypotheses disagree with Schardt (1997) whose study showed no statistically differences between the experimental and control groups in the increasing of English language and reading skills.

The researcher attributed this result to the fact that teachers are very important in the teaching, learning processes, especially in primary stages, that technology works as a tool to help teachers in teaching process, not working against them!

Discussion of the result of the fourth hypotheses:

The fourth hypotheses says:

There are no significant differences at ($\alpha=. 05$) in the students' achievement on the second application due to gender, group and the interaction between gender and group.

The result of analysis provided evidence for rejecting the hypothesis, which revealed that there is a significant differences at ($\alpha = .05$) in students' achievement on the second application between experimental and control group in favor of the experimental group. This result is consistent with Rosenthal (1994) who discussed how multimedia aids in the absorption and utilization of information; examples of multimedia application in business, education and other fields are presented. Users of the programs presented, tend to find that multimedia is a successful learning and information tool in academic corporate training and marketing. This paper shows how multimedia has the potential to be an important, vital and growing information tool.

The researcher assumed that the use of multimedia and CD-ROM could motivate students all the time, because the students find it amusing and attractive to break the routine of the class and prevent boredom. Besides, the material learned by multimedia is remembered and is not forgotten in a short time.

Conclusions

In summary, the results of this study indicated that the use of CD-ROM based software as a technique to teaching third grade students' English language skills did prove to have significantly positive effects on the students' achievement.

Results showed that the experimental group outperformed the control group on the achievement test. Generally, the findings of the study indicated that there were statistically significant differences between the experimental group and the control group. The T- Test showed significant differences at ($\alpha = .05$) between the mean score of the students of the experimental group and mean score of those of the control group for the benefit of the experimental group. The mean score of students of the experimental group on the achievement test was (85.66) which was higher than the mean score of the control group (68.77). The high mean score of the experimental group was likely due to the effect of using the D-ROM based software technique. This technique might arouse students' interest and provide them with some background knowledge while practicing the activities and playing the games. It is worth mentioning here that the two groups of this study were selected on equal bases and were taught under the same conditions. The experimental group was taught by using D-ROM

based software, while the control group was taught in a traditional way of teaching. As mentioned before, the findings revealed statistically significant differences in favor of the experimental groups. The findings of the study also revealed no significant differences in students' achievement test scores due to the interaction of group with sex. The researcher attributes that to the same learning/teaching conditions. It is also worth mentioning that parents who teach their children in private schools in Nablus society deal with them on equal bases regardless of their sex. So, they take care of their children and encourage them to work hard, so as to get high marks.

The findings of this study revealed three main points, which need more attention. The first point focuses on improving students' language proficiency, which surely includes getting students to be more acquainted with the language skills. The second point includes urging teachers to train their students on the different skills. The third point emphasizes using C-ROM based software techniques as a means of motivating and arousing students' interests.

Recommendations:

After surveying and discussing the results of the study, the researcher offers the following recommendations:

1-The researchers are recommended to:

Conduct similar studies, which investigate the effect of multimedia on speaking skill for the same grade and other graders.

2-The English language teachers are recommended to:

Make use of CD- ROM in teaching English language skills in order to motivate students' learning English as a foreign language.

3-The Ministry of Education is recommended to:

-Familiarize the EFL teachers with the importance of using, multimedia CD-ROM in teaching English language by holding seminars, meetings and workshops.

-Qualify the EFL teachers to be able to use computers effectively, and provide every school with a computer laboratory.

4-The curriculum designers are recommended to:

Effectively implement English language curriculum with the multimedia CD- ROM based software.

5-The colleges and universities are recommended to:

Make their own decision concerning the integration of technology into the teacher education curriculum.

References

- Alan, D.W. (1976) Problems of Language and Learning. London; Butler & Tanner Ltd.
- Al-Mekhlafi, A. G, (1999) the effect of instructional media on learning second language teaching strategies by pre service teachers, Arizona state university.
- Al-Hamshai, F (1993) the effect of the educational computer on the achievement of eighth grade NRWA pupils in mathematics. M.A. thesis. Yarmouk university, Irbid, (in Arabic)
- Avner (1979) Issues in Instructional systems development. Inc: Academic Press.
- Bailey, M. et al. (1995) the impact of integrating visuals in an elementary creative writing process. Paper presented at the annual conference of the international visual literacy association (27th, Chicago, October 18-22) 1995. Eric Documents ED 391492.

- Banks, G.M (1998) formative studies of a multimedia approach to teacher professional development, Stanford University.
- Bering, S.J (1998) Integrating multimedia technology into the core classroom: Bringing computer and Internet technologies into the general education classroom. Pacific, Lutheran university.
- Becker, H.J (1993) decision making about computer acquisition and use in American schools. Computer and Education, 20, 341- 352.
- Benicio, G (1998) computer and the EFL class: their advantages and a possible outcome. Forum. 36(4) 27-29.
- Brooks, D.W (1997) Web- Teaching, New York: Plenum Press.
- Boling, N.C (1996) which method – individual learning, cooperative learning, or interactive multimedia- best enhances lecture- based distance education? Mississippi state university.
- Carts, R.A (1998) the relationship between technology, use by classroom teacher and factors, which promote innovative adoption. University of southern California.
- Christene, A.M (1999) the nature of children's e-mail in one classroom. The Reading Teacher, 52 (7) 698-704.
- Coy, J.S (1999) Effects of multimedia on intrinsic motivation and learning in computer- aided instruction environment. California state university, Long Beach.

- Coulter, F.V & Stryker, J. (1994). Using professional software to enhance teaching excellence. Paper presented at the 18th national conference on successful college teaching. Orlando, Florida, February 26-28, (1994) Eric Documents ED 390458.
- Fabio (1998) A multimedia framework for second language teaching in self- access environments, computer and Education. (1999) 137-149.
- Haviland, V.S & Mcall, M.J (1999) transformation through technology. TESOL, 89(1) 63-68.
- Hewitt, G. (1995) toward student autonomy in reading. Forum, 33 (4) 31-32.
- Hemard, D.P (1997) design principles and guidelines for authoring hypermedia language learning packages. System, 25, 1-8.
- Jacquelyn, A.C (1996) computer- assisted language arts instruction for the ESL learners. TESOL, 6 (2).
- John, H. (1999) reading and risk- taking: a role for computer, Educational Technology, research and development 47(3) 192- 197.
- __Lamont, J.C & Maddux, L.L (1997). Using technology in the classroom. USA: the Haworth Press.
- Laframbiose, K.L (2000) said webs: remedy for- tired words. The Reading Teacher, 53(7) 540-546.

- Labbo, L.D & Ash, G.E (1998). Supporting young children's computer – related literacy development in classroom centers. Ins.
- Lim, Y (1996). The effectiveness of multimedia presentation tools in teaching perspective drawing for interior design students (computers). University of Minnesota.
- Lookatch, R.P (1995). The strange but true story of multimedia and the type error.
- Luis, R. (1995) putting the computer in its proper place inside the classroom. FORUM, 33(4) 28-31.
- MA, H.L (1994). A comparative study between traditional Instruction and modified multimedia instruction in mathematical problem-solving achievements and believes of sixth – grade students in Taiwan, the republic of china, University of northern Colorado.
- Lausanne, (1981). Computer in education, 3rd world conference, Switzerland.
- Marline, J. & Jiane, A (2000). Using a computer in literacy groups with emergent readers, the Reading Teacher. 53(6) 456-458.
- Najjar, L.J (1996). Multimedia information and learning, Journal of Educational Multimedia and Hypermedia 2, 129- 150.
- Ess, C. (1991). The pedagogy of computer: Hypermedia in the Classroom. Proceedings of ACM. Hypertext'91 conference, pp.277-289. San Antonio: Texas.

- Robert, M.W (1965). An introduction to educational research. New York: the Macmillan Company.
- Rosenthal, J.S (1994). A survey of multimedia and its application in the 1990s. The American university.
- Schardt, A.M (1997). A comparison of English language and reading skills of limited English proficient students with and without use of multimedia CD- ROM based software. The university of Texas, Austin.
- Schank, R.C & Cleary, c. (1995). Engines for Education. Hillsdale, NJ: Lawrence Erlbaum Associates
- Seuss's ABC (1995). Living Books Series. Novato, C A: Random house- Broderbund software.
- Stلالuna by cannon. (1996). Living books series. Novato, C A: random house – Broderbund software.
- Redmond, I.J (1999). A study of teacher perceptions of the implementation of multimedia technology. University of Sarasota.
- Thompson, J. & Parson, J. (1995). Recall Software Guide. Hull, u k: C I I center for modern languages, University of Hull.
- Simona, M. (1997). Computer- assisted instruction in language teaching. Forum 53-55.
- Walter, A.W & charts, F.S (1973). Instructional Technology (5th ed) USA: Library of Congress.

- Tjaden, B.J (1997). Comparison of lecture, a text based intelligent tutoring system and a multimedia tutorial to teach C pointers: an empirical study. The George Washington, University.
- Warschawer, M. (1996). Computer assisted language Learning. An introduction. Fotos (Ed), multimedia language teaching (pp 3- 20). Tokyo: Logos International Tele collaboration.
- Warschawer, M. (1995). Tele collaboration in foreign language learning. Honolulu, H I. University of Hawaii second language teaching and curriculum_center (university of Hawaii press).
- Wambugu, E.G (1995). Factors affecting, the use of hypermedia in foreign language institution (multimedia). Southern Illinois University, at Carbondale.
- Wats, N. (1997). A learner – based design model for interactive multimedia language learning packages. System, 25, 1-8.
- Waldman, H.L (1995). The effect of a multimedia literacy tool on first – grade reading and writing achievement. University of San Francisco.
- Williamson, V. & Abraham, M. (1995).” The effect of computer animation of the particular mental models of college of chemistry students Journal of Research on science teaching, 32(5) 521-534, Eric Documents E D 504113.

- Zeanchock, J.A (1996). Faculty perceptions and use of selected computer – assisted instruction modules computer and information system concepts. University of Pittsburgh.

Appendix A

**A letter from An- Najah University
Dean of graduate studies to Nablus
Education officer**



التاريخ : ٢٠٠١/٥/٦

السيدة مديرة التربية والتعليم / نابلس المحترمة

تحية طيبة وبعد ،،

الموضوع : تسهيل مهمة الطالبة "قنوع حسن قاسم فقهاء"

رقم التسجيل (٩٨٥٠٣٤٤)

الطالبة المذكورة أعلاه هي إحدى طلبة الماجستير في جامعة النجاح الوطنية تخصص
أساليب تدريس اللغة الانجليزية وهي بصدد إجراء دراسة لها بعنوان :

(The Effect of Multimedia CD-Rom Litruture Based Software on English
Language and Reading Skills of the Third Grade Students at Private Schools in
Nablus Area)

يرجى من حضرتكم تسهيل مهمتها في الحصول على معلومات عن أسماء المدارس الخاصة
وأعداد الطلبة في الصف الثالث الأساسي في المدارس الخاصة في محافظة نابلس .

شاكرين لكم حسن تعاونكم .

وتفضلوا بقبول الاحترام ،،

عميد الدراسات العليا

د. محمد العملة



نسخة: الملف.

Appendix B
The test developed
By The researcher

Draw a circle over each identified item, to complete a horizontal, vertical or diagonal string of circles, and you've won:

Orange	Carrot	Lettuce	Strawberry	Cucumber
Grapes	Potatoes	Cherries	Salad	Pickle
Apple	Pear	Peas	Beans	Bread
Banana	Mushroom	Rice	Watermelon	Cake
Lemon	Tomato	Onion	Corn	Green pepper

Listen and write the appropriate words in the suitable rectangles:

--	--

Good mornin gud moirning
 morning god

--	--

Morning mornin ghood morneng
 god good

--	--	--	--

Rike whut would lice what like
 you wat

--	--	--

Please some somme cofey coffee like

--	--	--	--	--	--	--

Coffee do you want melk wants
 milk in ue your you

--	--

--	--

Pleis pleez yes please please yez

--	--	--	--	--	--

Is too to coffey kold cowfee
coffee hey this cold

--	--

Aim I'm sari sorree eyem sorry

--	--	--	--

Coffee hot her's here's cawfee
some coffey

--	--

Ue you yew sanks tanks
thank

--	--	--	--

Haw now is et itt howe it
how

--	--	--

Gust rait just right riht rite it's

--	--	--	--	--	--

Coffee you wood like would
sum more ue some

--	--

Thanks know now no noe
tanks

--	--	--	--

How howe mutch haww itt is
much it

--	--	--

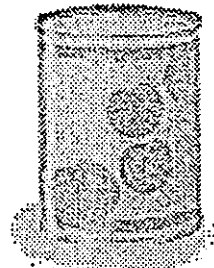
Sents please ninety-five cens pleez
cents centz

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



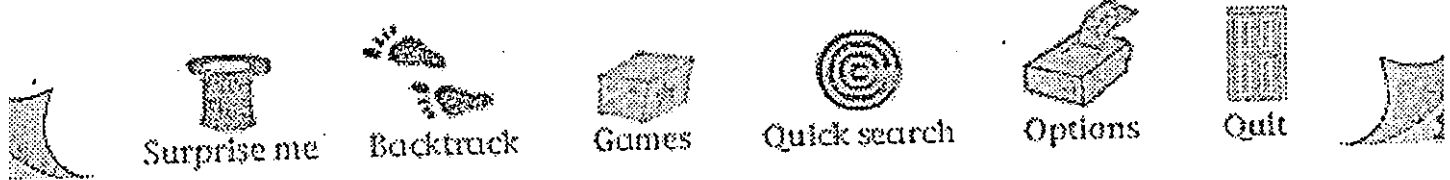
c a



abcdefghijklmnopqrstuvwxyz
opqrstuvwxyz

6 5 4

1 2 3



Surprise me

Backtrack

Games

Quick search

Options

Quit

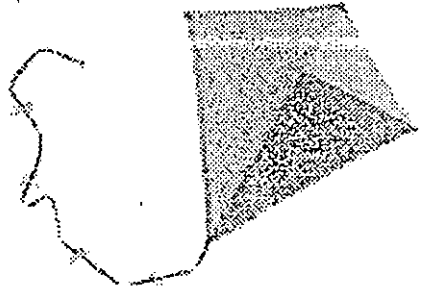
(c) 1994-95 Dorling Kindersley Multimedia

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



i t e



abcdefghijklmnopqrstuvwxyz
opqrstuvwxyz

6 5 4

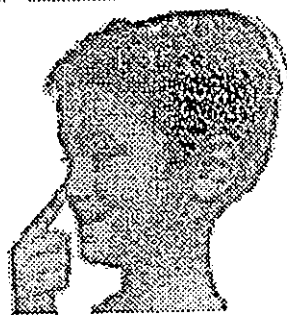
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



n o [] e



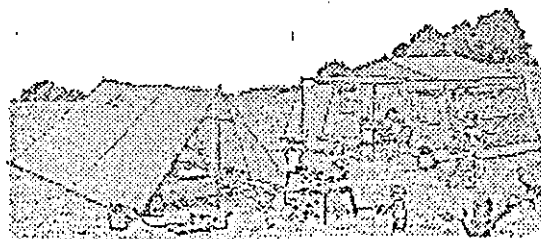
6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



c a [] p



6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3



Surprise me

Backtrack

Games

Quick search

Options

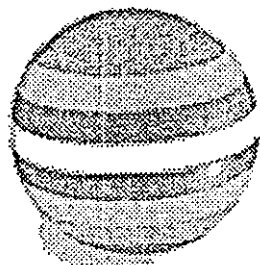
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



b [] l l



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

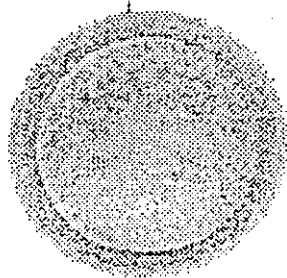
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



m [] [] []



a b c d e f g h i j k l m n

[] [] []

o p q r s t u v w x y z

[] [] []

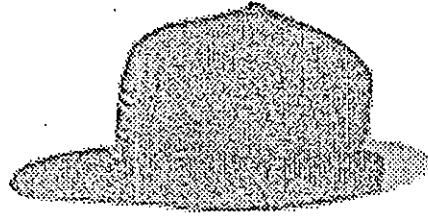


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



a p



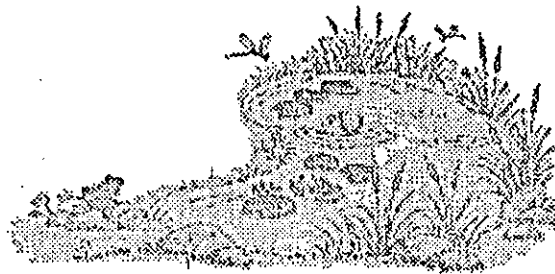
6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y

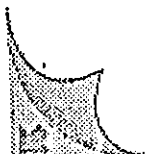
Spell it



p o d



6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3



Surprise me



Backtrack



Games



Quick search



Options



Quit

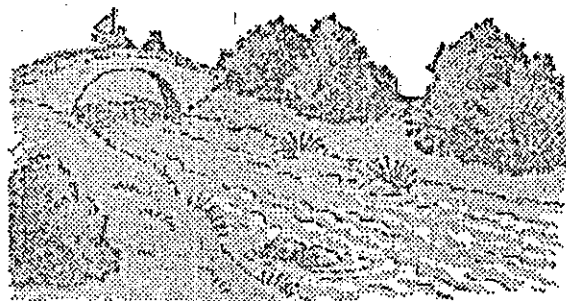
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

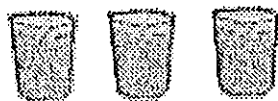


hard

□ i □ □ r



a b c d e f g h i j k l m n



o p q r s t u v w x y z



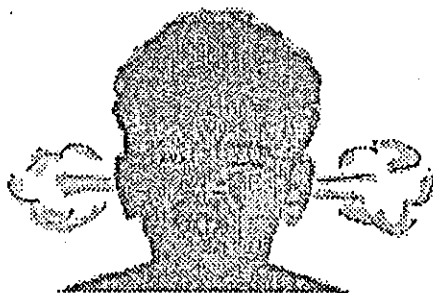
a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it



hard

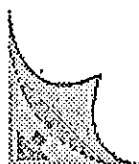
□ n g □ □



a b c d e f g h i j k l m n



o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options

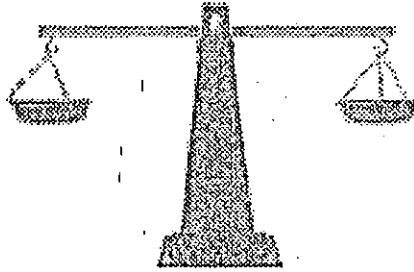
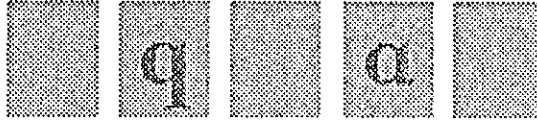


Quit



a b c d e f g h i j k l m n o p q r s t u v w x y

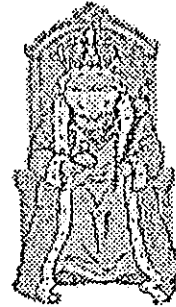
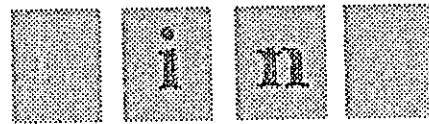
Spell it



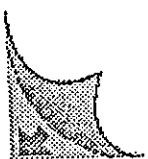
abcde fghij klmn
opqrstu vwxyz

a b c d e f g h i j k l m n o p q r s t u v w x

Spell it



abcde fghij klmn
opqrstu vwxyz



Surprise me



Backtrack



Games



Quick search



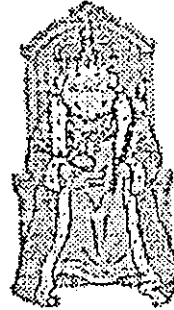
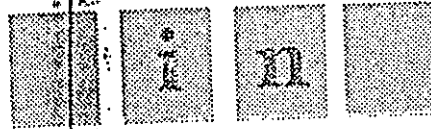
Options



Quit

a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it

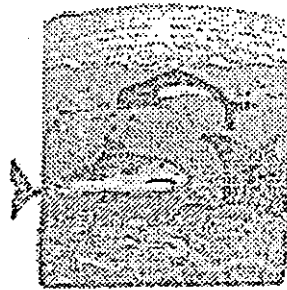
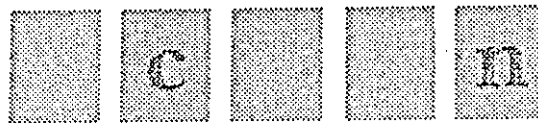


a b c d e f g h i j k l m n
o p q r s t u v w x y z

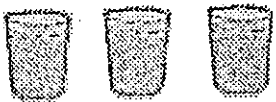


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



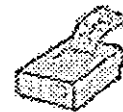
Backtrack



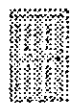
Games



Quick search



Options



Quit

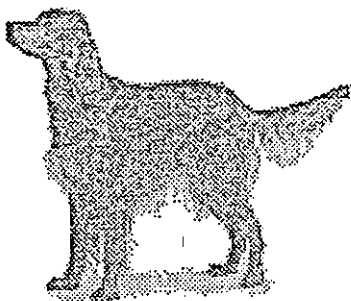


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



d g



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

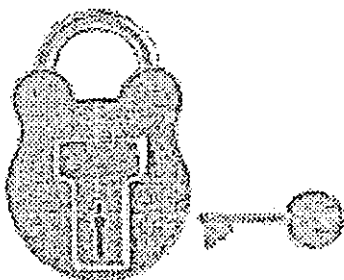
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



l c

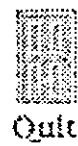


a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

1 2 3



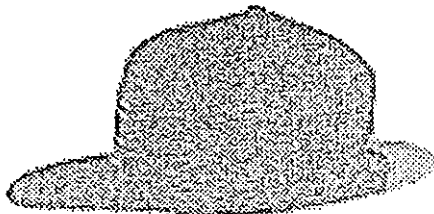
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

□ a p □



easy



564693

6 5 4 a b c d e f g h i j k l m n
o p q r s t u v w x y z 1 2 3

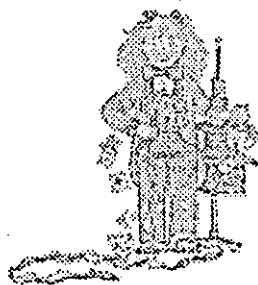
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

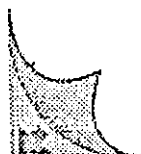
m □ □ i □



hard



□ □ □ a b c d e f g h i j k l m n
o p q r s t u v w x y z □ □ □



Surprise me



Backtrack



Games



Quick search



Options



Quit

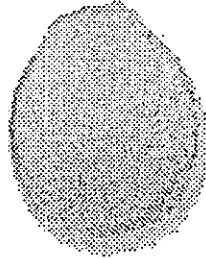


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



l e m n



6 5 4 a b c d e f g h i j k l m n n
o p q r s t u v w x y z 1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y

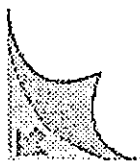
Spell it



m i t



6 5 4 a b c d e f g h i j k l m n n
o p q r s t u v w x y z 1 2 3



Surprise me



Backtrack



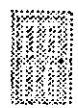
Games



Quick search



Options



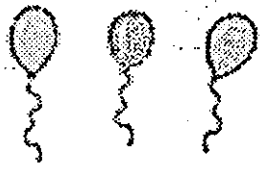
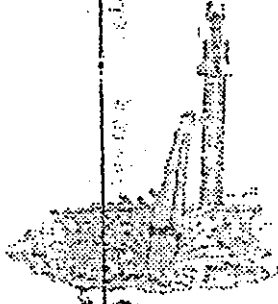
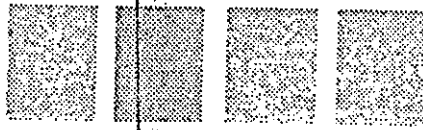
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



a b c d e f g h i j k l m n
o p q r s t u v w x y z

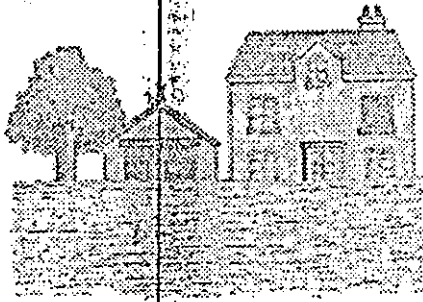
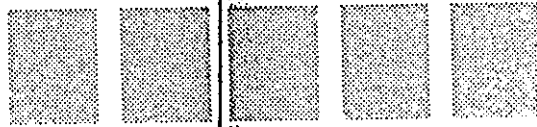


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



Quit

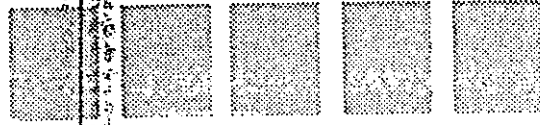


a b c d e f g h i j k l m n o p q r s t u v w x

Spell it



hardest



a b c d e f g h i j k l m n
o p q r s t u v w x y z

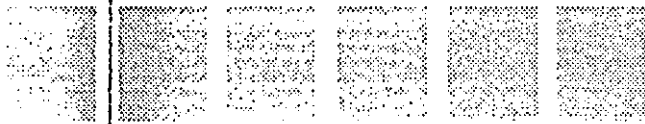


a b c d e f g h i j k l m n o p q r s t u v w x

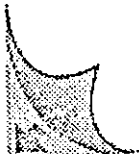
Spell it



hardest



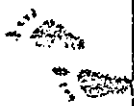
a b c d e f g h i j k l m n
o p q r s t u v w x y z



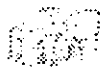
Surprise me



Backtrack



Games



Quick search



Options

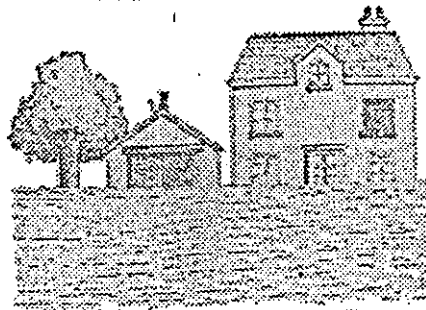
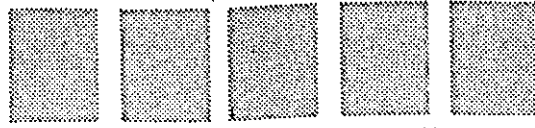


Quit



a b c d e f g h i j k l m n o p q r s t u v w x y z

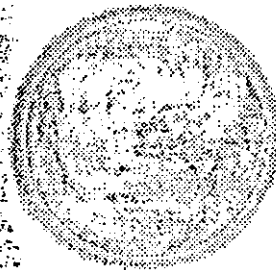
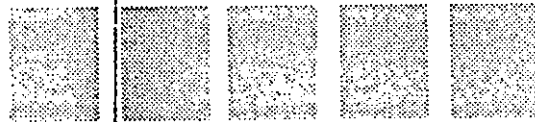
Spell it



a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



a b c d e f g h i j k l m n o p q r s t u v w x y z

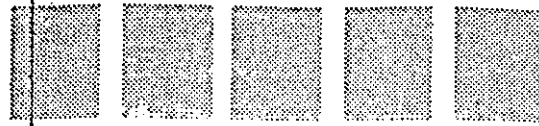


a b c d e f g h i j k l m n o p q r s t u v w

Spell it



hardest



a b c d e f g h i j k l m n
o p q r s t u v w x y z

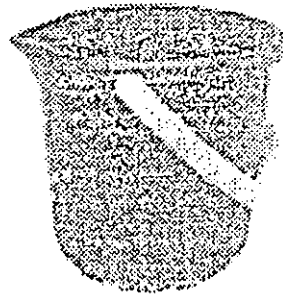
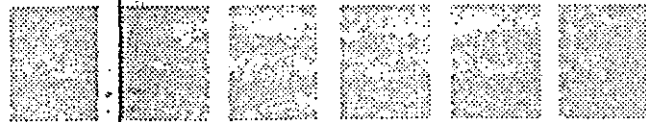


a b c d e f g h i j k l m n o p q r s t u v w x

Spell it



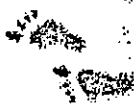
hardest



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Backtrace



Games



Quick search



Options



Quit

Appendix C

**A letter from the researcher to
Third grade students' parents**

مدرسة راهبات مار يوسف

حضرة أولياء أمور الطلبة الكرام

تحية طيبة وبعد،،،

تقوم الباحثة "فروع فقهاء" بإجراء دراسة لاستكمال برنامج الماجستير حول أثر استخدام الـ CD-Rom والحاسوب التعليمي على تحسين مهارات اللغة الانجليزية مقارنة مع الطريقة التقليدية في التدريس، وقد تم اختيار الصف الثالث الأساسي (الشعبة أ) كمجموعة تجريبية للدراسة وسوف يتم إعطاء دورة تعليمية كاملة تناسب مستوى الطلبة، وبناء عن ذلك سوف يتم إجراء الدراسة في مركز "عمره" للكمبيوتر قرب جامعة النجاح الوطنية مقابل مكتبية النجوم وذلك يوم الأحد من كل أسبوع من الساعة التاسعة وحتى الساعة الحادية عشرة صباحاً ولمدة خمسة أسابيع ابتداءً من يوم الأحد الموافق ٢٥/٣/٢٠٠١م.

شاكراً لكم تعاونكم

لطفاً ضع علامة (X) في المناسب:

لا أوافق

أوافق

التوقيع

Appendix D
A sample of students' answers
On the test

Appendix D
A sample of students' answers
On the test

92
71-

98
100

EX

Draw a circle over each identified item, to complete a horizontal, vertical or diagonal string of circles, and you've won.

Bingo

orange	carrot	lettuce	strawberry	cucumber
grapes	potatoes	cherries	salad	pickle
apple	pear	peas	beans	bread
banana	mushrooms	rice	watermelon	cake
lemon	tomato	onion	corn	green pepper

16
16

her's some hot coffee
coffee hot her's herez ~~caurfee~~ some coffey

~~thank~~ ~~you~~
ue you yew sants tanks thank

~~now~~ ~~is~~ ~~it~~ ~~now~~
haw now is et itt howe it how

~~is~~ ~~just~~ ~~right~~
gust rait iust right riht rite its

would you like some ~~more~~ ~~coffee~~
coffee you wood like would sum more ue some

~~no~~ ~~thanks~~
thanks know now no noe tanks

~~have~~ ~~much~~ ~~is~~ ~~it~~
how howe mutch haww itt is much it

~~ninety-five~~ ~~sent~~ ~~please~~
sents please ~~ninety-five~~ cens pleez cents centz

26
28

listen and write the suitable words:-

~~good~~ ~~morning~~

good morrin gud mornning god morning

~~good~~ ~~morning~~

morning morrin ghood mornnng god good

~~what~~ ~~would~~ ~~you~~ ~~like~~

rike what would lice what like you wat

~~some~~ ~~coffee~~ ~~please~~

please some Somme coffey coffee like

~~is~~ ~~do~~ ~~you~~ ~~want~~ ~~milk~~ ~~in~~ ~~your~~ ~~coffee~~

coffee do you want melk wants milk in ue your you

~~yes~~ ~~please~~

pleis pleez yes please please yez

~~hey~~ ~~this~~ ~~coffee~~ ~~is~~ ~~too~~ ~~cold~~

is too to coffey Kold couffee coffee hey this cold

~~I'm~~ ~~sorry~~

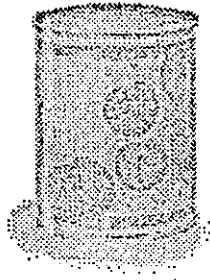
aiem I'm Sari Sourree eyem sorry

abcdefghijklmnopqrstuvwxyz

Spell it



c a n



6 5 4 abcdefghijklmn
opqrstuvwxyz 1 2 3

- Surprise me
- Backtrack
- Games
- Quick search
- Options
- Quit

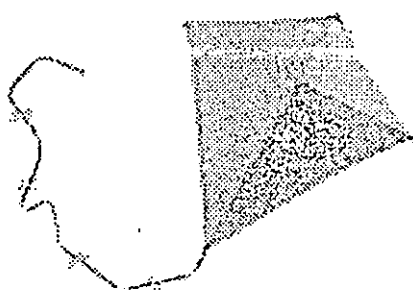
(c) 1994-95 Dorling Kindersley Multimedia

abcdefghijklmnopqrstuvwxyz

Spell it



k i t e

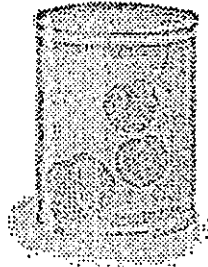


6 5 4 abcdefghijklmn
opqrstuvwxyz 1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

c a n



abcdefghijklmnopqrstuvwxyz
opqrstuvwxyz

6 5 4

1 2 3



(c) 1994-95 Dorling Kindersley Multimedia

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

k i t e



abcdefghijklmnopqrstuvwxyz
opqrstuvwxyz

6 5 4

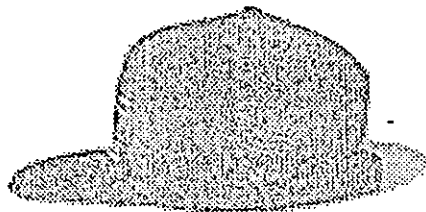
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



c a p



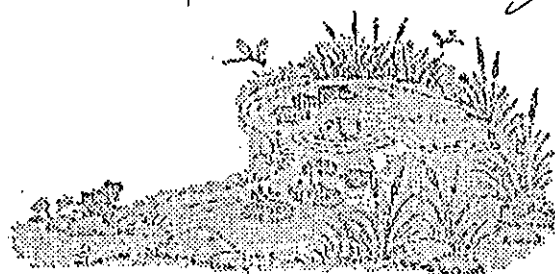
6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

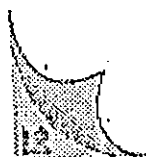
Spell it



p o n d



6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3



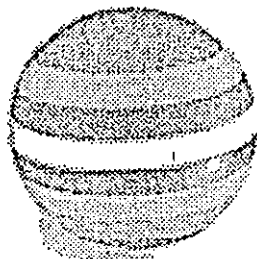
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



easy

b a i l



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

1 2 3

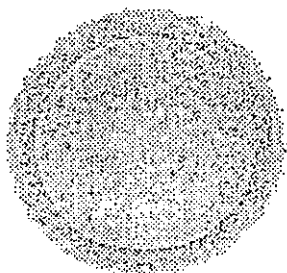
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

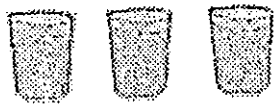


hard

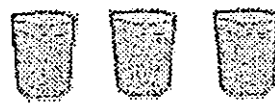
m o o n



a b c d e f g h i j k l m n



o p q r s t u v w x y z



Surprise me

Backtrack

Games

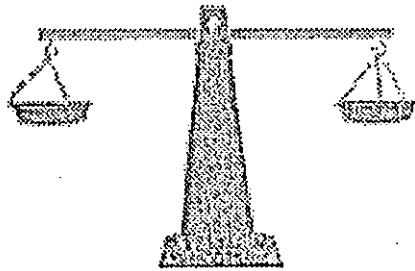
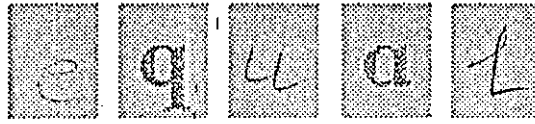
Quick search

Options

Quit

abcdefghijklmnopqrstuvwxyz

Spell it

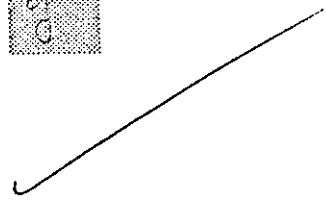
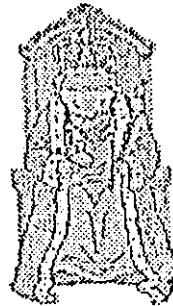
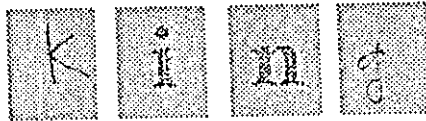


abcdefghijklmnopqrstuvwxyz



abcdefghijklmnopqrstuvw

Spell it



abcdefghijklmnopqrstuvw

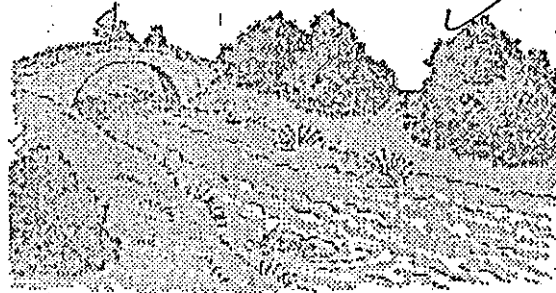


a b c d e f g h i j k l m n o p q r s t u v w x y z

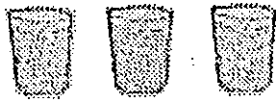
Spell it



h i r d



a b c d e f g h i j k l m n



o p q r s t u v w x y z

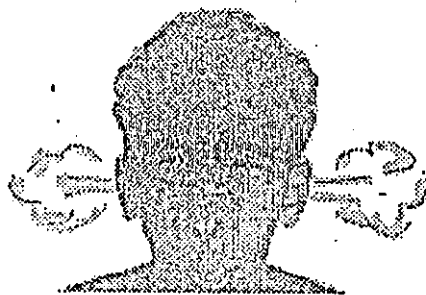


a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it



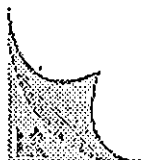
a n g e r



a b c d e f g h i j k l m n



o p q r s t u v w x y z



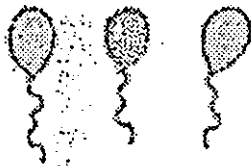
a b c d e f g h i j k l m n o p q r s t u v w x

Spell it

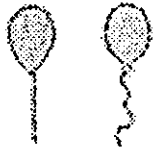


hardest

a u c e n



a b c d e f g h i j k l m n
o p q r s t u v w x y z



a b c d e f g h i j k l m n o p q r s t u v w x

Spell it

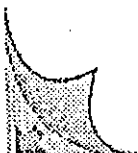
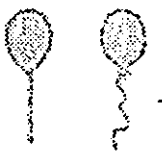


hardest

c a m e r a



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



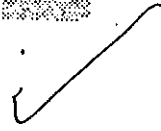
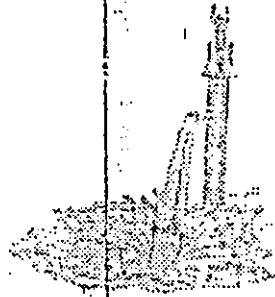
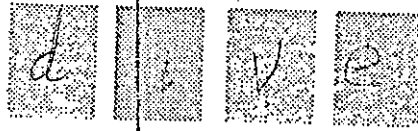
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



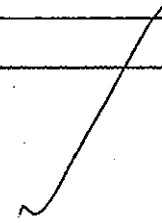
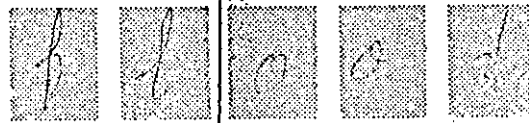
a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



a b c d e f g h i j k l m n o p q r s t u v w x y z



Surprise me



Backtrack



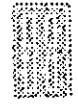
Games



Quick search



Options



Quit

a b c d e f g h i j k l m n o p q r s t u v w :

Spell it



hardest

c a t e d



a b c d e f g h i j k l m n o p q r s t u v w x y z

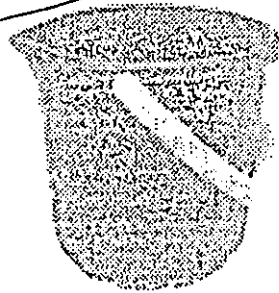
a b c d e f g h i j k l m n o p q r s t u v w x

Spell it



hardest

b a c k e t



a b c d e f g h i j k l m n o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



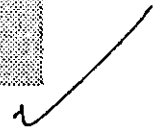
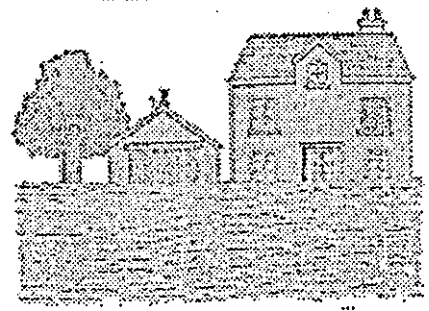
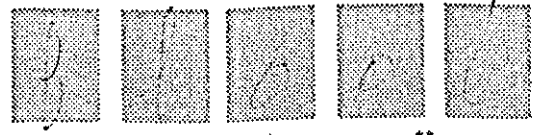
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



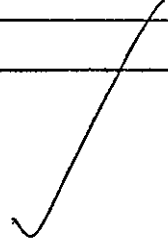
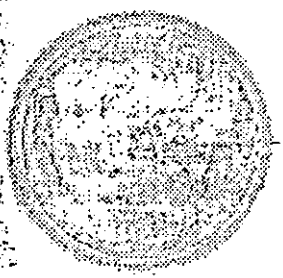
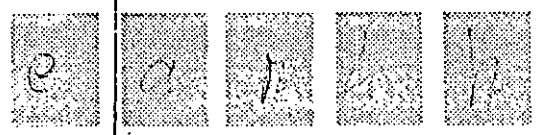
a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it



hardest



a b c d e f g h i j k l m n o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



Quit

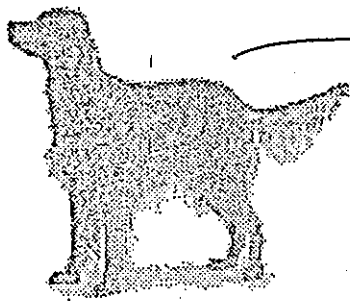
abcdefghijklmnopqrstuvwxyz

Spell it



easy

d e g



abcdefghijklmn

6 5 4

opqrstuvwxyz

1 2 3

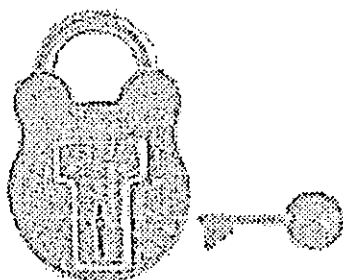
abcdefghijklmnopqrstuvwxyz

Spell it



hard

l o e

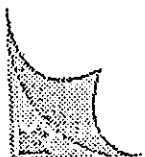


abcdefghijklmn

6 5 4

opqrstuvwxyz

1 2 3

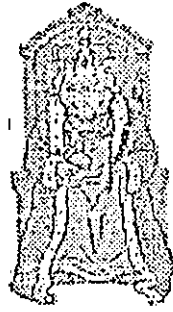
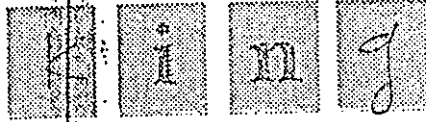


a b c d e f g h i j k l m n o p q r s t u v w x y

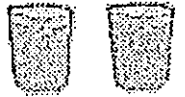
Spell it



hard



a b c d e f g h i j k l m n
o p q r s t u v w x y z

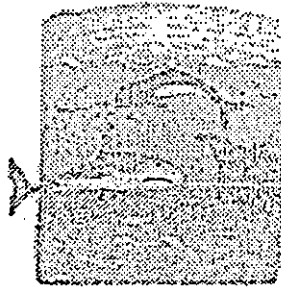
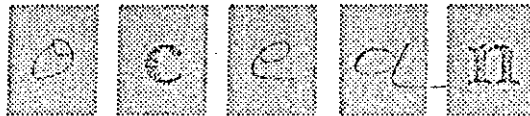


a b c d e f g h i j k l m n o p q r s t u v w x y z

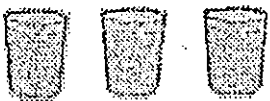
Spell it



hard



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



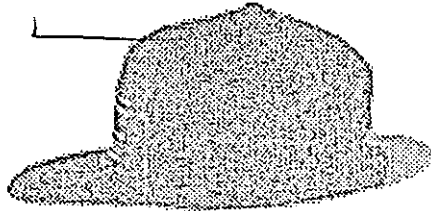
Quit



a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

c a p



easy

a b c d e f g h i j k l m n

o p q r s t u v w x y z

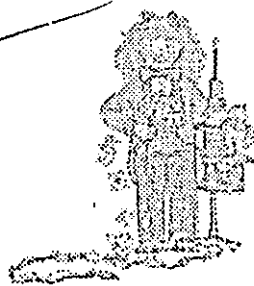
1 2 3

6 5 4

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it

m a g i c



hard

a b c d e f g h i j k l m n

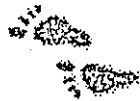
o p q r s t u v w x y z

1 2 3

6 5 4



Surprise me



Backtrack



Games



Quick search



Options



Quit

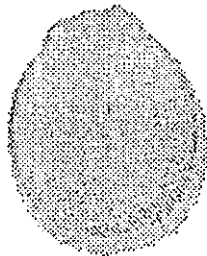


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



l e m o n



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it



r m t

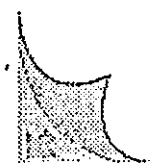


a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

1 2 3



$$\frac{72.5}{100}$$

Con

Draw a circle over each identified item, to complete a horizontal, vertical or diagonal string of circles, and you've won.

Bingo

orange	carrot	lettuce	strawberry	cucumber
grapes	potatoes	cherries	salad	pickle
apple	pear	peas	beans	bread
banana	mushrooms	rice	watermelon	cake
lemon	tomato	onion	corn	green pepper

16
mark

$$\frac{15}{16}$$

21.5

28

listen and write the suitable words:- 28 marks

god

~~MORNING~~

good ²morning gud [✓]morning god morning

~~god~~

~~MORNING~~

morning ²morning [✓]good morning god good

~~What~~

~~would~~

~~you~~

~~like~~

like [✓]what would like what like you wat

~~some~~

~~coffee~~

~~please~~

please [✓]some [✓]some 'cofee coffee like

~~do~~

~~you~~

~~want~~

~~milk~~

~~in~~

~~your~~

~~you~~

Coffee do you want milk wants milk in [✓] your you

~~yes~~

~~please~~

pleis pleez [✓]yes please please [✓]yez

~~hot~~

~~this~~

~~coffee~~

~~is~~

~~too~~

~~cold~~

is [✓]too to coffee Kold [✓]coffee coffee [✓]hot this cold

~~aiem~~

~~sorry~~

aiem I'm ²Sari [✓]Sorry [✓]eyem sorry

herez some not coffee
coffee 2 hot Theris herez coffee some coffee

thank you
ue you & you Sanks tanks thank

how now is et itt howe it how

just rait just right rait rite its

would you like some more
coffee you wood like would sum more ue some

thanks know now no noe tanks

how howe mutch haww itt is mutch it

sents please ninety-five cens pleez cents centz

a b c d e f g h i j k l m n o p q r s t u v w x y z

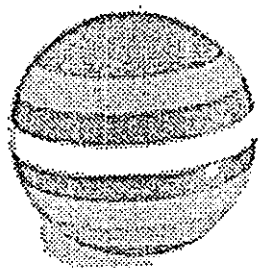
Spell it



38
56

b e l l

56
marks



a b c d e f g h i j k l m n
o p q r s t u v w x y z

6 5 4

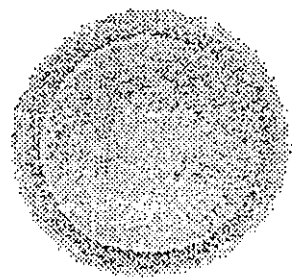
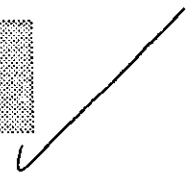
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

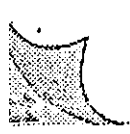
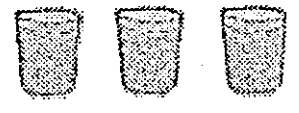
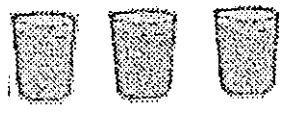
Spell it



m o o c



a b c d e f g h i j k l m n
o p q r s t u v w x y z

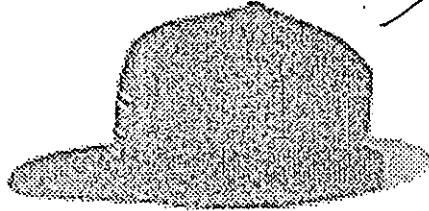


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



c a p



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

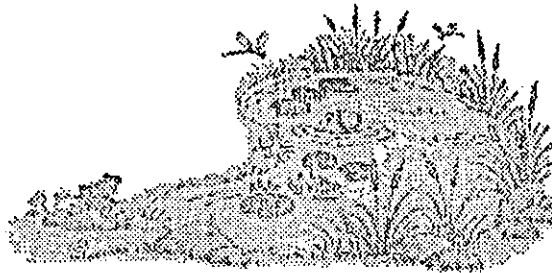
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



p o d

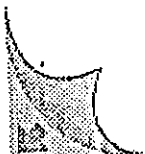


a b c d e f g h i j k l m n

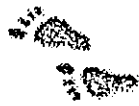
6 5 4

o p q r s t u v w x y z

1 2 3



Surprise me



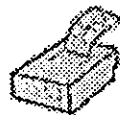
Backtrack



Games



Quick search



Options



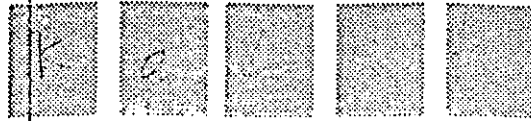
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



2



a b c d e f g h i j k l m n
o p q r s t u v w x y z

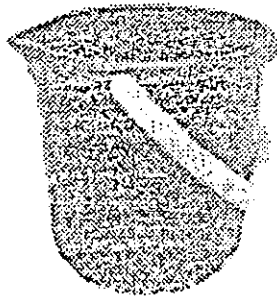
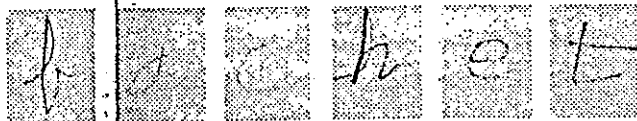


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



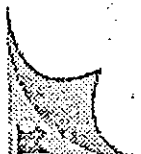
hardest



2



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Background



Games



Quick search



Options



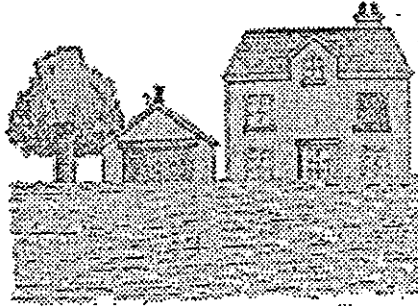
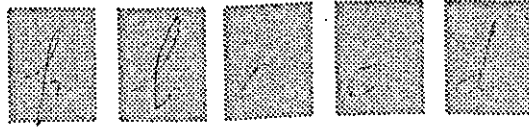
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



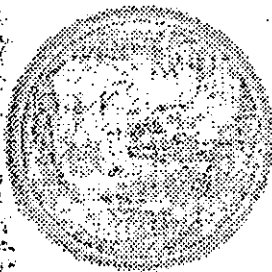
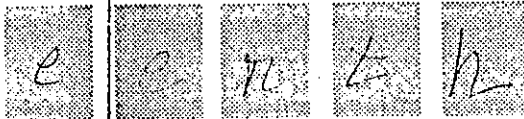
a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hardest



2

a b c d e f g h i j k l m n o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



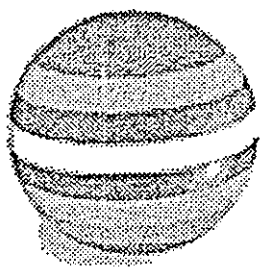
Quit

abcdefghijklmnopqrstuvwxyz

Spell it



b o l l



abcdefghijklmnopqrstuvwxyz
opqrstuvwxyz

6 5 4

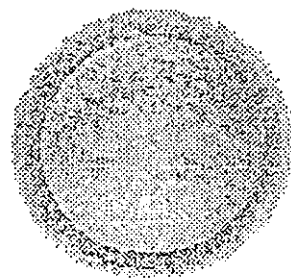
1 2 3

abcdefghijklmnopqrstuvwxyz

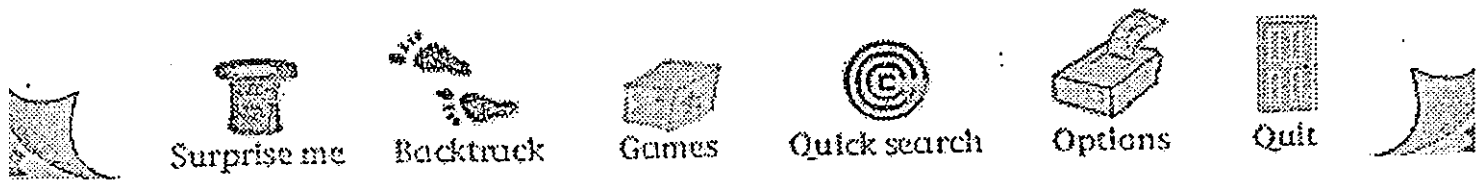
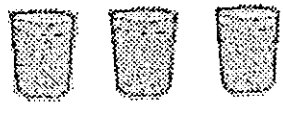
Spell it



m o o n



abcdefghijklmnopqrstuvwxyz
opqrstuvwxyz



Surprise me

Backtrack

Games

Quick search

Options

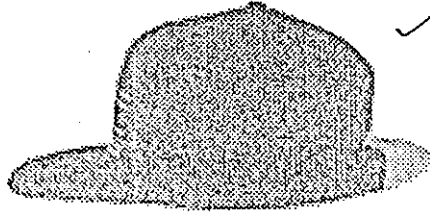
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



c a p



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

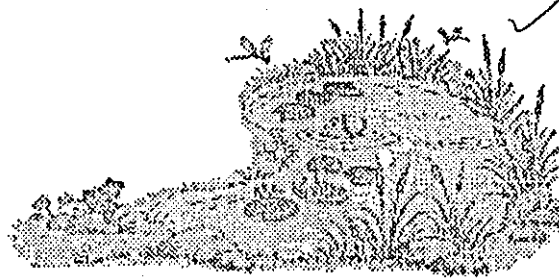
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



p o w d

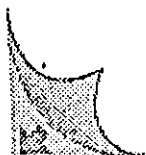


a b c d e f g h i j k l m n

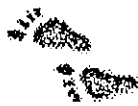
6 5 4

o p q r s t u v w x y z

1 2 3



Surprise me



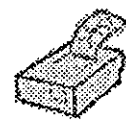
Backtrack



Games



Quick search



Options



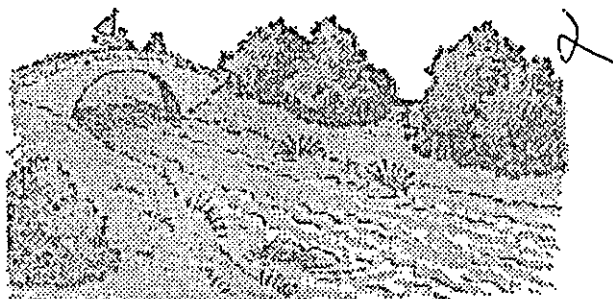
Quit

a b c d e f g h i j k l m n o p q r s t u v w x y z

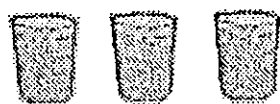
Spell it



h i r



a b c d e f g h i j k l m n
o p q r s t u v w x y z

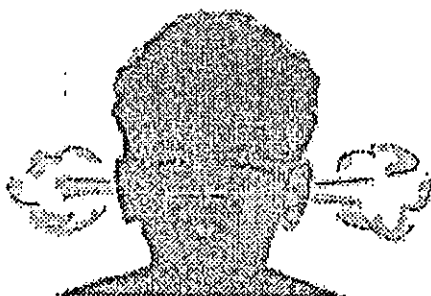


a b c d e f g h i j k l m n o p q r s t u v w x y

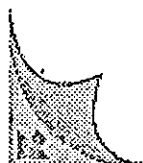
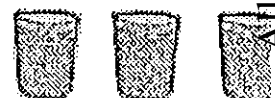
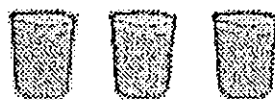
Spell it



h n g



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



Quit

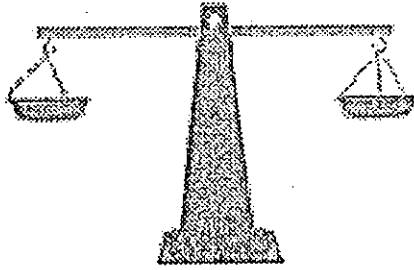


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



e q u a l



a b c d e f g h i j k l m n



o p q r s t u v w x y z

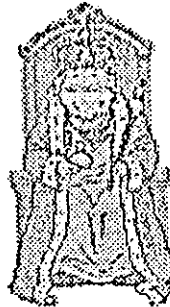


a b c d e f g h i j k l m n o p q r s t u v w x

Spell it



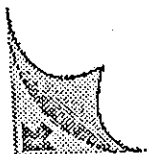
f i n



a b c d e f g h i j k l m n



o p q r s t u v w x y z



Surprise me



Backtrack



Games



Quick search



Options



Quit

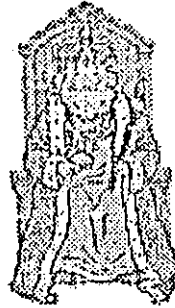
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hard

h a r d



a b c d e f g h i j k l m n
o p q r s t u v w x y z



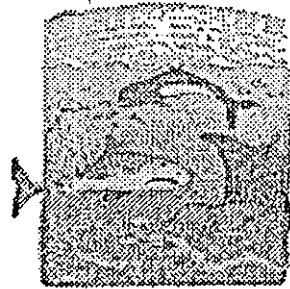
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



hard

h a r d



a b c d e f g h i j k l m n
o p q r s t u v w x y z



Surprise me



Backtrack



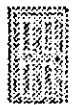
Games



Quick search



Options



Quit

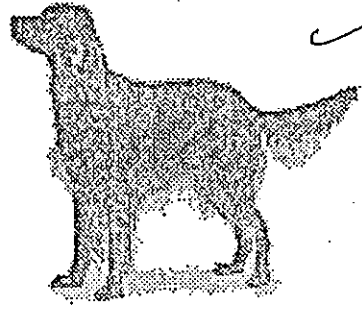
306

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



d e g



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

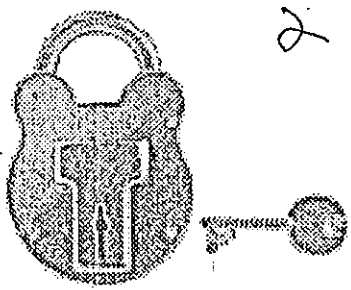
1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



l o c



a b c d e f g h i j k l m n

Three trash can icons.

o p q r s t u v w x y z

Three trash can icons.

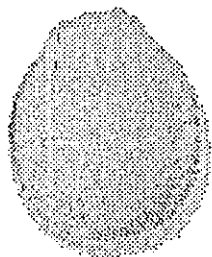


a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



l e m e n



a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it



a n t

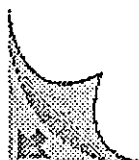


a b c d e f g h i j k l m n

6 5 4

o p q r s t u v w x y z

1 2 3



Surprise me



Backtrack



Games



Quick search



Options

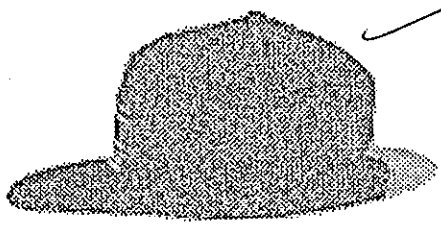


Quit

a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it

a p

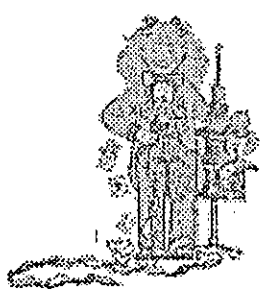


6 5 4 a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3

a b c d e f g h i j k l m n o p q r s t u v w x y

Spell it

m a j i c



abc defghijklmn opqrstuvwxyz



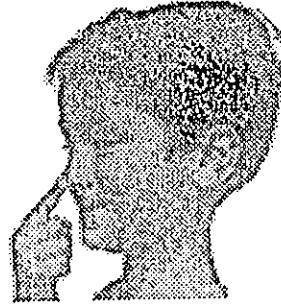
abcdefghijklmnopqrstuvwxyz

Spell it



easy

n o s e



abcdefghijklmn

6 5 4

opqrstuvwxyz

1 2 3

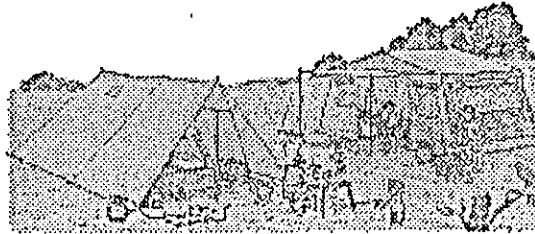
abcdefghijklmnopqrstuvwxyz

Spell it



easy

c a m p

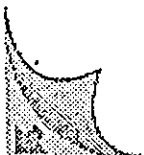


abcdefghijklmn

6 5 4

opqrstuvwxyz

1 2 3



Surprise me



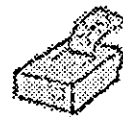
Backtrack



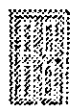
Games



Quick search



Options



Quit

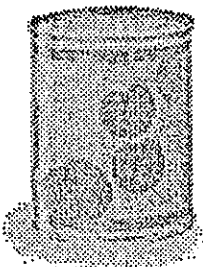
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



easy

c a n



a b c d e f g h i j k l m n

o p q r s t u v w x y z

6 5 4

1 2 3



Surprise me



Backtrack



Games



Quick search



Options



Quit

(c) 1994-95 Dorling Kindersley Multimedia

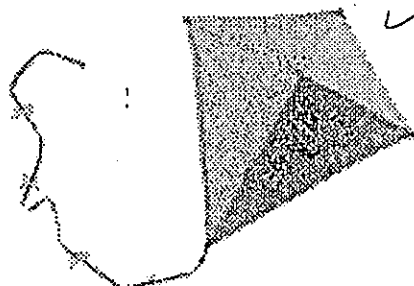
a b c d e f g h i j k l m n o p q r s t u v w x y z

Spell it



easy

k i t e



a b c d e f g h i j k l m n

o p a r s t u v w x v z

6 5 4

1 2 3

Appendix E
Photos for the experimental
Group students in the computer
Laboratory



