

**An-Najah National University  
Faculty of Graduate Studies**

**The Effectiveness of Using Animated Films on  
Improving the Seven Graders' Grammar  
Achievement in Jenin Directorate**

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## *Dedication*

*I dedicate my work to my family, I will never stop showing gratitude to my beloved husband (Anwar) who overwhelmed me with love and courage, and devoted most of his time to make this experience successful and fruitful.*

*To my sons and daughters, I appreciate their patience all my studying time.*

*I never forget to thank my loving parents, brothers and sisters who supported and motivated me.*

*To my friends, and special dedication to (Bothaina), with whom I overpassed all the difficult steps and stressful moments.*

*To all those who care about me and pray for me silently in their hearts.*

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## الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

# **The Effectiveness of Using Animated Films on Improving the Seven Graders' Grammar Achievement in Jenin Directorate**

**فعالية استخدام أفلام الرسوم المتحركة في تحسين مستوى تحصيل طلاب  
الصف السابع الأساسي في قواعد اللغة الإنجليزية في محافظة جنين**

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## **Declaration**

In the below assigned work provided in this thesis, except those which are referenced, the researcher declares that the work is her own, and has not been submitted elsewhere for any other degree or qualification.

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**Signature:**

التوقيع:

**Date:**

التاريخ:

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**Dr. Suzanne Arafat**

**Abstract**

The objective of this research was to find out "The Effectiveness of Using Animated Films on Improving the Seven Graders' Grammar Achievement in Jenin Directorate" and investigate the ways in which grammatical rules are presented in the Palestinian curriculum and to develop them. The need to work on this field (Grammar) aroused from the researcher's observation of the difficulties which students face when they have new grammar lessons.

For the purpose of this study a quasi-experimental was designed. The population of the study is the 7<sup>th</sup> Grade students in Jenin city schools. The sample of the study was 42 students who were chosen from Beit Qad Secondary Girls' School for the experimental group (23 students) and Jalboun Secondary Girls' School for the control group (19 students) in Jenin directorate. The researcher used two instruments to collect data, they were tests (pre and post tests) and the classroom observation.

The results of the quasi- experimental study showed positive effect of utilizing this approach on students' achievement in English grammar. Moreover, the results of the classroom observations were also positive. In the light of these results, the researcher recommended teachers to utilize

Animations approach in teaching grammar. The researcher also proposed some recommendations for students, parents, teachers, researchers and the Ministry of Education according to the results of the current study.

# **Chapter One**

## **Introduction & Theoretical Background**

**1.1 Introduction & Theoretical Background.**

**1.2 Statement of the problem.**

**1.3 Objectives of the study.**

**1.4 Significance of the study.**

**1.5 Questions of the study.**

**1.6 Hypothesis of the study.**

**1.7 Limitations of the study.**

**1.8 Definitions of the terms.**

**1.9 Summary.**

## **Chapter One**

### **Introduction & Theoretical Background**

#### **1.1 Introduction and Theoretical Background**

Education sector all over the world is one of the most important and the strongest base in any nation evolution. It is the bedrock that makes it up. Education success is based on many elements, such as the teacher and teaching methods, the educational content, the learning environment, school management, preconditions for the students and funding and organization. The most important of these elements is the student and the teacher. The teacher is the one who builds the generations, who educates, who determines in one way or another the form of culture that spreads in society, through what he gives for students, through the ideas that he transmits in their minds and convince them with. When the teacher is not prepared well to perform his duties and responsibilities in a good and effective manner, the whole learning process will be inefficient.

A strong education system is built upon effective teachers. Effective teachers must be supported by effective policies and practices across their entire career, beginning with preparation and recruitment, continuing through professional growth, evaluation, environment, and compensation through teacher leadership.

A good teacher should always have good methods, he has to be capable to provide students with fresh information and knowledge, he can change the whole society. The successful teacher always tries to develop

himself and his methods of education in order to create an attractive educational environment that includes the student as a main component and encourages him to learn, with the aim of developing the level of his students and reaching fruitful educational products for more success and more understanding reaching to create great learning minds.

Since the creation and the beginning of the universe, language was the means to communicate between human beings, it is the verbal and the nonverbal communication. Language is a matter of pronunciation, because of this, reading is of great importance in the maturity of any language, and in its development. The child from childhood begins to learn the language, and through training language is generated with the correct pronunciation. By time, the individual has become seeking more knowledge to develop his skills and abilities, to know more about different cultures and societies, this could be achieved through learning different languages. Language is simply a symbol nations' cultural heritage and its achievements. Thus, the importance of language in our lives was great for the service of humanity in growth (Gay & Airasian,2003).

English is a universal language of communication because, it has wide spread with many people speaking it. English is the language of medicine, engineering, modern technology and many other important fields. Therefore, it's necessary to learn this language. People who have the language proficiency in more than one language are superior in using language to those who know only one, especially in intelligence tests, they

also achieve better results in school tests. Palestine is one of the countries that has been interested in teaching foreign languages, especially English, it pays attention to the basics of learning this language, since the basic stages of learning, side by side with Arabic language. The Ministry of Education also focuses on the obstacles that face the teacher in teaching English with all its skills; listening, speaking, reading and writing. Teachers, with the Ministry, students and parents' help, try always to improve English language learning, to develop students' performance and achievement (Plotnik, 1999).

Alizadeh (2012) concluded that one of the most important things to learn English is learning its grammar, the first step for millions of learners around the world. Most people who study and use a language are interested in how they can do things with the language – how they can express their feelings and wishes, get attention, influence people, and learn about the world. They are interested in the grammatical structure of the language as a way of getting things done. They are interested in how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary, this is the accuracy. However, accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. English grammar is the light that illuminates learner's way to reach to the four skills of the language. It is the signs or traffic lights that are indispensable for every driver, they show your proficiency in the rules. They are important as a first step is conversation which will help the learner to speak fluently, without stuttering and thinking for a long time

before speaking. If students recognize the basics of English grammar, this will help them build a very strong ground for excellent language.

To teach any subject in general and to teach language in particular, teachers need to diversify the methods of teaching and training in any educational position, in any level, at any stage. Teachers should recognize that students do not learn in one way, they have multiple differences that affect their desires in learning and their ability to learn. Each student is a unique individual, different in cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential. Apart from this, there are other factors underlying student differences. These include innate differences in intelligence, differences in social and economic background, variations in past learning experiences, and perhaps variations in the level of congruence between the learner and the curriculum. In view of these factors, catering for individual differences is intended neither to narrow the gap between individuals nor to even out their abilities and performance. It should aim for understanding why students are able or unable to learn well and finding appropriate ways to help them learn better. So, the theory of teaching and training diversification focuses on helping each pupil achieve the curriculum objectives to reach the standard levels, regardless of the learner's level, or type of intelligence, or pattern of learning (Inman & Krincher, 2016).

With the belief and the educators' conviction of the diversification theory, the student is the center of the educational process. According to

theorists, choice and competition are intended to force schools to innovate and diversify their programs. However, evidence from several countries suggests that schools are not responding to competitive incentives as expected: (a) instead of innovating in the classroom, schools often embrace traditional practices; (b) innovations in administration tend to enable schools to more effectively shape their enrollment, rather than pursue more effective or diverse educational practices; and (c) public-sector policies, not competitive pressures, produced the most innovative and diversified options for families.

Therefore, the theory of diversification appears in terms of learner's willingness and interest to achieve success. So, a number of learning tools enables each student to choose from among them the learner who adapts to his abilities and tendencies, and through this the learner achieves the goals. When the teacher recognizes the abilities, tendencies, and attitudes of the students, he / she can understand the difficulties that face them all in learning (Gould, 2007).

There is no best strategy to be applied, according to students classification the strategy should be used. The best strategy is the one in which the learner uses his brain and his feelings at the same time to understand and APPLY what he acquires connecting it with real life. In general, each person prefers different learning styles and techniques. Everyone has a mix of learning styles. These are seven learning styles; Visual, Aural, Verbal, Physical, Logical, Social and Solitary. Some people

may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. Therefore, the researcher in this study focuses on Animated Videos and Films to teach grammar as a good method that suits these kinds of learners (Macedonia, 2005).

English language is a basic subject in educational curriculum, and it has an important status among branches. It also has a role in the understanding of reading, listening, oral and written expression. During the researcher's work as an English language teacher, she observes the low level of students' achievement in grammar skill, as Ellis (1994) observed it's important to find a solution for the grammar problem by trying to find more about this problem and to have an answer for this question: What is the impact of using animated videos on teaching grammar and improving students' achievement ? The focus is on 7<sup>th</sup> graders to build on what they have learnt since they first start having grammar from 3<sup>rd</sup> grade to 6<sup>th</sup> grade until they reach their current 7<sup>th</sup> grade.

Video is one of the modern technological means that can be exploited in the development of the educational process, it's a good intermediary if the preparation, planning and presentation of the educational programs are designed and organized well. Educational videos help greatly in developing learning skills and grammar development if the teachers are trained how to benefit from them in teaching English grammar (Hasselgard, 2001).

Therefore, the researcher's motivation to conduct this study comes from the need to investigate the effect of animated videos on enhancing students' achievement in grammar. Simply, English language learners face difficulties to understand grammar and apply this skill practically in speaking and writing, especially when traditional methods of explaining rules are rigid, traditional and often incomprehensible (Birbaumer & Schmidt, 2006).

In the light of the above mentioned views about teaching grammar by animation and videos and their merits, the researcher has chosen writing about it and experimenting its effects on students' performance and achievement.

## **1.2 Statement of the problem:**

As the researcher has been teaching English since 2010 in a high school in Jenin, it is obvious that most students are incompetent with regard to the functional grammar to use it in the productive skills either to give correct sentences in writing skill or to express correctly orally when speaking. Students are not competent enough to use correct grammar and speak freely in, they can't use grammar correctly in real situations. This is because students have many psychological barriers such as shyness and hesitation, they also have little interest to participate the language. As a result, in an attempt to help them solve these problems, the researcher conducted this study.

### **1.3 Objectives of the study**

This study tries to investigate the effectiveness of using animated videos and films on enhancing student's achievement in English language grammar by:

- 1- Investigating the impact of animation and videos on the learners' interest to learn the grammar.
- 2- Investigating the impact of animation and videos on students' achievement in grammar field.
- 3- Determining the effect of using animation and videos on enhancing students' performance in writing and speaking as a result of improving their performance and achievement in grammar.
- 4- Familiarizing the English language teachers with the importance of using animated videos in their classes.

### **1.4 Questions of the study**

This study answered the following questions:

- 1- What is the effect of using animated videos and short films in teaching grammar on enhancing student's achievement in grammar ?
- 2- What is the effect of using animations on improving seven graders performance in grammar activities according to the classroom observation items?

### **1.5 Hypothesis of the study:**

The following null hypothesis were tested:

There are no statistical significant differences at ( $\alpha = 0.05$ ) level between the experimental group and the control group post -test results due to the teaching method variable.

### **1.6 Significance of the Study:**

The importance of this study stems from the following points:

- 1- Using untraditional methods in teaching grammar like videos and cartoons can inspire students by linking it with students' productive skills (writing and speaking) and their whole achievement.
- 2- To explore the effectiveness of technological methods that focus on using animated videos in improving students' grammar achievement.
- 3- To investigate how this new strategy videos can inspire students, motivate them and make them more confident to use the language effectively and creatively.
- 4- This study is beneficial to teachers as well as supervisors to let them know the impact of the new strategy as an effective method for developing the learners levels in all English skills.
- 5- To the future researchers, this study can provide knowledge on the recent status on how to apply animated videos and films strategy in teaching to improve students' grammar achievement.

- 6- This approach develops and encourages students to communicate with each other more effectively, and to express themselves freely, creatively and confidently. This leads to overcome the language barrier and to build up ties between the teacher and the students.
- 7- The researcher also believes that not all teachers have a good art ability, so, some teachers face difficulty in drawing or painting during grammar lessons. In this case animations can solve the problem and replace the teachers' effort in drawing and painting.
- 8- This study could also answer some of the questions that teachers may raise, like how can I make my grammar lessons easier ? How can I achieve total engagement in grammar activities? How can I make my students feel positive and creative as they work grammar activities and become absorbed in the tasks?

### **1.7 Limitations of the Study**

This study considers the following limitations: locative, temporal, human and topical.

1. **Locative limitation:** This study was held at secondary girls' schools in Jenin district.
2. **Temporal limitation:** This study was conducted during the first semester of the scholastic year 2019-2020.

3. **Human limitation:** The population of the study consisted of all the seventh female graders in Jenin directorate. The number of the seventh female graders is (1901) students.
4. **Topical limitations:** To improve students' achievement in English grammar by using animations.

### 1.8 Definitions of Terms

In order to facilitate the understanding of terms used in this study the following definitions are given:

1. **Animated video:** A system of movement created by offering a set of pictures and frames. Such as cartoons on television. Animation by computer is one of the basic components of presentations which starts with separated picture then puts them together and shapes the illusion of continuous movement (Parham, 2012).
2. **Grammar:** System of rules which consists of the syntax of various expressions in English stating from the words to phrases and sentences. The latter includes several components, these are the subject, the verb, the object, and the complement. The parts of speech in English are categorized into verb, noun, pronoun, adjective, adverb, conjunction and interjection. The way how words are ordered is very important in the sentence, it is possible the phrase contains a complicated structure (Wilcox, 2002).

### **Operational Definitions:**

The researcher thinks that:

- 1- **Animated film:** is a simple and fun art to be performed in the hands of children through cardboard papers, Colored paints, cut into pieces and gathered to each other, then revived from the way of photography and animation. These drawings are stories from the life of children, their dreams or stories tell of the weave of their own imagination to finally become a graphic film moving.
  
- 2- **Grammar:** It is the agreed basis underpinning a language so that users of it, following the “rules”, can communicate with other users without difficulty. It is that system which is agreed upon by native speakers of the language, allowing the ordinary user to discern what is OK and intelligible, or not OK and unintelligible.

Here is an example of the second category in “English”:  
 “Yesterday we shall went to cinema for watch movie strange.” Is this ‘yesterday’ or ‘tomorrow’? Is this ‘shall go’ or ‘went’? Is this ‘a cinema’ or ‘the cinema’? Is this ‘in order to watch’? Is this ‘a strange movie’ or ‘the strange movie’ or ‘a movie called Strange’ or ‘the movie called Strange’?

Obeying the ‘rules’ of grammar allows one user to convey the meaning to another without these problems.

### **1.10 Summary**

This chapter discussed the importance of English grammar and the relation of its perfection to master other skills like speaking and writing. It also discussed using a new strategy in teaching grammar, the animated videos, as a funny strategy more than the traditional teaching strategies which can make students more interested in work in an atmosphere both students and teachers feel enjoyable and comfortable. Consequently, students' achievement and performance will be improved. As a result, this strategy has been chosen by the researcher to investigate its effect on students' achievement. This chapter also included the problem of the study, the purposes and the aims of applying this research, also the questions the researcher wanted to answer. It also presented the significance of applying this study. It also identified the limitations to which the researcher has been committed while applying the research. Finally, this chapter presented definitions of some important terms related to the research subject, and it ended with the study design and methodology.

## **Chapter Two**

# **Review of Related Literature**

**2.1 Introduction.**

**2.2 What are the reasons of using Animations and videos in teaching English ?**

**2.3 The Researcher's Comment.**

**2.4 Studies related to the difficulties of learning English grammar.**

**2.5 The Researcher's Comment.**

**2.6 Studies related to the effect of mastering English grammar on mastering the other skills of the language.**

**2.7 The Researcher's Comment.**

**2.8 Studies related to the effectiveness of animated videos and short films in teaching and learning English grammar.**

**2.9 The Researcher's Comment.**

**2.10 Summary.**

## **Chapter Two**

### **Review of Related Literature**

#### **2.1 Introduction**

This chapter includes five sections; the first section explains why animation and videos in teaching English are important, the second presents studies that deal with the difficulties of learning English grammar which face English language learner, the third gives more details about the effect of mastering English grammar on mastering the other skills of the language, the fourth includes the literature that discuss the effectiveness of animated videos and short films in teaching and learning English grammar with the researcher's comment. Finally, a summary about the whole chapter.

Review of related literature is arranged by the researcher topically. The researcher reviewed the available literature which is relevant to the nature of the study.

#### **2.2 What are the reasons of using Animations and videos in teaching English ?**

Students' engagement and fruitful participation in teaching and learning processes have become the basic aim of recent approaches and teaching strategies that focus on student-centered classroom such as projects assessment, using portfolios and the interactive multimedia approaches. Student-centered learning demands a student to be creative and

use the language practically including all of its skills in various ways that make the learner practice the language efficiently (Stead, 2005).

Many methods have been used to evaluate students' effective engagement and to make all skills connected and related to each other in a spiral form that each skill depends on the others and it is a request for the others (Holmgaard, Pedersen and Abbott. 2013)

In this study the researcher referred to some studies that are conducted by scholars related to the effectiveness of animated videos strategy in teaching and learning grammar effectively, depending on its role to perfect other skills specially the productive ones (speaking and writing). With the ongoing development of information technology and, teachers can apply technology to the extent that they can contribute to improving final learning outcomes and overcoming some obstacles related to grammar learning and teaching in the curriculum. Accordingly, the researcher decided that difficulties in teaching and learning English grammar can be solved using various educational methods such as the use of animated videos that encourage learning by imitation and observation and having real experience of the surrounding school environment to practice real applying of technology efficiently and creatively (Bollerud, 2002).

Many research has been conducted on teaching grammar throughout using videos and short films like cartoons and animated songs to show how they can develop students' achievement in grammar and consequently in language. The researcher reviewed various studies which strongly supported the use of animated videos in teaching grammar drama. What

has been found about adopting animated videos in learning has encouraged the researcher to carry out this study and apply it in a Palestinian context at schools to see whether or not it helps learners learn English better than learning by using traditional ways, such as only books or teachers using traditional methods (Kay, 2012).

The idea of using animation as a teaching strategy of grammar was confirmed by Chiang (2006) because of its importance as the researcher believed it is essential to pay more attention to the technology of the images and mimics, because the image can play a major role in directing the educational message and organizing the knowledge network, so that learning becomes active. This study investigated the use of animation videos of teaching English grammar where it considered being fun way of teaching strategies. As visual learning is the most appropriate approach of learning. He added that images and animation in general have special characteristics which are:

- 1- It attracts the learner because of its suspense factor.
- 2- It is easy to understand them because of the simple and clear show.
- 3- It affects students psychologically and mentally in a positive way.
- 4- It is easy to control its distance and time.
- 5- They improve the learners' achievement, ideas and knowledge level as the approach allows learners to use their intellectual abilities more effectively.

The study concluded that animations approach was effective in improving learning English for young students. The results showed good improvement in the experimental group achievement. Another conclusion was that animation made the learning and teaching processes, it allowed teachers to evaluate all learners equally. Moreover, students became more creative and confident in using the language doing fewer mistakes in grammar and applying the grammar they learnt in speaking effectively.

Lin (2009) examined to what extent providing EFL students with Animated videos accompanied with illustrations and some relevant to the grammar content, might develop the ability to remember and the memory ability. The sample of the test was initially administered to 75 intermediate female students at Parax Language Institute, and those who scored within the range of one standard deviation above and below the mean were selected as the participants of the study including 54 students. Then, they were randomly distributed to two equal groups (a control and an experimental group), each group consists of 27 homogenous students. The experimental group showed positive results. The control group was given the grammar in traditional strategy. The results indicated that students' results who were given grammar by Animated videos were better than the control group's results, Animations enhanced students' thinking and memory. The researcher concluded that the educational animations (movies, television images, slides) enables the memory to move the stored knowledge and refresh it when a certain similar situation, image or word happens.

Luo's study (2004) aimed to investigate the problems of teaching English for the first secondary grade students from teachers' point of view when grammar is taught by Animations, it applied that by interviewing teachers to find out their attitudes to teach grammar through animations and cartoons. The study showed that Animations approach made the learner feel that he is going through the same experience that is presented to him, and this helped him to have deeper installation of knowledge and more accurate observation by increasing the sense of the importance of what is seen. These things attracted the attention of the learner and pushed him to identify them clearly. The study results showed that Animations approach enabled learners to develop communication skills with ease and with less grammatical mistakes.

Another study by Sommer (2001) indicated that educational image is one of the modern arts, the arts of real life, based on the three dimensions of the following: the sender - the speech - the receiver.

- The sender is the teacher who improves the selection of educational technology that he takes as an educational tool to guide his lessons and make them interesting.
- The receiver is the learner who responds to the educational program and reacts it.
- The speech which stands for the material that represented to learners.

The teacher can control and make pauses in the presentation to promote or check the learner's understanding during the image or videos show. This type of presentation accelerates the process of communicating knowledge, as long as the learner participates in its formulation.

Other researchers discussed the benefits of using animation in teaching English such as Birisci and Metin (2010), who indicated in their study that animation is beneficial for FL learners, they cited the following advantages of animation:

1. Animations improve the ability and skill of both learner and teacher. This approach takes less time to teach students difficult and complex things. It also makes them enjoy more to solve the problem of the imagination-skill.
2. Animations make the interactivity mutual between the learner and learning material. Learners will be also more positive toward learning.
3. Learners' Motivation and engagement will be better because animations make education more flexible and practical, as they live the action with simulation, video, audio, graphics, so they become more interested.
4. Learners can get immediate feedback from the animations, this enhances their learning and performance.

Computer animation aims to reduce learners' useless effort and make it more practical. However, some studies showed some educational and limitations as a study by Chin an Teuo (2009) who explained that: 1. Some information of real-life learning will be lost in the animation program. 2. Computer animation programs may be difficult to fit into a curriculum. 3. Animation programs cannot be adapted to take into different student levels into account and consideration within a group or class. 4. Animation programs require special equipment for a quality presentation.

In the same area the results of a study by Tversky, Morrison & Bétrancourt (2002) about the benefits of using videos in higher education showed that the number of people accessing internet through either mobile devices or desktop computers is growing very fast, New York University stated that “in the future, faculty expects to have more video available in digital form for streaming download”. The study mentioned the pedagogical problems such as: the optimum length for videos, the effectiveness of summaries in comparison with the full video-lectures and the possibility of giving feedback through videos. They concluded that animation may lose its educational value if targeted students can't deal properly with the presented information as a video or image. It seems that when the subject is complex, learners may be confused by the animated content. This is considered to be relevant to the role of visual perception and the processing of information to humans. Our cognitive systems have limited capabilities to process information. If these limits are skipped, learning may be in a low level. Sometimes the frequency of animation in

the display may exceed the speed at which the learner can handle this information effectively. The accompanying animation here is problematic for this reason.

On the other hand, some researchers such as Shuell and Menter (2003) discussed the educational and technical criteria that should be taken in consideration when using educational animation. Such as not including too much information and ideas, choosing suitable vocabulary for students' level, their linguistic, cognitive and psychological abilities, choosing a subject that attracts the learners' attention with attractive colours, also fitness of the rhythm of the video with the show.

In the same area, Slater (2004) concluded that animation is used all over the world in teaching and applying a wide range of activities, such as developing the skills of the leadership, developing the skills of thinking, solving problems and developing the ability to know students' interests and needs. The researcher added that animation has a powerful effect in dealing with the sense of humor, fun and enjoyment during the classroom activities by moving the images and videos to simple educational ideas.

The same idea about the benefits of animation in teaching English was discussed by Widodo (2006) and Gagnon & Collay (2006). They found that animation affects teaching and learning English in many ways. Telling stories is an example. It helps students retrieve story events using various presentation methods such as audio, video and images, whether fixed or moving with the presence of music during the presentation, which

facilitates the retrieval of story events for students and develops the skill of constructing complex sentences so that their performance in language improves, and also makes it easier for them to understand the story and retrieve its various stages as they develop creative thinking skill by creating new stories from their own imagination.

Hooij's study (2013) about the difficulties which face the students learning English as their second language, especially in the grammar field, like the lack of subject-verb agreement, plural markers, or rules related to tenses which might be caused by the different linguistic backgrounds of the learners. The study focused on using Animations approach in teaching grammar as a good solution for those problems to decrease the grammatical mistakes and develop the learning process. He recommended to use animations approach and mentioned the main features of the educational animation such as explaining and presenting the main idea of the content with no many sub-aspects of the subject. The characters of the video should represent the patterns and the symbols of the lessons such as the characters of the rabbit, the tortoise, the horse, the goat, Dora and Mozo. The researcher also believed that cartoon drawings should facilitate understanding the main idea and express them in short sentences, it shortens the time required for the comprehension and attracts the learners' attention to details and symbols.

Beydarani (2015) identified the stages of using cartoons concepts according to seven basic steps as the following:

1. Using cartoon concepts to present the lessons ideas and topics.
2. Students think about the cartoon concepts which were presented.
3. Students discuss in groups what they understood from the characters of the cartoon.
4. Students exchange their ideas about the cartoon.
5. From the previous step, the whole class discuss the mutual ideas and the less acceptable ones.
6. The teacher with the students agree and decide the most correct ideas, then they draw them together.
7. Finally, they discuss and decide with the teacher how they can change and modify the less acceptable ideas.

Oskay & Efil (2016) suggested some educational principles that help teachers to use cartoons and animation in the classroom easily, these principles are: 1- To put students in conceptual challenges and knowledge conflicts. 2- To promote what behind the knowledge and the deep understanding. 3- Learning should be within the framework of everyday life that supports cooperation and understanding the social issues, and to show these problems and issues in a format that is easily accessible.

In short, the previous studies explained the importance of using cartoons in teaching and learning language, they agreed that animations: 1- Teach social skills and good morals. 2- Learn life experiences. 3- Increase

linguistic wealth. 4- Encourage students and make them more confident to express themselves, it motivates the students to discuss. This helps and reduces students fear of giving wrong answers, in addition it helps the teacher to get and exchange their ideas among all the students. 5- Encourage the strategy of evaluating students and give them feedback. It could be used at the end of the lesson to review what has been learnt.

### **2.3 The Researcher's Comment**

Based on the previous studies, the researcher concluded that the use of animation creates interactive learning environment helps students to understand the learnt material. Students learn more effectively from the videos and pictures explanation than from a verbal explanation. Animated videos motivate learners and develops their language skills. With this strategy, student can overpass the language difficulties, it is also beneficial for the teacher. According to the researcher, this strategy is based on the constructivism theory, which considers the learner as a center of the teaching process. Real learning is not just hearing, memorizing and repeating, real learning happens when the learner builds himself using the stored knowledge and construct the following learning by searching for the information, by the practical doing, by giving more attention and more importance to learning, by being motivated, and by effective and creative participation in the whole learning process. So the researcher considers animation strategy is an effective way to motivate and attract learners when it is well-planned.

## **2.4 Studies related to the difficulties of learning English grammar**

Yu (2011) believed that different students can have different difficulties and problems in learning English. He observed that they make different mistakes in grammar usage. The most common cause of the problems faced by learners of the English language as a second language is the existence of the inherent structure of their first language or mother tongue that they are exposed to since the first day.

In their experimental study, Ilin, Kutlu & Kutluay (2012) looked into how the teacher can make grammar teaching more communicative and interesting for learners who have English as a foreign language. The researcher applied the Animations strategy in teaching English grammar. They used cartoon series called (The Looney Tunes Show), they taught English grammar by this cartoon as an attempt to encourage learners to change their attitudes towards grammar and to make it more beneficial and more practical. The study also examined the students' attitudes and opinions toward using animations and to what extent this strategy could be effective in learning. The researchers observed a general problem faces English teachers, it is the weak grammatical ground of the students. In other words, students have little interest in the basic rules which were supposed to be learnt at the elementary levels. This means that teachers can't start new learning without realizing the real level of the students. Unless the teacher knows the weak points of his students and tries to deal properly with them, he can't build upon something infirm and problematic.

Consequently, he will not get any fruitful results. The results showed that the cartoon was effective in learning grammar having positive outcomes. So, the researchers recommended to use Animation strategy starting from the simple grammatical rules to more complex ones. Each new step in developing grammar teaching should be based on previous successful one. By grading the grammatical items in a spiral way.

Lightbown, Pasty & Nina (2011) also investigated in similar subject about the possibility of solving the problem of the learners finding it difficult and boring to learn English grammar. The researchers suggested applying more technological strategies (such as images, songs, films, videos and cartoons), new strategy that is better than the traditional way. They explored some grammar problematic issues, for example, they discussed that in English, word order is more important than it is in many other languages. They recommended that teachers should apply rearrange words to form meaningful sentences and encourage students to speak and write about themselves freely and confidently, the more real communicative activities are, the better and more effective the learners will be.

Shiu (2011) indicated that grammar can be difficult not only the in English language, but also in other languages. He added that even people who enjoy reading and writing may have a difficulty in getting all the rules right and applying them correctly when writing composition or speaking. They may know the rules, but they also still have a tendency to get careless

or accurate about grammar ! Almost everybody struggles with grammar. The researcher listed five perfectly good reasons why English grammar is difficult. Any errors in grammar are unintentional and not meant to be ironic. He mentioned some of these reasons:

- 1- The rules are tricky.
- 2- People don't like to get corrected.
- 3- There are so many exceptions in spelling and pronunciation. In other words, "Grammar" is not spelled the way it sounds.

According to Stapa and Izahr study findings (2010), they have implications for both learners and teachers. It can be stated that grammar has always been one of the most demanding and challenging aspects of learning a second language for L2 learners. The way that grammar is taught at schools and language institutes adds to this unpleasant perception by L2 learners. Quite often they memorize a number of grammatical rules being taught to them, but these memorized rules do not seem to be of much help when they attempt to communicate their messages. They recommended that using suitable videos can bring considerable benefits for EFL learners. Due to the characteristics and the advantages that they provide for their users, including the presentation of real language, authentic videos have make the journey of language learning more enjoyable, entertaining, and productive for L2 learners.

Karshen (2002) indicated that many people who are native English speakers but still don't have a grasp on grammar. It doesn't make sense to

him, because how can you still make so many mistakes after spending your entire life exposed to the English language? Grammar has always just come naturally to him. It's important to understand that there are two types of "grammar": prescriptive and descriptive. Descriptive grammar is the basic rule of how a language works (i.e., how the language is used). E.g., in English, our sentences are structured subject-verb-object: "The dog ate the cat." Native English speakers rarely have trouble with descriptive grammar (no one ever accidentally says "The dog cat ate"). Non-native speakers can have trouble with descriptive grammar, because they may have grown up with different rules internalized (they may have spoken a language that was verb- subject- object) like the Arabic language. The other type, prescriptive grammar, are rules for how a language should be used. E.g. "don't use a double negative". It's incorrect to say "I don't want no vegetables", but descriptively it makes perfect sense to a native English speaker (They automatically know what that means, even though it's technically incorrect).

Lekova (2010) agreed with Karshen (2002) that the second type of grammar is the type which native English speakers have trouble with, because much of it gets learned after people have already been speaking English for several years. Whereas fluent non-native English speakers often have excellent prescriptive grammar, because they learned it at the same time they're learning the language. Basically, it can be hard for people to follow arbitrary rules, when you know that saying "I don't want no vegetables" or "I seen him at the store" will still be perfectly understood.

Larsen-Freeman (2003) discussed how English grammar, like any new learning, sometimes easy, sometimes not. For example, he mentioned that there are many ways to describe it easy, some of these are:

- 1- English words in general are short, they are prefixes, roots and suffixes.
- 2- No genders in English. So, no need to make all your adjectives agree with your nouns.
- 3- And the verbs are only different in the third person.
- 4- Word order is flexible and quite logical.
- 5- There is no use of subject and object forms or much use of cases.

Contrary to the previous study, Stacy'z study (2014) focused on looking into difficulties and toughness of English grammar. The researcher clarified that English is sometimes confusing because of many reasons such as:

- 1- The grammar structure.
- 2- The spelling.
- 3- The meanings and rules that contradict other rules.

The researcher realized from his experience with students that learning English is definitely challenging, but the fact is several languages are more difficult to learn than English. He also considered that English has a peculiarity in some ways. For example, In Spanish and French there are

no phrasal verbs. So they face difficulty to understand and learn them. The researcher admitted that English is a tough language to read and learn. Nevertheless, he found that the progress of English learners is faster than those who learn other languages such as the German one.

Another similar results in the research by Hobbs (2010), who also considered learning English a difficult work for foreign learners especially with the two basic skills; listening and reading, on which the other skills (speaking and writing) development depend. The researcher claimed that the latter two skills also demand mastering of the grammar to produce correct speaking and writing. The researcher also listed some funny reasons why the English grammar is difficult to learn; such as some confusing sentences:

1. The bin was so full that I had to refuse more refuse.
2. I decided to present the presentation.

Briefly and depending on the previous studies, like learning any other skill, learning any foreign language (such as English) is always a lot of work. It's not more difficult than others, and when you want to have good ability to read stories, to write messages, communicate with others, then all languages have the same level of difficulty. On the contrary, maybe English is easier than others. There are many ways to say the same thing or idea. Although there is some difficulty and some mysterious grammatical points like the way you use a word, or the different ways to make the plurals for nouns, the different forms of the same verb and the different

types of verbs (regular and irregular), but English is still easier than other languages like Arabic.

## **2.5 The Researcher's Comment**

Based on the previous studies, the researcher believes that when learning any language, the learner must realize there are many differences between the native and the target language. The learner should realize that the rules in the native language do not transfer easily or similarly to the target language rules. The researcher also thinks that it is not easy to learn excellent English, but it is possible to learn enough English which by continuous practicing can reach to the excellent degree. English is widely used, it is not difficult to get general ideas about it for most of people even those who are not native or to use and exchange ideas in English. But it becomes harder when writing English correct and good grammar. Because of this, it's important to focus on this skill step by step with teaching other English skills. The researcher believes in thinking and finding more interesting methods to teach grammar such as the Animations approach based on many previous studies and research which indicated the positive impact of this strategy.

## **2.6 Studies related to the effect of mastering English grammar on mastering the other skills of the language:**

Constance, Carol and Sharon (2001) study investigated the role of videos in learning the meaning and the use of English grammar. It focused on the role of videos in developing students' grammatical accuracy. It is a

classroom-based study interested in students' perspective of a video-based grammar lesson and how they interact during the lessons. The results of this study have shown that enhancing the grammar form in videos drew the students' attention to some degree to that grammatical structure. The researchers found that the use of videos facilitated the recognition of the grammatical structure in context. In other words, the video aided students' recognition of the target grammar. The attempt to comprehend the events in the video might have taken up some of their attention and so they were focusing on both the meaning and form. They confirmed that grammar is an important branch in English language. It is a must to teach in order to learn the other skills. However, they claimed that many teachers exaggerate in teaching it in traditional ways and make it an aim not means to learn the language as an integral part. They also found that one of the causes of weakness in grammar is that the strategies used in teaching grammar are boring, they don't take into account the learners' abilities and needs. Consequently, they find it difficult to use the language for communication in everyday life.

In the same area, Senior (2011) emphasized that teaching grammar is not just an aim by itself, but the real aim is to teach other skills. The development of the grammatical approach leads to the development of speaking and writing. Although the grammar is a branch of language, it does not mean that this branch is independent of other ones. English has four skills: listening, speaking, reading and writing. All of them are integrated. Grammar plays an important role to develop these skills. The

connection could be achieved by the correct management of all these skills. On the other hand, these four skills are divided into two categories: receptive skills; listening and reading and the productive skills; speaking and writing. The researcher recommended that mastering English skills could be facilitated through grammar mastering.

Hudson (1998) considered teaching grammar, whether for specialists or learners, should be paid more attention. This contributes heavily to proficiency in all English language skills, teachers should present grammar to students not just in abstract way and theoretically, but also practically by real use of grammar when practicing other skills like writing and speaking or even when learning new vocabulary and learn about word formation and the part of speech for the new vocabulary. This will be useful not only to develop the evaluation through the large number of exercises, but students also benefit from the proficiency of their language skills with their daily life requirements.

Other studies discussed the relationship between grammar and language, Betty (2008) claimed that the difference between grammar and language is that grammar is a system of rules and principles for speaking and writing a language. While language is (countable) a form of communication using words either spoken or gestured with the hands and structured with grammar, often with a writing system.

Brynildssen (2002) discussed the importance of grammar by talking about English language testing system. As he believed that listening

comprehension is the primary channel of learning a language. Language is considered to be an infinite set of well formulated sentences and it can be deduced by grammar, like that of mathematics or logic. Aural/oral skills precede the graphic skills, such as reading and writing, as they form the circle of language learning process. He adds that grammar is the structural foundation of our ability to express ourselves and this appears in the two productive skills\_ speaking and writing.

Coupland & Jaworski (2009) summarized some notes about grammar. They found that grammar is important because it is the language that makes it possible for us to talk about language. People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear, interesting and precise. In short, Grammar is the heart of language which gives the energy to other parts of language; listening, speaking, reading and writing.

Kachru (2010) also agreed with the previous researchers that grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children—we can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences—that is knowing about grammar.

Littlewood (2012) believed that knowing about grammar offers a window into the human mind and into our amazing complex mental capacity. Grammar is very important because it helps to enhance accuracy.

This means grammar rules can help learners develop a habit of thinking logically and clearly and will become more accurate when using language. Proper use of grammar is a sign of respect, both for speakers and listeners.

Breeze, Saíz, Pasamar and Sala (2014) investigated the effects of animations method on the success, attitude and opinion towards the course in teaching of 'subjunctive and indicative moods' subject of 7th grade Turkish course. It was applied with 60 seventh grade students. Data analysis has revealed that the level of academic success has increased for both groups (experimental and control), yet the comparison of the methods revealed that animations method is more effective than the current program. According to the findings obtained from students' attitudes and opinions, animations has a significant effect on students' attitudes towards grammar topics; and students enjoy learning grammar and they are more active while doing grammar activities. The study explained that grammar is the structure that conveys precise meaning from the writer to the audience. Eliminate grammatical errors from your writing, and reward your readers with clear communication. Grammar skills are important to be an effective leader. Communication skills are indispensable to give direction and provide assurance of leading ability.... While correct grammar is a valuable tool for success in many areas of life, it is not used to create a gap in the social world. The study recommended to apply the animation method for these reasons: 1- it activates students' prior knowledge. 2- It provides the opportunity to the students to construct information. 3- It enables the

students to reach the information themselves and gives them the opportunity to learn by living and learning within the process.

Michael (2008), added that in order to communicate, a learner should know the grammar of the language. It is important to be able to express yourself, but this should be done in a way that people find easy to understand. Writing which is poorly punctuated and contains grammatical errors is difficult to read and sometimes impossible to understand or gives a different meaning such as: "Let's eat Grandpa." vs. "Let's eat, Grandpa."

Jeremy (2001) confirmed that grammar includes the rules for correct writing and speaking. "An important part of learning, but to learn how to speak is more important". Grammar includes the instructions for how language should be used correctly. It has an important role because it is a prerequisite for good language use. Only when the grammar is proper, do the sentences make sense. It is important to realize the importance of grammar in language. Grammar is the structure and sound of a language.

Oxford (1994) similarly concluded that native English speakers are able to recognize the grammar and are therefore able to speak grammatically correct sentences. Grammar is a kind of 'sentence-making machine'. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity. The purpose

of grammar seems to be to allow for greater subtlety of meaning than a merely lexical system can cater for.

Pajrah's (2008) study shed light on the development and use of creativity of animation language. It indicated that when writing for other people to read, you want it to make sure that you are delivering your thoughts in an easily read & understood fashion. Your job is to ensure the readability of your piece. You want people to be able to read through what you've written without bumps in the road stopping them. Such pauses & brain stops effectively destroy a reader's concentration and comprehension. So, it's important to use clear and simple grammar. It consisted of case studies of action research that explored approaches to 'camera-less' animation, drawn animation, model animation and machinima (film making in virtual realities using game platforms, such as Second Life), as carried out in Norfolk Secondary Schools for thirteen to seventeen year olds. It argued that animation offers a multidisciplinary model of creativity that allows for play, imagination and fantasy, but it also needs a literacy framework to develop students' creativity in order to produce animations that are original and valuable from a critical perspective. It concluded that good teaching and learning are key factors that foster positive learning progression and are standards by which the quality of young peoples' creative work can be encouraged, understood and evaluated.

In Bourke's research (2008) about using images and videos in teaching grammar, the conclusion was that proper grammar is important to

convey your intended meaning effectively and to lessen the chance of misunderstanding. Furthermore, if you can correctly use grammar, people would not see you as ignorant or lacking in proper education. On the other hand, bad grammar is one of many forms of behavior which suggest a lack of attention to details. It can be very disruptive of communication for people who has good grammar. It's a way of not consistent talking right. So, he suggested to understand a great deal more about what makes good practice in animation production and to ask what 'animation literacy' means in practice and how it can be defined in such ways that it can be taught and therefore encourage creativity.

De Oliveira, & Schleppegrell (2016) also discussed that grammar can be explained as “a system by which rules are stipulated that describe what words mean”. It is almost impossible to describe complex information without good grammar. If a group of people decide to use their own system to communicate, this system should be called grammar, and any who communicate well must be accused of having good grammar.

Scott (2001) found that movies can motivate the students to study grammar in a different way. He pointed out that using audiovisual methods makes teaching more efficient and motivates the students to attend the classes. It is also worth trying. Moreover, grammar assignments based on a film could be for example gap-fill exercise, an introduction to new grammar topic, a revision of already learned grammar topic or coming up with a grammar rule based on a scene of the film. He added that proper grammar is essential to writing and much more. The better you write, the

easier it is to clearly communicate ideas, share thoughts, intentions, tell a story, give a speech. Mastering grammar leads to mastering writing, which leads to mastering communication with others.

Guowen (2000) and Hedge (2000) assured that rules make it easier to know what other people are doing. Traffic lights, the rule when red is 'Stop'. If we did not stop there would be an accident. Similarly, with language. If we each had our own rules for communicating information, other people would not know what we meant. There would be chaos. Nobody would understand other people. Grammar are the rules that help people understand one another.

To sum up, the researcher summarized the previous related studies to say that knowing a language is not the same thing as knowing about it. Knowing a language means mastering over its four basic skills, (a) Listening, (b) Speaking, (c) Reading and (d) Writing. Listening and reading are passive skills whereas speaking and writing are active skills. The Knowledge of the language makes us to know the meaning of isolated words or sentences or the rules of grammar. But talking about the language does not mean knowing language and using it. If we consider language as speech, as the linguists do, then knowing a language means to use its grammatical patterns as well as proper usage.

## **2.7 The Researcher's Comment:**

The researcher believes that teaching and learning a second language is a process with various stages. Grammar is an important factor on which

mastering and developing a language depends. If the learner masters grammar he / she can use it properly and effectively to master other skills such as speaking and writing. Moreover, grammar helps the learner to be more conscious of the rules which increases the language accuracy in general and helps the learner to control and maintain the language. The researcher believes it's essential to come up with new approaches and methods that suit the students' abilities, needs and interests which leads to learning process acceleration.

## **2.8 Studies related to the effectiveness of animated videos and short films in teaching and learning English grammar**

The aim of this research is to develop the learning of grammar skill in English language and to improve students' achievement for this skill through the adoption of interactive video technique and animation based on several studies which proved the effectiveness of this technique in teaching and learning English grammar. One of many studies was by Berk (2009) who proved that animated videos is a single medium fruitful to fill the gap in passive classroom learning and they make it more active and more communicative. He talked about the characteristics of this educational aids. He mentioned that animated videos, pictures, songs and short films provide the possibility of using it easily in the classroom and whenever they are needed, they also give the possibility of image stabilization to discuss or comment about a certain idea.

Mitchell (2000) in his study encouraged this strategy as he mentioned that the use of video in education has been one of the most

modern methods Arab countries have accepted. Having proven successful and effective in more than one country, it is more effective than traditional education based on teacher standing in front of students in the classroom, which is no longer as attractive as before. He observed that animated video in teaching grammar plays a big role in attracting students' attention, making them very excited to watch and learn new information.

Farwaniya (2010), emphasized that using animated videos in the learning process is easy for the teacher, giving him the ability to innovate and invent, making him able to deliver as much information to the students as possible. Before, the teacher's task was more difficult to attract students' attention to learn, but now teachers can attract students easily to deliver information serially. The researcher found that animated videos and short cartoons are effective and vital tool in individual learning because they take into account the individual differences of the learner in terms of the level of information and the speed of presentation. The teacher does not need to talk a lot or to talk to each student individually. Rather, he or she presents the video and information, stands for a few minutes to clarify a point or to explain information in more details, thus benefiting all students.

The importance of animated video in education is attributed to some recent research findings. A group of researchers like Mohebbi (2013), Mayor (2001), McNulty and Lazarevic (2012) in their exploratory studies on videos on YouTube proved that people watch video more than four times the fixed content. There are 100 million Internet users watching live

videos every day, it has been found that one minute of video is equivalent to about 1.8 million words. In addition, animated videos make the learner more interactive and eager to learn.

Besides, Chapelle (2007) confirmed that we always hear how the picture is much better than the sound, there is a lot of medical research which proved that the image leaves an imprint in the person's mind, more than the sound, it is difficult to forget the person a picture has seen before, but it is easy to forget the sound, Video in education makes the student interested, and can remember the image afterwards, as well as remember the dialogue that took place around this image, and the information that was presented at this time. Because of this, the recommended to use videos and animation strategy in teaching grammar to put the learners in more real situations of using the suitable grammar.

Macky & Gass (2007) explained the role of technology in education shouldn't be underestimated. Many methods have come up that seek to deliver content better using technological advancements. One way this could be achieved is by using animated educational videos to teach a specific subject. This form of learning comes with several advantages. For example, using animation videos in learning makes content that is difficult much easier for learners to understand. This is true especially when the subject matter is very dynamic. Animations are more superior to the use of two dimensional graphics due to the fact that better analysis can be derived from what is being displayed.

Mohammad's study (2013) aimed at investigating the impact of using subtitled video to teach grammar for sixth graders in Iowa State. It focused on that when selecting the tools for such affective learning it is important to understand that today's students are very different from even their recently graduated peers. These students have grown up with technology & live in a world where digital technology is part of the texture of their daily existence. They never saw the world without technology. Technology is their native language and they expect to use technology in school. These learners need digital tools which support creative expression. The most important study's recommendation: It is necessary that video strategy can be used in teaching grammar because it contributes to the development of achievement and raises real participation in the teaching-learning process.

Melanughlin (2004) also concluded that learners nowadays are encouraged to use these tools such as animation videos to express themselves creatively. They need opportunities to learn how to make their own creative products by observing other learners creating and sharing. A step-by-step manual and lesson plan may not be needed at all. Time to observe, listen, and be mentored is the essential point. Today's learners need opportunities to share and celebrate their creations with others.

Jones & Scaife (2000) have a similar idea that animation is a fantastic resource to bring English learning to life! Even teachers really enjoy having access to the stories, videos and grammar lessons by using animation. Students enjoy these videos as they are both engaging and entertaining. They have made great progress learning how to blend and

spell words through these resources. For teachers, they make life so much easier because they know that students will be using the very best resources to learn easier. When they use these resources in classrooms, teachers see lots of attentive faces and smiles. Students are always excited to watch the videos.

Lin and Chen (2007) confirmed that when the cartoons are related to everyday life, children feel safe and secure in a familiar environment. They make connection with their favourite characters which helps with language development and great progress with pupils. Through stories and quizzes, their vocabulary and grammar are improving very fast. Children have become more interested in grammar lessons. The greatest advantage is possibility to watch and repeat these videos at home.

Mishan (2004) believed that studying English through videos exposes learners to the language, and it helps with language usage and development. Animation makes English learning fun by providing a wide variety of pictures, music videos and songs which are categorized into different levels. Using animation videos promotes the idea that learning and teaching in an enjoyable environment are much more conducive than learning in an unpleasant environment. Using animated videos in teaching English grammar attracts the learners' attention to learn specific words or rules such as “the use of conjunctions” and “verbs” in a humorous and effective way.

Caplan (2002) added that animation is a very good way to attract the weak students and to increase their understanding of English grammar. Video and cartoons manage to engage people more quickly and at a deeper level than regular blogging. Apparently, learners are usually more willing to watch a video than to read a text, and when advertising, for example, videos generally provide much better results than just photographs or texts. That is the main reason why it's important and useful to use animated video as a part of grammar teaching strategies in an interactive and fun way.

Macwan (2015) also found that animation is a useful way to enhance teaching English grammar for EFL students. This approach has a positive impact on their achievements in learning some aspects of English grammar. Animations also save time and teachers are able to supervise all students equally. Students also become more confident and do fewer mistakes in grammar. Students' understanding and the way they perceive the lesson are more efficient than the traditional way. Animations themselves do not automatically lead to an enhancement in language learning. Rather, only animations constructed according to a closely defined set of didactic and functional (cognitive) principles are able to produce positive learning effects.

Zhao (2009) believed that one of the most important reasons why you use the cartoons and animation method to teach English grammar is that the pronunciation of the words in the cartoon films is clear and slow. There are difficult words, but they are explained through the episodes until they are

fully understood. So, when teaching through cartoon films and animation, some words are repeated more than once, and some sentences are also repeated so that they are easily remembered.

Schirta (2011) added that when using animation to teach new grammar, phrases and words in those cartoons are short in length, no more than 30 minutes, which is very appropriate, because learners can concentrate more within this time, and if the time is extended more, they may suffer from distraction and lack of focus or boredom. Another great thing about teaching English grammar through cartoon films is that they carry a lot of fun for children and also for parents who share their children watching this kind of educational and fun programs.

However, some researchers discussed the negative sides to use the animations, For example, Long and Marson (2002) considered that the student may be influenced with the animations' drawbacks itself specially when the learner becomes receiving not sharing, this is because animations make the learner love to watch events only, not to participate with the actions, he also added that animations sometimes may obstruct the learner's natural cognitive development, this is because natural knowledge is for the seeker of knowledge by moving and using all the senses, and animations provide knowledge without choice or movement.

Kabapinar (2005) also agreed with what Long and Marson said, he found that Animations do not work to sharpen the learner's senses, the learner does not know how to move from passive hearing to effective

hearing, from words and phrases to gestures and movements, then to sensations, he added that it is well known that sitting for long periods of time looking at the screen may harm the eyes. The researcher also believed that animations reduce the degree of interaction between the learner and the teacher when some students consider it as an entertainment tool!

Van (2003) observed that sometimes Animations prompt to violence because cartoons films provides the two elements of violence successful; excitement and suspense, so learners gradually start enjoying and imitating them, and this affects their psyche their tendencies that begin to appear clearly in their behavior negatively. The researcher confirmed that there are many links between TV violence and aggressive behavior.

Clark & Mayer (2008) similarly observed another negative effect when the learners can't absorb the presented information in the video sufficiently. If the presented material which is presented in the video is higher than students' level, students may be confused by animation show. This is because of the relationship between the visual perception and cognition in human information processing. It is known that human cognitive systems have limited abilities to process information. When these limits are not in the suitable level of the processing ability, it will be defect. If the speed of animation show is higher than the speed of the learners' ability process, this won't be effective.

Nation (2014) confirmed that animation in teaching allows the students to imagine and visualize the story's events and characters to make

them real. It also has a good role in presenting good manners to students to encourage them to transfer into practical applying in their lives. Animations approach also provokes students to think creatively and communicate socially. According to the different characters of the learners and different learning styles, some of them may learn abstract facts more easily than others, some learners tend to more emotional or personal approach. Animation enables these different styles and tendencies to find their favourite way to learn. This approach is richer than just written words in rigid texts. By using images and music, it enhances and enriches the lessons with different forms of the presented material: spoken, written, or visual.

According to Lin's study (2009) as a learner of other languages, who has already experienced the difficulty of developing listening and speaking during learning a foreign language. The researcher's point of view, regardless how hard teachers work, when the learner visits a foreign country and practice the target language and learn the practical use of that language in practical environment, the results will be better than forcing him to use the foreign language. The researcher also suggested that education and animation should go and work together in an attempt to make the learning environment more enjoyable and creative by using suitable tools that are related to students' abilities, needs and educational goals. The researcher believed traditional methods with the rigid picture where the teacher has to repeat certain ideas and the learner is just a receiver element, this should be in changed to more spirited strategies such

as using animations. With various choices for the teacher and the learner, the ability to stop, start and rewind which is presented, this allows the teacher to stop each video and challenge the students to do some exercises, answer few comprehension questions, or finish a worksheet. This also keeps learners motivated to keep learning and to be excited and engaged to go on with interesting animated characters.

Arikan (2009) also who added that having the option to control the Animated films, learners can understand the main concept and the important ideas faster and easier. Learners also can continue learning by animations using their mobile devices which became widely spread, they watch or repeat the ones they didn't advance in the classroom. They have the opportunity to choose and decide the videos suit their levels and this helps to get better achievement and better learning.

Schwartz (2003), Winke, Gass & Sydorenko (2010) indicated that animations make the language courses suitable for students with different learning styles. They discussed the concept of multimedia as a way of providing multiple modalities needed to meet the needs of students with different learning styles and strategies including the aural, visual, and kinesthetic learners. In this sense, animation can contribute to the increase of motivation level among learners. They also demonstrated that films provide a natural setting to motivate students in the target language learning and proved films to be an important source to acquire the results searched for in the objectives of this study. He concluded that classroom

film activities truly helped students to speak freely without taking into consideration whether they made mistakes or not. The results showed that the participants were eager to communicate during the performance of the tasks in the classes as the activities were attractive; and they had the opportunity to express their opinions. The researcher recommended to use animations in teaching because of the advance in the progress of students and the advantages they can obtain in the improvement of the aural and oral talents, when a teacher attempts to change routine with other interesting activities, has certainly been demonstrated, so it was advisable to continue with this strategy.

Woozly (2004) indicated that animations have a positive impact on students' achievement. The use of animations in the classroom affects the overall achievement of the students through triggering their emotions. Similarly, Banez and Ramos (2009) concluded that teachers in general love teaching grammar, but sometimes they run out of ideas to teach it in a more creative way. They always show how passionate about grammar they are and they always try to explain it in a simple yet clear way. They found students grammar is not only poor but also holds strong roots in their minds, it becomes difficult for teachers to decide where to start. They don't have enough knowledge about grammar and they find that they will have to take extra efforts. So, they find animations good solution as students like funny and untraditional ways of learning!

Brumfit (2001) advised teachers to avoid lecturing on grammar – nothing is more boring – but continually question the students, either in a

whole class situation, or by giving questions about the language to groups/pairs/individuals. This could be applied during the animation show or after it. It will be useful to experiment with getting the students to teach each other grammar areas. And to remember the saying: if you want to learn something, teach it to somebody else!

Chang and Lehman (2002) also believe that working on grammar with teenagers can be challenging, but with a bit of preparation it can be very rewarding, for them and for teachers. At the same time, grammar practice can be fun. Whenever possible, teachers should find engaging ways to practice grammar such as online games, videos and animations. It's funny and attractive when grammar is presented in an animated video and explained in a conversation-style text.

Clearly, based on the previous studies, the researcher believes that because of the effects of captioning videos used for foreign language listening activities, animation can motivate learners more to learn with fun ! This is because different learners can find something attractive in the language learning process. In other words, aural learners would enjoy singing along with the songs for example, while visual learners will be motivated by the colorful characters moving along the screen and kinesthetic learners will be interested in pointing to the required items, sentences, words, phrases or even some gestures and movements of the cartoon characters.

## **2.9 The Researcher's Comment**

As an English language teacher, the researcher observed that sometimes the learners try to use some grammar in speaking or writing but they fail to use it correctly. In this case, the teacher could make some simple changes in syllabus and discover the abilities and interests of the students in order to plan and prepare good methods that suit the learners and the curriculum. They can also think about students' real life needs. Based on the previous studies, it seems that grammar is a touchy area for teachers. Some teachers like the idea of teaching grammar with the help of videos or other media, others don't. For the researcher, students in 7th grade have grammar that is not only poor but also holds strong roots in their minds. It becomes difficult for her to decide where to start. They don't have enough knowledge about grammar and she finds that she has to take extra efforts and think in a method that makes learning grammar easier which of course affects students' performance in the four basic language skills. This method could be the Animated videos as a non-traditional method that may change students' negative thinking or opinions in grammar.

## **2.10 Summary**

A big problem in teaching English is that students find the grammatical lesson so difficult and boring. But grammar practice helps to make it easier. Specially the free practice that should be encouraged. The previous studies indicated that animation is a dynamic method to practice grammar. As this method is technology-based, it is easier to control the

learning environment. Namely, the educational animation which is one of the most fruitful instruments to present materials for the learners. Its importance is in its ability to help learners to understand and remember information which they learnt. It is useful for learning English and specially the grammar. It can reduce the time required in class and increase the efficiency of the educational process. By using animation in learning grammar, students develop different English skills such as storytelling and problem-solving. With today's high technology, traditional methods have shown insufficiency in keeping up with the continuous changes.

When using animations, teachers will be able to feel more confident and comfortable in presenting the material. They may also find a good chance to compete with each other to be more professional. They can be better teachers with better knowledge of their learners. It should be known that the more real communicative activities are, the better and more effective the classes will be. Teachers have to consider how they can make classrooms motivating and enjoyable environment to help students use the language more correctly and appropriately.

# **Chapter Three**

## **Methodology**

**3.1 Introduction**

**3.2 Methodology**

**3.3 Questions of the Study**

**3.4 Objectives of the study**

**3.5 Procedures of the Study**

**3.6 Population of the Study**

**3.7 Sample of the Study**

**3.8 Instrumentation of the study**

**3.9 Validity of the Tests and Classroom Observations**

**3.10 Reliability of the Instruments**

**3.11 Design of the Study**

**3.12 Description of the Variables**

**3.13 Data Analysis**

**3.14 Summary**

## **Chapter Three**

### **Methodology**

#### **3.1 Introduction**

This chapter includes description of procedures and methods used by the researcher to determine the population of the study and the sample, as well as the practical procedures used to build and describe the study tools. This chapter also illustrates designed charts, and the types of statistical tests used in this research.

#### **3.2 Methodology**

The Quasi\_ experimental approach was used to apply this study. The purpose of True experiments and Quasi-experiments is to examine the cause of certain phenomena. In True experiments, all the factors that affect the phenomena could be controlled. However, it is not possible or practical to control all the key factors, so it becomes necessary to apply a quasi-experimental research design. The purpose of this study is to investigate the impact of using animations on students' achievement in English grammar during the first semester of the academic year (2019/2020). To achieve this purpose and to answer the questions of the study, the researcher collected data through the pre and post tests and through classroom observations.

The students were given the pre-test and the post-test to measure the influence of using animated videos on their achievement. Besides, classroom observations were assigned and evaluated during the grammar

classes in which the Animated videos approach is applied in order to observe and check the students' performance.

### **3.3 Questions of the Study**

The study answered the following questions:

1. What is the effect of using animated videos and short films in teaching grammar on enhancing student's achievement in grammar ?
2. What is the effect of using animations on improving seven graders performance in English grammar activities according to the classroom observation items?

### **3.4 Objectives of the study**

This study tries to investigate the effectiveness of using animated videos and films on enhancing student's achievement in English language grammar by:

- 1- Investigating the impact of animation and videos on the learners' interest to learn the grammar.
- 2- Investigating the impact of animation and videos on students' achievement in grammar field.
- 3- Determining the effect of using animation and videos on enhancing students' performance in writing and speaking as a result of improving their performance and achievement in grammar.

- 4- Familiarizing the English language teachers with the importance of using animated videos in their classes.

### **3.5 Procedures**

The researcher carried out the study on basis of the following procedures:

- 1- Designing the tests (pre and post). The researcher wrote the tests, the pre and the post test, each test is consisted of 7 questions, all questions are to measure grammar level for the students. The researcher checked the validity of the tests according to the jury comments, notes and modifications. The researcher applied the tests on the control and the experimental groups and collected data depending on tests results.
- 2- Designing the rubrics of the classroom observations. The researcher searched on the rubrics of the classroom observations, then wrote them in 18 items. The researcher checked the validity of the classroom observations according to the jury comments, notes and modifications. The researcher monitored these 18 items according to the students' performance in each class when the Animations approach was applied.
- 3- Taking approval from the Directorate of education at Jenin to apply tests on the study sample.
- 4- Examining the study reliability by using SPSS and which is clarified in a table in this chapter.

5- Analyzing by computer specialized (SPSS) program based on ANCOVA test results.

### **3.6 Population of the study**

The population of this study was (1901) female students, the population was composed of all seventh graders in Jenin city for the scholastic year (2019 \_ 2020).

### **3.7 Sample of the study**

The sample of the study consisted of all the seventh female graders in Beit Qad Secondary Girls' School and Jalboun Secondary Girls' School in Jenin district. The sample was divided into two groups: the experimental group which consists of 23 female seventh graders from Beit Qad Secondary Girls' School and the control group which consists of 19 female seventh graders from Jalboun Secondary Girls' School.

### **3.8 Instrumentation of the Study:**

The researcher developed two instrumentations: the first is the pre-test and the post-test, the tests consisted of seven questions,

- 1- The first question is to give the simple present form of some verbs between brackets.
- 2- The second question is to use (is/ am/ are) to complete sentences in which the verbs are present continuous.

- 3- The third question is to circle (from two choices) the correct answer between brackets.
- 4- The fourth question is correct the underlined mistakes in the sentences.
- 5- The fifth question is to fill in the blanks with a suitable subject from inside the box.
- 6- The sixth question is to insert (just), (already), (yet), (since) or (for) in their appropriate places to complete the sentences and questions.
- 7- The last question is to give a hand to Dora and Mozo to solve their challenge by changing the verbs into the balloons into the past participle (p. p).

In addition, the researcher searched on the rubrics of the classroom observations, then wrote them in 18 items. The researcher checked the validity of the classroom observations according to the jury comments, notes and modifications. The researcher monitored these 18 items according to the students' performance in each class when the Animations approach was applied. The 18 items were measured depending on how often the item occurs during using the animation approach by following five of adverbs of frequency, based on Likert scale, the five point scale which is used to allow the researcher observe how often the item occurs in students' performance during using the animations approach, with a particular statement. These are:

- 1- Never    2- Seldom    3- Sometimes    4- Normally    5- Always

### 3.9 Validity of the instruments

To ensure the content of the study instruments, the pre-test, the post-test and the classroom observations were reviewed by a jury specialists in the field of teaching English at An-Najah University who suggested some modification which were taken into consideration.

### 3.10 Reliability of the Instrument

For achieving reliability of the study, the researcher used Alpha Cronpah. The total score was (0.743), and this value was suitable to conduct such a study.

**Table (3.1) Reliability Statistics**

Cronbach's Alpha	N of Items
.743	7

### 3.11 Design of the study

The researcher used a quasi-experimental design by distributing the study sample into two groups, an experimental group and a control group. Two instruments were adopted which are pre-post tests and classroom observation to examine the effect of using animated videos and films on improving 7th grade students grammar skill.

The design of the study will take the following shape:

G1 \_\_ O1 X O2

G2 \_\_ O3 \_\_ O4

G1 is the experimental group which consisted of students are taught grammar by using animated videos. G2 is the control group which consisted of students who are taught grammar by any traditional method, X is the treatment that was applied on the experimental group students, O1 and O3 are the pre-tests, O2 and O4 are the posttests.

### **3.12 Description of the variables**

The variables in this study were categorized into two, being independent variable and dependent variable.

There is one dependent variable in this study which is the achievement of the seventh graders in English language grammar.

There is also one independent variable in this study which is animations method in teaching grammar and how this strategy affects students' achievement.

### **3.13 Data analysis**

The researcher used quantitative analysis. The data were analyzed by using the Statistical Packages for Social Science (SPSS) version as a data analysis method, because it is an easy and a certified tool for analyzing data. The researcher used means, standard deviations and ANCOVA to answer the questions of the study and to reject or not reject the hypothesis of the study. ANCOVA was used to analyze the pre and post tests for both the experimental group and the control group. It was also used to analyze

the items of the classroom observation in order to measure the effect of using animated films on improving seven graders' grammar achievement.

For data analysis, the researcher used the following percentages for the pretest and the post test results:

- 1- 80 % and more is a very high degree of animations effect for those students who got 32 or more out of 40 in the exam.
- 2- 70 \_ 79.9 % is a high degree of animations effect for the student who got 28 \_ 31.9 out of 40 in the exam.
- 3- 60 \_ 69.9 % is a moderate degree of animations effect for the students who got 24 \_ 27.9 Out Of 40 in the exam.
- 4- 50 \_ 59.9 % is a low degree of animations effect for the students who got 20 \_ 23.9 out of 40 in the exam.
- 5- Less than 50 % is a very low degree of animations effect for the students who got less than 20 out of 40 in the exam.

### **3.14 Summary**

In this chapter, the researcher introduced and explained the methodology followed in the study, the questions of the study, the objectives of the study, the study instruments, the population of the study, the sample of the study in accordance with the study variables, the research design and the procedures which were used in confirming or rejecting the hypothesis of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

# **Chapter Four**

## **The Results of the Study**

**4.1 Introduction**

**4.2 Results of the Tests analysis**

**4.3 Results of the Classroom Observation Analysis**

**4.4 Summary**

## **Chapter Four**

### **The Results of the Study**

#### **4.1 Introduction**

The researcher, in this chapter of the study, presented the results of the study that aimed to investigate the effectiveness of applying the animation strategy in enhancing Students' English Language achievement in Grammar. Furthermore, she identified the grammar abilities at the 7<sup>th</sup> grade students in Jenin schools in the first semester of school year (2019-2020) and determined if animation had any effect on students' grammar abilities and achievement. The researcher used the (ANCOVA) test to answer the questions of the study and analyzed the hypothesis of the study. The ANCOVA test helped the researcher to determine whether there are any significant differences between the independent variable (using Animated Films) on a dependent variable (students' grammar achievement). The ANCOVA test has an additional benefit which is allowing the researcher to control the covariate that could affect the results by including it in the analysis. The researcher analyzed the impact of using animations approach on students' achievement in English grammar.

#### **4.2 Results of the Tests Analysis**

**Answer for the first question:**

**What is the effect of using animated videos and short films in teaching grammar on enhancing student's achievement in grammar?**

To answer this question, the researcher found out the means and standard deviation of students on the grammar tests for the control group and the experimental group.

**Table (4.1): Means and standard deviation of the posttest scores for both of the control group and the experimental group.**

<b>Group</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Control Group	22.3684	9.05514	19
Experimental Group	25.3913	9.51907	23
Total	24.0238	9.32408	42

Table (4.1) indicates that the means of the control group is (22.3684) and the standard deviation is (9.05514). While the mean of the experimental group is (25.3913) and the standard deviation is (9.51907). This indicates that the mean of the control group is less than the mean of the a group in the tests. Furthermore, the standard deviation for the control group is also less than the standard deviation for the experiment group. This means that the experiment group results are better than the control group results.

To ensure if the means and standard deviation are statistically significant, the researcher used the ANCOVA as presented in the following table:

**Table (4.2) ANCOVA results:**

<b>Source</b>	<b>Type III Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Partial Eta Squared</b>
Pre test	1829.950	1	1829.950	43.532	.000	.527
Approach of the study	443.422	1	443.422	10.548	.002	.213
Error	1639.449	39	42.037			
Total	3564.476	41				

Table (4.2) shows that the F-Value of the teaching approach is (10.548), and it is statistically significant because the significance level is (0.002) which is less than the predetermined significance level which is (0.05). This means rejecting the null hypothesis ( $H_0$ ) that assumes there are no differences attributed to using Animations for teaching Grammar.. As a conclusion, there are differences between the control group and the experimental group for the interests of the experimental group in using animations approach.. In conclusion, since the significance level is (.002), there are differences between the two groups; the control and the experimental, and these differences are for the interest of the experimental group because the mean of the control group is (22.3684), whereas the mean of the experimental group is (25.3913) and (.213) ~ {21%} of the difference is related to using Animated videos for teaching Grammar. The mean of the experiment group is greater than the control group which means that the differences are for the interest of the experiment group.

#### **4.3 Results of the Classroom Observation Analysis**

**Answer for the second question :**

**What is the effect of using animations on improving seven graders performance in English grammar activities according to the classroom observation items?**

To answer the second question, the researcher found out the frequency and the percent of each item of the classroom observation items. The following tables show the results of the classroom observation which

were observed by the teacher (the researcher) during the class periods when the researcher applied the Animations approach, these class periods were in eight sessions, and the researcher observed the following results after the statistical analysis:

**Presenting the Results of the classroom observations Analysis:**

**Comment on the following statements to determine the role of using videos to teach grammar to:**

1. attract students attention and interest .
2. create a positive attitude towards learning English language grammar.
3. express excitement in classroom activities.
4. develop students' writing skills.
5. improve learners accuracy and confidence to form comprehensible sentences.
6. enable learners to understand English grammar better.
7. improve learners' performance in grammar
8. expand classroom activities.
9. motivate students to participate in the lessons actively.
10. save time and simplify the language learning process.
11. give learners necessary feedback to correct their mistakes.

12. encourage them to watch more videos for self-study aims.
13. provide students with clear explanations of grammatical patterns.
14. change the grammar teacher model from boring to amusing.
15. enable students to express their ideas properly and confidently .
16. allow learners to assume a more positive role.
17. develop their linguistic competence.
18. Involve a large range of activities such as cognitive (thinking), affective (feeling) and physical activities.

**Table (4.3): Item (1) To attract students attention and interest.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	50.0	50.0	50.0
	Normally	4	50.0	50.0	100.0

This table shows the first item observation which indicates to what extent animations attracted students' attention and interest, the researcher observed that animations have a great effect in doing, this happened (always) in 4 class periods out of 8, and it happened (normally) in the other 4 class periods.

**Table (4.4): Item (2) To create a positive attitude towards learning English language grammar.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	37.5	37.5	37.5
	Normally	3	37.5	37.5	75.0
	Sometimes	2	25.0	25.0	100.0

This table shows the effect of animations according to the second item which indicates how animations created a positive attitude towards learning English language grammar, the researcher observed that animations had a good effect, students showed they (always) had positive attitudes to learn in 3 class periods out of 8. In general, they were (normally) active in other 3 class periods out of 8, and in 2 other class periods they were (sometimes) motivated to learn grammar positively by animations.

**Table (4.5): Item (3) To express excitement in classroom activities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	87.5	87.5	87.5
	Normally	1	12.5	12.5	100.0

This table shows to what extent animations were effective in making students excited and had high positive participation during 7 class periods, and very good participation in the 8<sup>th</sup> class period. The researcher observed that the students were happy to learn grammar by watching videos and cartoons, they were not bored, and they had effective participation.

**Table (4.6): Item (4) To develop students' writing skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	2	25.0	25.0	25.0
	Sometimes	5	62.5	62.5	87.5
	Never	1	12.5	12.5	100.0

This table discusses the item related to writing skill and how animations affected it. The researcher observed that it happened (normally), she observed that in two class periods of applying Animations approach, and it developed students' writing (sometimes) in five class periods, the

researcher observed that Animations developed their writing, especially for the regular and irregular verbs, they could distinguish verbs writing and when they add the prefix (ed) for example to the regular verbs such as (tidy up) and how they change the (y) into (i) then they add (ed). Only in one classroom period Animations didn't develop students' writing with the square (Never) in the table, this is perhaps because their participation through the period was orally not written.

**Table (4.7): Item (5) To improve learners accuracy and confidence to form comprehensible sentences.**

		Frequency Percent		Valid Percent	Cumulative Percent
Valid	Normally	7	87.5	87.5	87.5
	Seldom	1	12.5	12.5	100.0

This item shows the researchers' observation of the learners' accuracy and confidence to form comprehensible sentences. In seven class periods the researcher observed that students (normally) developed in forming meaningful and grammatically correct sentences, they became more confident and less hesitant to participate in speaking or to try using English language, and to apply the grammar rules that presented in animations, this helped them to develop accuracy by controlled practice of the various activities that helped students to recognize and correct their own mistakes.

**Table (4.8): Item (6) To enable learners to understand English grammar better.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	37.5	37.5	37.5
	Normally	5	62.5	62.5	100.0

This table shows how Animations enabled learners to understand English grammar better. In all the class periods of applying Animations approach, the researcher observed that students remained very responsive during the whole lesson and effectively learned the use of new grammar rules such as the use of the present perfect simple tense. The researcher observed that using animated films in grammar teaching classes can serve as a positive reinforcement tool for the language learning process as the animated movies considerably increased the proficiency of the students.

**Table (4.9): Item (7) To improve learners' performance in grammar**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	50.0	50.0	50.0
	Normally	4	50.0	50.0	100.0

This table shows to what extent Animated videos improved learners' performance grammar in general. The researcher observed that students' performance in grammar activities developed and they got better English language speakers. The researcher observed that students' performance improved, they had deeper understanding affected by the pictures and the motional text. The learners engaged in creative thinking which takes place in both verbal and visual presentation. It became easier for the learners to recall vocabulary and match pictures with words and this developed the whole performance.

**Table (4.10): Item (8) To expand classroom activities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	4	50.0	50.0	50.0
	Sometimes	4	50.0	50.0	100.0

In this table the researcher discussed how Animated videos facilitated to the teacher to expand classroom activities. The researcher observed that during class periods of applying Animated videos approach, students didn't waste time to get to work and didn't feel bored, they stayed motivated and active. They all had something to do, they could control their own learning. This control created enjoyment and attractive learning environment, it also included visual illustrations of the complex concepts, that helped students to achieve better understanding. The various materials and the different activities were vital to increase learners interest and attention. Instead of depending on the course book as the basic teaching material, classroom activities enriched by using pictures and videos which helped make learning sequenced.

**Table (4.11): Item (9) To motivate students to participate in the lessons actively.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	37.5	37.5	37.5
	Normally	4	50.0	50.0	87.5
	Sometimes	1	12.5	12.5	100.0

This table shows how Animations approach is effective in motivating students to participate in the lessons actively. The researcher observed during applying animation strategy that students in the experimental group participated effectively in lessons that integrated the animation environment. The strategy was effective in transferring the stored knowledge of the students into practical applying during the classroom periods, it also had a positive role in motivating the learners. The

researcher also observed that students were the center of the classroom interactions, with feeling of greater interest in learning time.

**Table (4.12): Item (10) To save time and simplify the language learning process.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	2	25.0	25.0	25.0
	Sometimes	4	50.0	50.0	75.0
	Seldom	2	25.0	25.0	100.0

This table shows the researcher's observation if Animations approach can save time and simplify the language learning process. The researcher observed that the process of teaching and learning changed to a new experience when animations were used during the class periods. She also observed that both the teacher and the students found it more comfortable and easier to explain or to understand the presented topic. Animations made the new topics clearer and memorized for a longer time. This resulted in saving time with more and better stored information.

**Table (4.13): Item (11) To give learners necessary feedback to correct their mistakes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	4	50.0	50.0	50.0
	Sometimes	3	37.5	37.5	87.5
	Seldom	1	12.5	12.5	100.0

This table shows how Animations are useful to give learners necessary feedback to correct their mistakes. The researcher observed that during class periods when she applied the Animations approach, it was an effective learning tool that enabled students to understand the value of reflection and self-evaluation and self-motivation. The strategy enhanced

the peer and the group interaction and made it acceptable for the learners to get the feedback from their classmates. They became popular with making short summaries at the end of the lesson, they share them with each other and listen to and from each other many different writings. This made them feel that their learning got more fruitful and more meaningful. They became able to give creative learning output and to improve the conceptual understanding over the course classes.

**Table (4.14): Item (12) To encourage them to watch more videos for self-study aims.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	12.5	12.5	12.5
	Normally	3	37.5	37.5	50.0
	Sometimes	4	50.0	50.0	100.0

This table shows the effect of Animations on encouraging students to watch more videos for self-study aims. The researcher observed that students' intrinsic motivation came from their interest and desire to learn. As they were fascinated in paintings and images shown in animations, they became encouraged to watch more videos at home to study by themselves. Animated videos for educational purposes were great motivational for students. They enabled learners to interact with sounds and visuals. As a result, it improved the quality of learning outcomes.

**Table (4.15): Item (13) To provide students with clear explanations of grammatical patterns.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	62.5	62.5	62.5
	Normally	3	37.5	37.5	100.0

This table shows how using Animations in teaching Grammar provide students with clear explanations of the grammatical patterns. The researcher observed that Animations made students responsive during the whole lesson and learned the use of grammatical rules effectively. Using Animated videos in grammar classes served as a positive reinforcement instrument as it increased the learning speed and grammar proficiency.

**Table (4.16): Item (14) To change the grammar teacher model from boring to amusing.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	100.0	100.0	100.0

This table shows how animated videos could change the grammar teacher model from boring to refreshing. The researcher observed how the teacher's role using animated educational videos would take boredom away from learning. The lack of concentration from which most students suffer could be overcome and learning got more entertaining. The researcher observed that animated videos were not just an abstract piece of information. They made learning more amusing with keeping students engaged and connected to the courses material.

**Table (4.17): Item (15) To enable students to express their ideas properly and confidently.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	2	25.0	25.0	25.0
	Sometimes	5	62.5	62.5	87.5
	Never	1	12.5	12.5	100.0

This table shows to what extent Animated videos enabled students to express their ideas properly and confidently. The researcher observed that

in seven class periods out of eight, with the use of the educational animation, the students were encouraged to make better effort into their project works or presentations. Animation helped a learner to connect with others and gained a great communication skill during the classroom periods, they became able to express their ideas more properly and more confidently.

**Table (4.18): Item (16) To allow learners to assume a more positive role.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	7	87.5	87.5	87.5
	Sometimes	1	12.5	12.5	100.0

This table shows how Animated videos allowed learners to assume and show a more positive role. The researcher observed that animations taught students good manners like cooperation and working together. There were various activities which should be done in pairs or in groups and this created a safe place and more comfortable environment to help learners activate and enjoy engagement with all in the classroom, the resulted work was interactivity and harmony with learners feeling supported and communicating more easily with the teacher.

**Table (4.19): Item (17) To develop their linguistic competence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normally	8	100.0	100.0	100.0

This table shows the Animated videos' role in developing students' linguistic competence. The researcher's observation showed that learners gained greater linguistic competence through their interaction and

involvement in animation. They became much more engaged in learning than before. The animations' advantages came from enabling learners to be productive initiators than passive receivers. They became more able to express themselves through good linguistic competence and through active involvement, it was beneficial for students' social development and ability to transfer their experience into real words and practical active participation. This achieved the linguistic competence development.

**Table (4.20): Item (18) To involve a large range of activities such as cognitive (thinking), affective (feeling) and physical activities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	75.0	75.0	75.0
	Normally	2	25.0	25.0	100.0

This table shows how Animations approach was effective in involving large of activities such as cognitive (thinking), affective (feeling) and physical activities. The researcher observed that animation approach had many advantages than the traditional way of education specially motivation and skills improvement. The approach reduced the useless effort and time, it changed them more practical effective. The approach encouraged the students to use cognitive thinking skills and engaged them in higher levels of thinking. The researcher also observed the learners' emotional development in addition to the social and interactional development.

#### **4.4 Summary**

This chapter presented the findings and the results of the statistical analysis of this study. The results were presented followed by comments on

each table. These results dealt with the questions and the hypothesis of the study. Means, percentages, standard deviations-test and (ANCOVA) test to study the effectiveness of using Animated Films on improving the seven graders' grammar achievement in Jenin directorate.

# **Chapter Five**

## **Discussion of the Results**

## **Conclusion and Recommendations**

**5.1 Introduction**

**5.2 Discussion of the results of the Study**

**5.3 Conclusion**

**5.4 Recommendations**

**5.5 Summary**

## **Chapter Five**

### **Discussion of the Results**

### **Conclusion and Recommendations**

#### **5.1. Introduction**

The researcher devoted this chapter to display the results of the main argumentation of the study. In addition, she explained, in details, the effect of the Animated Videos approach in improving the seventh grade students' grammar achievement. She also explained the role of the moderator variable in changing the results of the experimental work. In the end, the researcher proposed some recommendations to students, teachers, school principals and the Ministry of Education.

#### **5.2. Discussion of the Results of the Study**

##### **Results Related to the First Question.**

##### **1. What is the effect of using animated videos and short films in teaching grammar on enhancing student's achievement in grammar?**

The main objective of this study was to investigate whether or not the Animations approach has positive effect on improving the seventh grade students' achievement in grammar. To get the results of the study, the researcher did ANCOVA Test for means of the control group and the experimental group. Fortunately, as the researcher expected, the results of the main question showed that there was a positive effect of the Animations approach in improving the students' achievement in grammar. The mean, in the post-test, of the experimental group, which was (25.3913), was greater

than the mean of the control group which was (22.3684), and this approved the effectiveness of this approach in enhancing the students' achievement in grammar.

With regard to the previous point, the result is consistent with what Bollerud (2002) confirmed the effectiveness of Animations to improve the final educational outputs and to apply grammar to perfect the productive skills (speaking and writing).

Moreover, the result also matched with Woozly (2004) who found that Animations have impact on students' achievement and they became more confident and do fewer mistakes in grammar, so they perceive more efficiently and this affected the overall achievement of the students improved.

Furthermore, as Macwan (2015) demonstrated, Animations have positive impact on students' achievement in grammar. In addition, the approach saves time and teachers are able to supervise all students progress and performance. The researcher agrees with Macwan that Animations are effective in producing positive learning effects.

In addition, as Caplan (2002) announced that Animated videos attract students and increase their understanding of English grammar. He also said that videos generally provide much better results than just photographs or text and this resulted in better understanding of the grammar and consequently better achievement which also paralleled with the current study.

In the same context, Mahmoud (2013) indicated that the students in his study who have grown up with technology and live in a world where digital technology is part of their daily life, had better results in achievement and performance. Because of this, he recommended in his study that it is necessary to use videos approach in teaching grammar because it contributes to the development of achievement and raises real participation in the teaching- learning process, which also paralleled with the current study.

Macky and Gass (2007) were biased to this approach, they believed that this approach has several advantages, it helps make content that is difficult much easier for learners to understand and this leads to better results and achievement development.

The results also harmonized with Chiang (2006) who revealed that Animations encourage the learner to invest the intellectual property of observation and reflection so they achieve better level of knowledge, information, and ideas. He revealed that the students' sample had an important impact on their achievement through using Animations to learn some aspects of English grammar.

The researcher found it beneficial to agree with Slater (2004) who concluded that it's effective to use Animations in teaching English grammar as it is used all over the world in a wide range of activities, such as developing the skills of the leadership, developing the skill of thinking, solving problems and developing the ability to know students' abilities.

The results matched also with Hooji (2013) who discussed the main features of the educational animation and declared that Animations facilitate understanding by means of cartoon drawings to get the idea that may be needed to express a long sentence, it shortens the time required for the comprehension and understanding.

Furthermore, Constance, Carol and Sharon (2001) investigated the role of subtitled video in learning the meaning and use of English grammar and development of students' grammatical accuracy. They found that the use of the subtitled video facilitated the recognition of the grammatical structure in context. This is supported by Senior (2011) who considered Animations as an effective approach to master grammar which plays an important role to develop English other skills and recommended that mastering English skills could be facilitated through grammar mastering. Likewise, Littlewood (2012) found that mastering grammar is important to enhance accuracy and helps learners develop a habit of thinking logically and clearly, as a result, they recommended educators to dig into Animations approach in teaching grammar.

However, the researcher doesn't totally agree with Tversky, Morrison & Bétrancourt (2002) who concluded from their study that animation may lose its educational effectiveness if targeted students can't adequately deal with the presented information as a video or image. When the subject is complex, it seems learners may be confused by the animated content. Because our cognitive human systems have limited capabilities to process

information. If these limits are skipped, learning may be in a low level. Here, the researcher thinks the solution is simple: to slow the animation a bit and enclose it with a written explanation. It is unlikely that outstanding learning can be achieved by simply replacing fixed graphics with animation, but it is achieved with accompanying texts that explain the idea.

In addition, the researcher also doesn't completely agree with Clark & Mayer (2008) who observed that sometimes animations are not effective educationally enough when the learners can't process the presented information sufficiently. For example, it seems that when the subject matter is higher than students' level, they may be overwhelmed by animated presentations. It is because of the role of visual perception and cognition in human information processing. As the human perceptual and cognitive systems have limited abilities for processing information. But the researcher thinks that could be solved by slow down the animation show speed. It's also better to provide students a remote control which they use and vary according to the way that suits them.

### **Results Related to the Second Question**

#### **2- What is the effect of using animations on improving seven graders performance in English grammar activities according to the classroom observation items?**

The researcher examined this question by observing students' performance during Animations class periods and through 18 items in the classroom observations table.

It seems that the researcher's observation results were, to a great extent, similar to Luo (2004), Hooji (2013), Chang and Lehman (2002) who declared that Animations approach makes the receiver learner feel that he is going through the same experience that is presented to him, and this helps him to accelerate the installation of knowledge, to pay more accurate observation. It also increases the sense of the importance of what is seen and its modernity. These things attract the attention of the learner and push him to identify them clearly.

In the same context, the researcher' observations are consistent with what Menter (2003) contended about Animations strategy, it is more effective than traditional education which is no longer as attractive as before. He observed as Mitchell (2000) that animated video in teaching grammar plays a big role in attracting students' attention, making them very excited.

The researcher's observations also matched with Mishan (2004), Stead (2005), Jones and Scaife (2000) who explained that student-centered learning demands a student to be creative and use the language practically and efficiently because of the positive attitude towards learning which could be enhanced when using the Animations approach.

Furthermore, the researcher observed as Birisci, Metin (2010), Scott (2001), Lin and Chin (2007) who indicated that animations approach is beneficial for FL learners for the engagement it creates, the interactive learning with live-action animation and the motivation; since the animation

is inspired and interactive way for flexible education. Learners will get more skills, which is the main reason to make them more motivated.

However, the researcher also as Chin and Teuo (2009) faced some limitations to apply Animations approach, such as that the approach requires special equipment for a good presentation and not all our Palestinian schools are well prepared to apply this approach.

With regard to the results of observing the ninth and fifteenth item about students' participation, the researcher is harmonized with Widodo (2006) and Beydarani (2015), Oskay and Efil (2016), Lightbown, Pasty and Nina (2011) who explained that Animations encourage students to discuss and share their ideas even those who do not usually like to share, they also reduce students' fear of giving wrong answers and to express themselves freely.

The researcher's observations results also matched with Stapa and Izahr (2010) who indicated that grammar has always been one of the most demanding and challenging aspects of learning a second language. They recommended that using Animated videos can bring considerable benefits including the presentation of real language, it makes the journey of language learning and particularly grammar learning more enjoyable, entertaining, and productive for L2 learners.

There is also agreement between the researcher's observations and Birisci and Metin (2010) results with regard to two items of the researcher's

observation: First, the tenth item that Animations save time and simplify the language learning process. Second, with regard to the eleventh item about the feedback, as Birisci and Metin mentioned one of the Animations advantages is the immediate Feedback; learners get an immediate feedback from the animation system which will enhance their skills and abilities, the researcher also observed the same point as the approach was good in giving learners necessary feedback to correct their mistakes and this is also supported by Tversky, Morrison & Bétrancourt (2002) who indicated that Animations approach is useful in giving feedback.

Furthermore, the researcher's observations harmonized with Milanughlin (2004), Breeze, Saíz, Pasamar and Sala (2014), Mohebbi (2013), Mayor (2001), McNulty and Lazarevic (2012) with regard to the twelfth, sixteenth and seventeenth items as the findings indicated that Animations approach activates students' prior knowledge and provides the opportunity to the students to construct information. It also enables the students to reach the information themselves and gives them the opportunity to learn by living and learning within the process.

Nevertheless, the researcher found some differences with some researchers. For example, on the contrary of what Kabapinar (2005) revealed that Animations reduce the interaction between the learner and the teacher when some students consider it as an entertainment tool. The researcher observed the opposite, with regard to the fifteenth item, Animations enabled students to express their ideas properly and confidently, it developed the interaction both ways.

Another difference was with Van (2003) who confirmed that there are many links between cartoons violence and aggressive behavior. The researcher thinks that it may happen when the approach is applied without limits and rules and without guidance from the teacher or the parents. Because of this, it is important for the teacher to prepare the animated video in advance, to think what type of animation is suitable to show for the students before presenting it to the classroom. Also, parents should pay attention to their children and take care of what cartoons they watch. This was also discussed more in the recommendations of the study.

Finally, depending on the researcher's observation of the students' performance and achievement, specially the second, seventh and ninth items, the researcher found\_ contrary to what Long and Marson (2002) said that animations make the learner passive and just a receiver\_ she found the approach created positive performance and attitudes towards learning English language grammar, it also motivate students to participate in the lessons actively.

### **5.3 Conclusion**

It was clear that the study tried to explore the related literature and previous studies about the Animated Videos approach. Regardless of the quantity of these studies, the majority of them proved a positive effect in teaching and learning.

With regard to the current study, the researcher could prove the effectiveness of the Animated Videos. Depending on statistics, Animations

played an effective role in developing students' achievement in English grammar. The statistical analysis showed significant differences in students' grammar achievement between the experimental and control group. In other words, there are differences between the control group and the experimental group for the interests of the experimental group in using animations approach. So, the total and specified means of the post test scores of the experimental group were higher than the overall and specified means of the post test scores of the control group.

The study also showed, from the classroom observations of the students' performance during applying the Animations approach, that animations played an important role in promoting students and their performance. The use of animations inside the classroom helped students to be more interested and motivated to learn English. Animation played a significant role in increasing enthusiasm in learning English.

The study was a good step towards adopting the use of animation in teaching English Grammar since it can provide a rich learning environment and progress. In addition, this study contributed in raising teachers' awareness in enhancing animation in the future since this strategy saves time and effort from both teacher and student.

Because of the positive impact of animation approach in teaching grammar, this study can encourage more studies on the effectiveness of using animations in Education.

## **5.4 Recommendations**

Based on the results of the study, the researcher offered some recommendations for students, parents, teachers, researchers and the Ministry of Education.

### **5.4.1 Recommendations for Students**

Because students are the main component of the learning teaching process the researcher thought it's beneficial to give them some recommendations.

- 1- The researcher believed that students should be more serious and responsible to get better achievement and performance. Students should prepare, participate, and give feedback for their learning.
- 2- Students should try to correct their mistakes by themselves. They should also listen and benefit from the teacher's feedback.
- 3- Teachers should encourage weak students not to be shy to ask for help from their teachers, more competent students, parents or any qualified person.

### **5.4.2 Recommendations for parents**

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

are effective techniques for teaching English, parents should be recommended to:

- 1- Have the opportunity to support their children in different ways at home.
- 2- They should motivate their children to focus on the educational videos more than the useless cartoons.
- 3- Parents should guide their children to the effective use of technology.
- 4- They have to make their children's time spent on social media more fruitful.
- 5- They also should cooperate with teachers on useful techniques of helping the use of multimedia.

#### **5.4.3 Recommendations for teachers**

The researcher encouraged teachers to:

1. Exploit the Animated Videos approach because of the role it has in enhancing the students' achievement and performance in English grammar.
2. Be patient in dealing with their less competent students, they should be determined and confident of the effectiveness of the Animations approach in enhancing their options to succeed.

3. Be able to distinguish students' different learning styles in order to deal with them according to their abilities and provide them appropriate techniques to develop. They should use various teaching techniques.
4. In today's technological age, teachers should employ technology in teaching.
5. Invest the available resources in the school that can facilitate the teaching environment for their students.
6. Convey the current issues and to try the current strategies in teaching as much as possible.
7. Have training courses to develop their teaching abilities and skills and to learn more about the best methods of using technology in teaching English.
8. Keep looking into current and new websites which are helpful in guiding to the effective animations that are advantageous in teaching English such as stories, games, songs and puzzles.
9. Be eclectic to decide the best and suitable programs to present English for Palestine curriculum and achieve the main objectives in harmony with the culture and the context.

#### **5.4.4 Recommendations for the Ministry of Education**

The researcher advised the decision makers in the Ministry of Education to:

1. Hold training workshops for teachers regarding current issues in teaching, specially (Animations).
2. Give the teacher a space of freedom to manipulate instruction according to the students' needs.
3. Revise the curriculum frequently to fit with emerging problems and modern issues.
4. Supply schools with extra funding and material resources required to facilitate the educational process.

#### **5.4.5 Recommendations for Further Research**

In the light of the results of this study and based on the researcher's experiment, it became clear that Animations have positive effects on language learning in general and on learning grammar in particular. So, the researcher would like to suggest some ideas for further research, for example, the researcher thinks that there should be more studies to examine the effects of using animation approach on students' performance, achievement and progress in English, not only on grammar, but also on different English skills, not only for grade seven, but also for different levels, not only in Jenin Directorate, but also in other directorates of Palestine. Moreover, it could be beneficial to search in the learners' and teachers' attitudes towards Animations strategy, not only in teaching grammar, but also in all English skills and to specify more time to more experimental studies for the future.

## **5.5 Summary**

In this chapter, the researcher discussed the study results, the conclusion, and recommendations for students, parents, teachers, Ministry of Education and the researchers.

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### **YouTube links Of Animated Videos**

<https://en.islcollective.com/video-lessons/present-simple-pink-panther>

<https://www.youtube.com/watch?v=9siOvRuef7g>

<https://www.youtube.com/watch?v=a6Eozn55Lqs>

<https://www.youtube.com/watch?v=G12H47TTg4M>

<https://www.youtube.com/watch?v=l5gjR0ks-l8>

[https://www.youtube.com/watch?v=msqsxVX\\_gjs](https://www.youtube.com/watch?v=msqsxVX_gjs)

<https://www.youtube.com/watch?v=OVYFw-HJbF8>

<https://www.youtube.com/watch?v=q9zPv4HGGUY>

<https://www.youtube.com/watch?v=r3RKuf6-kJE>

<https://www.youtube.com/watch?v=TIItFXCVyjs>

<https://www.youtube.com/watch?v=TR5RcutMu7c>

<https://www.youtube.com/watch?v=UdEasleUc54>

<https://www.youtube.com/watch?v=uurchlPCu3w>

<https://www.youtube.com/watch?v=XTkplh2wTSw>

# **Appendixes**

**Appendix 1: The pre-test**

**Appendix 2: The post-test**

**Appendix 3: Samples of the students' tests**

**Appendix 4: The classroom observations table.**

**Appendix 5: The Procedures of the Animated Videos  
Classroom Periods.**

**Appendix (1)****The Pre- test****English Grammar Test**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: Seven

Time: 1 hour

**Question One: \_\_\_\_\_ (5 pts)****Write the present simple of the verbs between brackets:**

- 1- You should eat vegetable soup because it \_\_\_\_\_ (be) good for you.
- 2- A farmer \_\_\_\_\_ (press) the olives to get the oil.
- 3- Palestinian people \_\_\_\_\_ (make) soap from olive oil.
- 4- The hot vapour \_\_\_\_\_ (rise) into the air.
- 5- There \_\_\_\_\_ (be) millions of olive trees in Palestine.

**Question Two: \_\_\_\_\_ (5pts)****Complete the following sentences with (is, am or are).**

- 1- The boys \_\_\_\_\_ playing football now.
- 2- She \_\_\_\_\_ crying.
- 3- I \_\_\_\_\_ not going to the meeting after work.
- 4- Marc \_\_\_\_\_ making pizza now.
- 5- Frances \_\_\_\_\_ talking on the phone at the moment.

**Question Three:** \_\_\_\_\_ **(5pts)**

Choose the correct tense of the verbs between brackets.

- 1- Yesterday, I (*visit / visited*) my grandmother.
- 2- He (*rode / ride*) the bike very fast.
- 3- Salwa (*don't / doesn't*) cook everyday.
- 4- You should (*do / did*) your homework.
- 5- They (*have / has*) been sick since two days.

**Question Four:** \_\_\_\_\_ **(5 pts)**

Correct the underlined mistakes:

- 1- The tiger attacked the young ox while the other oxen was eating. \_\_\_\_\_
- 2- Could you helps me, please ? \_\_\_\_\_
- 3- Last summer Omar was riding his bike when he falls off. \_\_\_\_\_
- 4- You mustn't help mum. \_\_\_\_\_
- 5- It is very hot here. May I opened the window, please? \_\_\_\_\_

**Question Five:** \_\_\_\_\_ **(5pts)**

Fill in the blanks with a suitable subject from inside the box.

I	The baby	They	Jacques Cousteau	The teacher
---	----------	------	------------------	-------------

- 1- \_\_\_\_\_ has already corrected the test.
- 2- \_\_\_\_\_ have invited me to their party.
- 3- \_\_\_\_\_ have been a student since 2013.
- 4- \_\_\_\_\_ has just slept. Be quiet !
- 5- \_\_\_\_\_ has sailed in a boat to explore the oceans.

**Question Six:****(5pts)**

Choose either (since) or (for) to complete the following sentences:

- 1- I have lived in London \_\_\_\_\_ six months.
- 2- I haven't been on holiday \_\_\_\_\_ a year.
- 3- She has finished the work \_\_\_\_\_ 10 o'clock.
- 4- The shop has been closed \_\_\_\_\_ last Monday.
- 5- He has had his new mobile phone \_\_\_\_\_ a month.

**Question Seven: (10 pts)**

Let's play.

Dora and Mozo have a challenge. They want your help. Give them a hand to change the verbs into the balloons into the past participle (p. p).

1.----- 2.----- 3.----- 4.----- 5.-----	6.----- 7.----- 8.----- 9.----- 10.-----	<i>6.Be 7.See</i>  <i>8.Ride</i> <i>9.Swim</i> <i>10.Sleep</i>	1.Float 2.Camp 3.Climb 4.Try
---	--	--	---------------------------------------



Good Luck ☺

**Appendix (2)****The Post- test****English Grammar Test**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: Seven

Time: 1 hour

**Question One: \_\_\_\_\_ (5pts)****Write the present simple of the verbs between brackets:**

1- We sometimes \_\_\_\_\_ (read) books.

2- It often \_\_\_\_\_ (rain) on Sundays.

3- I always \_\_\_\_\_ (hurry) to the bus stop.

4- He never \_\_\_\_\_ (have) a dog.

5- They \_\_\_\_\_ (not) usually \_\_\_\_\_ (speak) English outside the lesson.

**Question Two: \_\_\_\_\_ (5pts)****Choose either (is, am or are) to fill in the blanks below:**

1- You \_\_\_\_\_ getting taller and taller every day.

2- I \_\_\_\_\_ listening to more and more songs in English these days.

- 3- My brother \_\_\_\_\_ growing quickly.
- 4- The number of people in the world \_\_\_\_\_ going up.
- 5- We \_\_\_\_\_ learning English and Arabic in school.

**Question Three:** **(5pts)**

Choose the correct tense of the verb between brackets.

- 1- I (*am playing / play*) now.
- 2- They (*haven't / have*) painted all the rooms yet.
- 3- It (*is smelling / smells*) good.
- 4- Ahmad has (*just / yet*) arrived.
- 5- She (*often / now*) helps her brother.

**Question Four:** **(5pts)**

Correct the underlined mistakes:

- 1- I am liking cakes.
- 2- Look ! The match start.
- 3- She hit himself.
- 4- We looked at us.
- 5- Who gave yourself that hat ?

**Question Five:** **(5pts)**

Fill in the blanks with a suitable subject inside the box.

I	Lionel Messi	Someone	Ibn Battutah	We
---	--------------	---------	--------------	----

- 1- \_\_\_\_\_ has travelled east to visit the holly cities of Makkah and Madinah.
- 2- \_\_\_\_\_ have had the same car for 10 years.
- 3- \_\_\_\_\_ hasn't scored any goals yet.
- 4- \_\_\_\_\_ has eaten my soup.
- 5- \_\_\_\_\_ have worked hard this week.

**Question Six:** **(5pts)**

Insert (**just**), (**already**) or (**yet**) in their appropriate places to complete the following sentences and questions.

- 1- I have prepared the breakfast.
- 2- I haven't watched the film.
- 3- Don't write to John. I have done it.
- 4- Has Muna cleaned the room ?
- 5- She has taken a drawing course

**Question Seven:****(10 pts)**

Let's play.

Dora and Mozo have a challenge. They want your help. Give them a hand to change the verbs into the balloons into the past participle (p. p).

1.-----  
2.----  
3.-----  
4.-----  
5.-----

6.-----  
7.----- 8.----  
9.----- 10.--

6.Put 7.Win  
8.Make  
9.Throw  
10.Have

1.Start 2. Finish  
3.play 4.Change  
5.Tidy up



**Good Luck ☺**

## Appendix (3)

## Samples of Students' Achievement in the Tests

## (Pre and Post)

## Pre-test Sample:

Appendix (A)  
The Pre- test  
English Grammar Test

3/10

Name: Wajid Khaleel Date \_\_\_\_\_  
وسيد خاليل

Grade : Seven Time : 1 hour

**Question One:(5 pts )**

Write the present simple of the verbs between brackets :

- 1- You should eat vegetable soup because it is ( be )  
good for you.
- 2- A farmer presses ( press ) the olives to get the oil. 5
- 3- Palestinian people make ( make ) soap from olive oil.
- 4- The hot vapour rises ( rise ) into the air.
- 5- There are ( be ) millions of olive trees in Palestine.

**Question Two:( 5pts )**

Complete the following sentences with ( is , am or are ).

- 1- The boys are playing football now. 5
- 2- She is crying.
- 3- I am not going to the meeting after work.
- 4- Marc is making pizza now.
- 5- Frances is talking on the phone at the moment.

**Question Three : ( 5pts )**

Choose the correct tense of the verbs between brackets.

- 1- Yesterday , I ( visit / visited ) my grandmother'. past
- 2- He ( rode / ride ) the bike very fast.
- 3- Salwa ( don't / doesn't ) cook every day.
- 4- You should ( do / did ) your homework. old do / did
- 5- They ( have / has ) been sick since two days. D plural

4

**Question Four : ( 5 pts )**

Correct the underlined mistakes :

- 1- The tiger attacked the young ox while the other oxen <sup>ox</sup> was eating.  
were X ✓
- 2- Could you helps me, please? help ✓
- post of 3- Last summer Omar was riding his bike when he falls off.  
fallen ✓ 4
- 4- You mustn't help mum. must ✓
- 5- It is very hot here. May I opened the window, please?  
open ✓

**Question Five : ( 5pts )**

Fill in the blanks with a suitable subject from inside the box.

I	The baby	They	Jacques Cousteau	The teacher
---	----------	------	------------------	-------------

- 1- the baby has already corrected the test.
- 2- They have invited me to their party. ✓ 5
- 3- I have been a student since 2013.
- 4- The teacher has just slept. Be quiet!
- 5- Jacques Cousteau has sailed in a boat to explore the oceans. ✓

**Question Six : ( 5pts )**

Choose either ( since ) or ( for ) to complete the following sentences:

- 1- I have lived in London since six months.
- 2- I haven't been on holiday for a year. ✓
- 3- She has finished the work since 10 o'clock. ✓ 3
- 4- The shop has been closed for last Monday.
- 5- He has had his new mobile phone for a month. ✓

**Question Seven : ( 10 pts )**

Let' play.

Dora and Mozo have a challenge. They want your help. Give them a hand to change the verbs into the balloons into the past participle ( p- p ).

1. ~~Flashed~~ 2. ~~Camped~~

3. ~~Climbed~~ 4. ~~Tried~~

5. ~~Sailed~~

6. ~~been~~

7. ~~Swam~~ 8. ~~Rode~~

9. ~~Swam~~ 10. ~~Slept~~

6. ~~Be~~ 7. ~~See~~

8. ~~Ride~~

9. ~~Swim~~

10. ~~Sleep~~

1. ~~Float~~

2. ~~Camp~~

3. ~~Climb~~

4. ~~Try~~

5. ~~Sail~~

8

### Post-test Sample:

$$\frac{40}{40}$$
 English Grammar Test

Name: Menna Date: 12<sup>th</sup> Dec 2019

Grade : Seven Time : 1 hour

**Question One: ( 5pts )**

Write the present simple of the verbs between brackets :

- 1- We sometimes read ( read ) books. ✓
- 2- It often rains ( rain ) on Sundays. ✓
- 3- I always hurry ( hurry ) to the bus stop. ✓ h
- 4- He never has ( have ) a dog. ✓
- 5- They don't ( not ) usually speak (speak ) English outside the lesson . ✓

**Question Two: ( 5pts )**

Choose either ( is , am or are ) to fill in the blanks below:

- 1- You are getting taller and taller every day. ✓
- 2- I am listening to more and more songs in English these days. ✓
- 3- My brother is growing quickly. ✓
- 4- The number of people in the world is going up. ✓
- 5- We are learning English and Arabic in school. ✓ h

**Question Three : ( 5pts )**

Choose the correct tense of the verb between brackets.

- 1- I ( am playing / play ) now. ✓
- 2- They ( haven't / have ) painted all the rooms yet . ✓
- 3- It ( is smelling / smells ) good. ✓
- 4- Ahmad has ( just / yet ) arrived. ✓
- 5- She ( often / now ) helps her brother. ✓

✓ h

**Question Four : ( 5pts )**

Correct the underlined mistakes :

- 1- I am liking cakes. I like cakes.
- 2- Look ! The match start. Look! The match's starting.
- 3- She hit himself. She hit herself.
- 4- We looked at us in the photo. We looked at our selves in the photo.
- 5- Who gave yourself that hat? Who gave you that hat?

**Question Five : ( 5pts )**

Fill in the blanks with a suitable subject inside the box.

1	Lionel Messi	Someone	Ibn Battutah.	We
---	--------------	---------	---------------	----

- 1- Ibn Battutah has travelled east to visit the holly cities of Makkah and Madinah.
- 2- We have had the same car for 10 years.
- 3- Lionel Messi hasn't scored any goals yet .
- 4- Someone has eaten my soup .
- 5- I have worked hard this week.

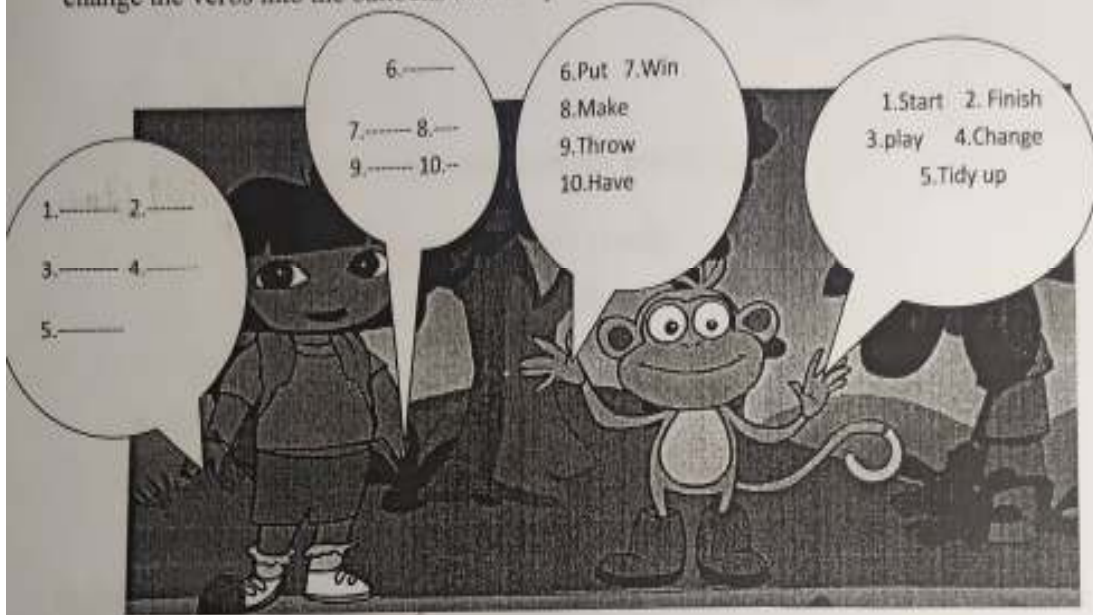
**Question Six : ( 5pts )**Insert ( just ), ( already ) or ( yet ) in their appropriate places to complete the following sentences and questions .

- 1- I have prepared the breakfast. I have (just/already) prepared the breakfast.
- 2- I haven't watched the film. I haven't watched the film yet.
- 3- Don't write to John. I have done it. Don't write to John. I have (just/already) done it.
- 4- Has Muna cleaned the room? Has Muna cleaned the room yet?
- 5- She has taken a drawing course. She has (just/already) taken a drawing course.

**Question Seven : ( 10 pts )**

Let's play.

Dora and Mozo have a challenge. They want your help. Give them a hand to change the verbs into the balloons into the past participle ( p. p ).



- 1- Started ✓
- 2- finished ✓
- 3- played ✓
- 4- Changed ✓
- 5- Tidied up ✓
- 6- put ✓
- 7. won ✓

- 9- Thrown ✓
- 10- Have ✓

**Good Luck ☺**

10

## Appendix (4)

### Classroom Observation

**Day:.....Week:.....Unit:.....Period:.....Class: 7th**

No.	Item	Always	Normally	Sometimes	Seldom	Never
Comment on the following statements to determine the role of using videos to teach grammar to:						
1.	attract students attention and interest.					
2.	create a positive attitude towards learning English language grammar.					
3.	express excitement in classroom activities.					
4.	develop students' writing skills.					
5.	improve learners accuracy and confidence to form comprehensible sentences.					
6.	enable learners to understand English grammar better.					
7.	improve learners' performance in grammar					
8.	expand classroom activities.					
9.	motivate students to participate in the lessons actively.					
10.	save time and simplify the language learning process.					
11.	give learners necessary feedback to correct their mistakes.					
12.	encourage them to watch more videos for self-study aims.					
13.	provide students with clear explanations of grammatical patterns.					
14.	change the grammar teacher model from boring to amusing.					
15.	enable students to express their ideas properly and confidently.					
16.	allow learners to assume a more positive role.					
17.	develop their linguistic competence.					
18.	Involve a large range of activities such as cognitive (thinking), affective (feeling) and physical activities.					

**Appendix (5)****The Procedures of the Animated Videos Classroom Periods****1- The first application**

**Name:** present simple and adverbs of frequency.

**Time:** 40 minutes.

**Procedures:**

The first classroom period of using Animated videos was about using the simple present tense with adverbs of frequency and to talk about daily routine.

The researcher applied the lesson by showing a cartoon. She was pausing between the scenes, asking the students some questions. The students watched, participated and answered the teacher's questions about the present simple.

One of the Animated video characters was (Mr. Bean). The other video was a game to practice the simple present.





## 2 \_ The Second application:

**Name:** The present Continuous Tense.

**Time:** 40 minutes.

### **Procedures:**

The researcher showed an animated film about using the present continuous. She paused between scenes to ask students to give answers using the present continuous. Students watched, participated and answered the teacher's questions. They used the correct form of the question (What are you doing?) for example, they ask each other, answered each other's and the teacher's questions by using the correct form of the tense.







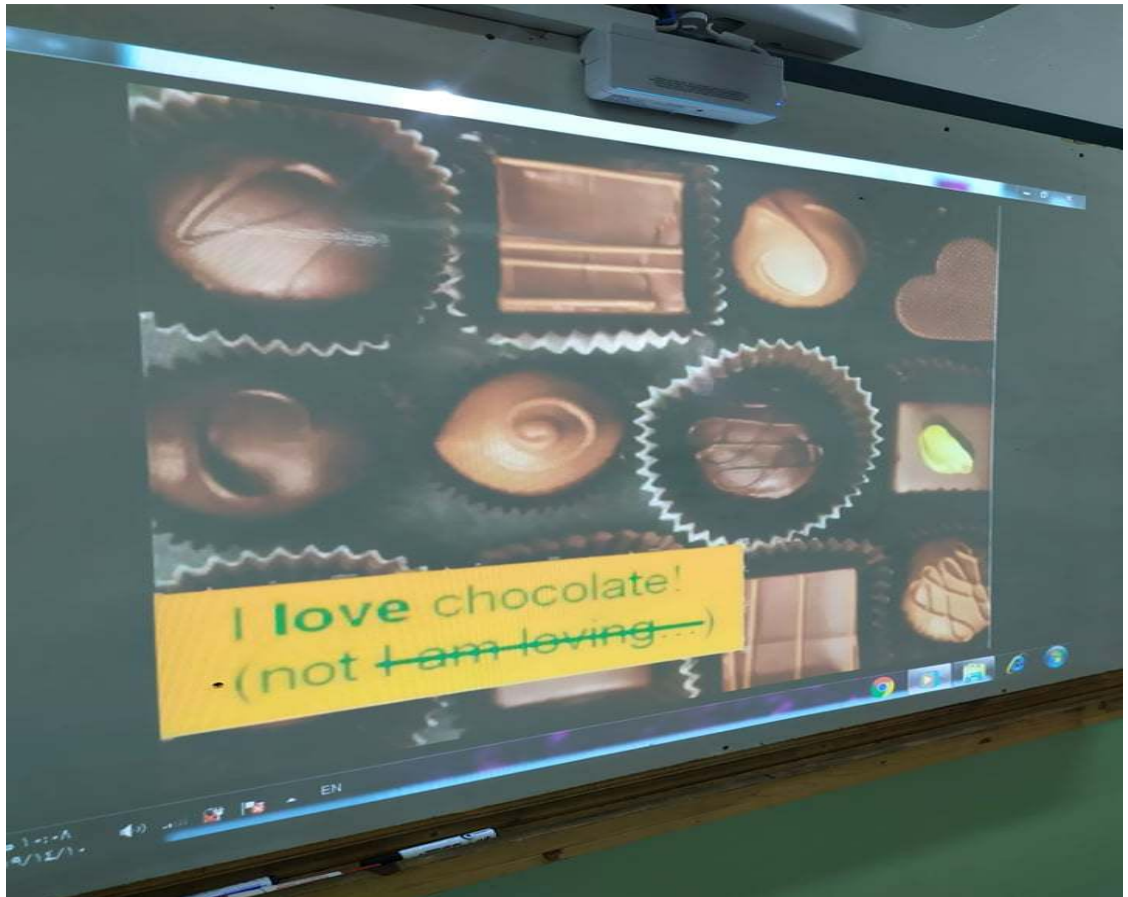
### **3 \_ The Third Application:**

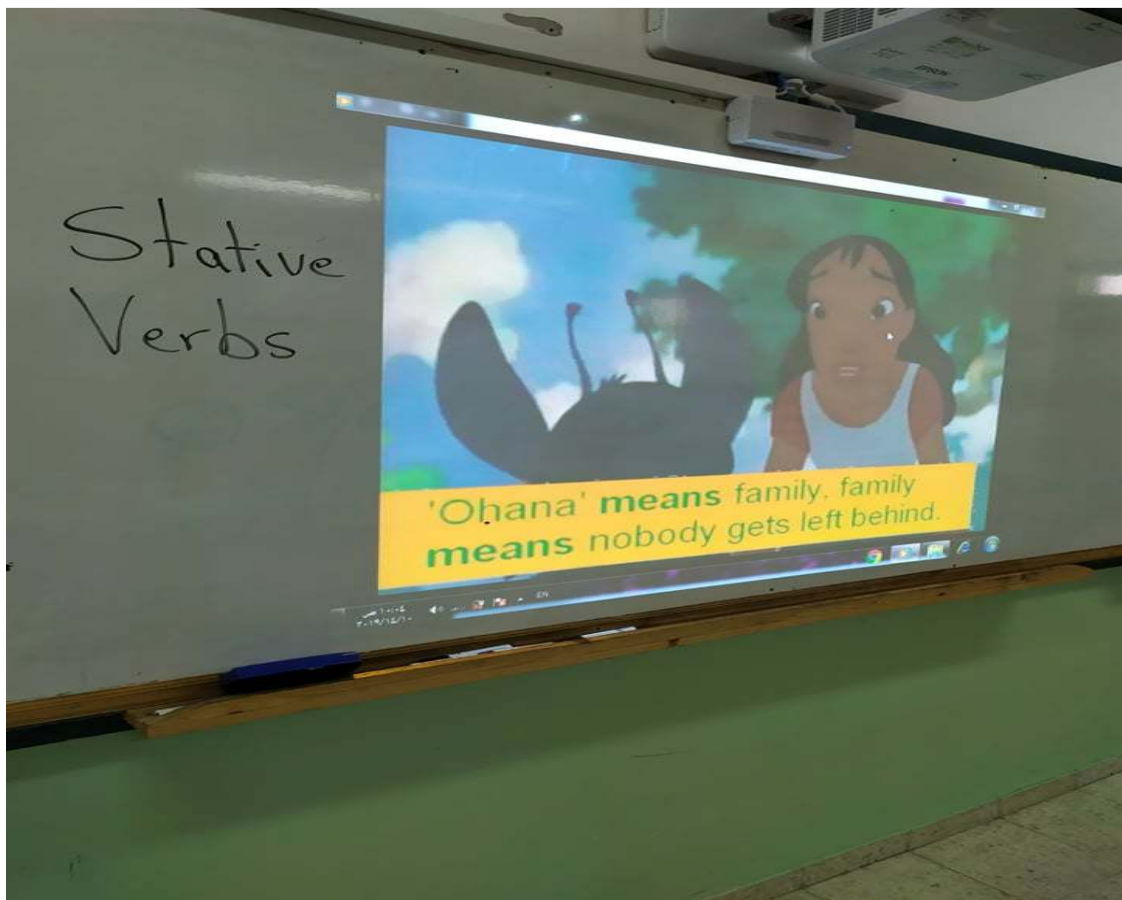
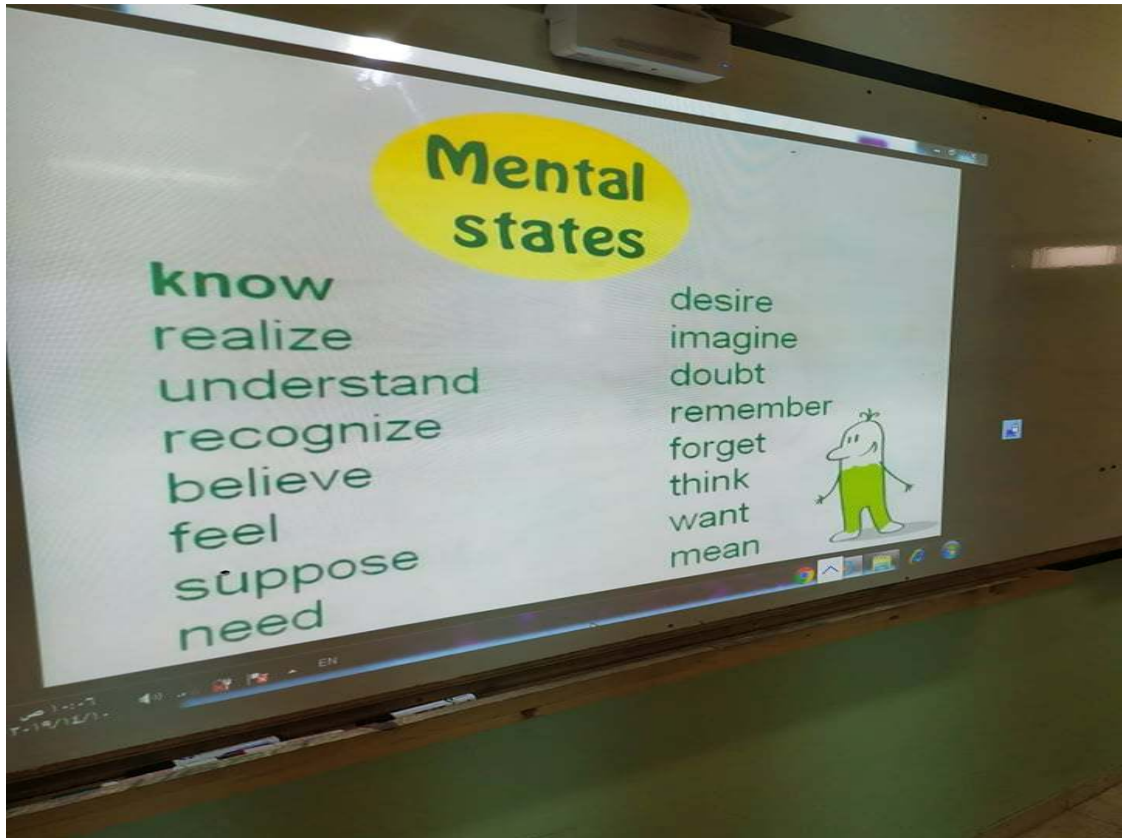
**Name:** Stative Verbs.

**Time:** 40 minutes.

#### **Procedures:**

The researcher showed an animated film about using stative verbs which should be used in the present simple tense not in the present continuous. Students watched, participated and practice the correct use of the stative verbs.





#### 4 \_ The fourth Application:

**Name:** Present Perfect Tense.

**Time:** 40 minutes.

#### **Procedures:**

The researcher presented an Animated Video that focuses on the present perfect tense. She was pausing between scenes and asking some questions. The students watched, participated and answered the researcher's questions using sentences with the present perfect tense.





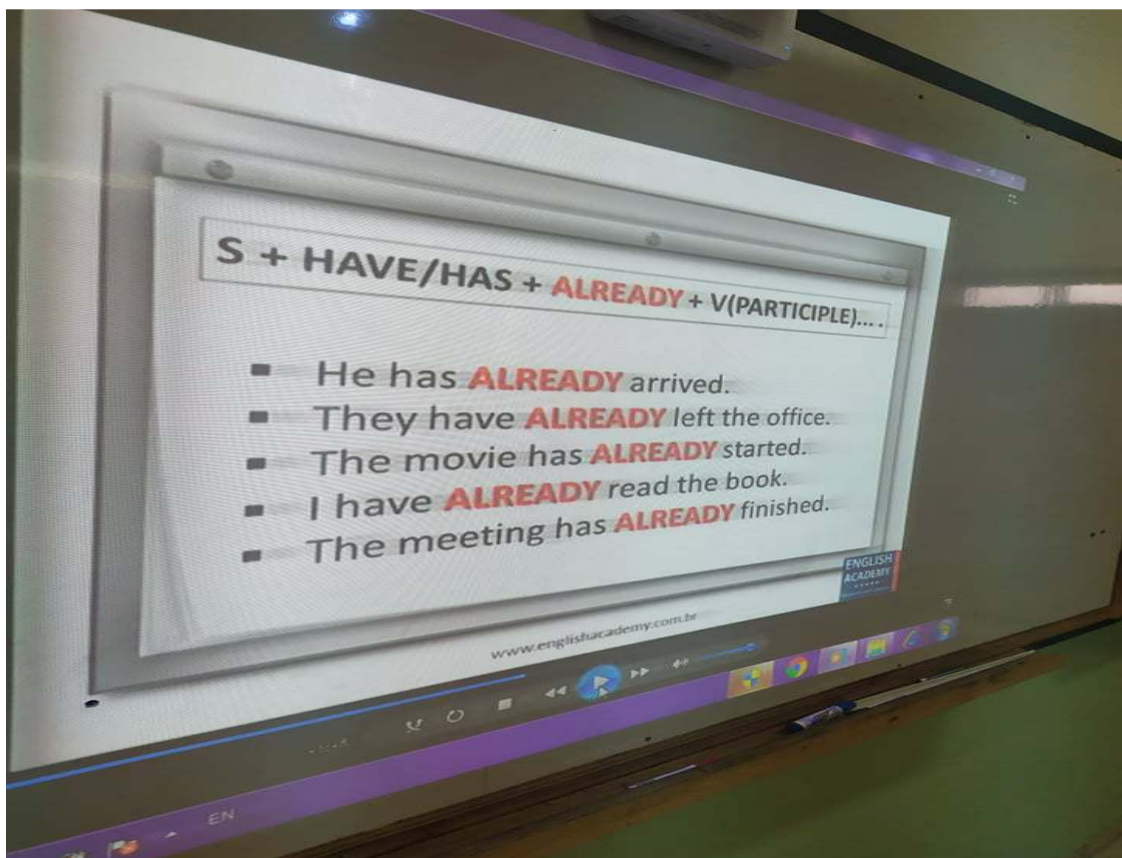


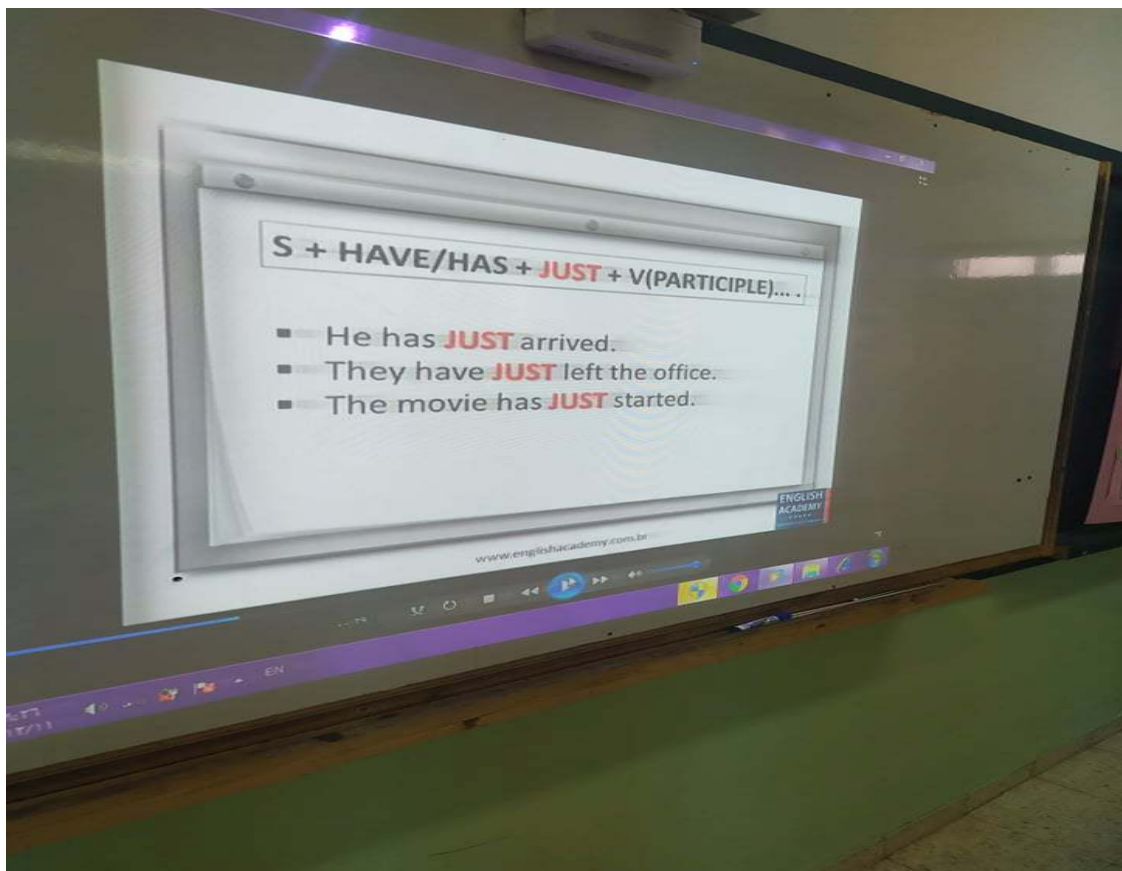
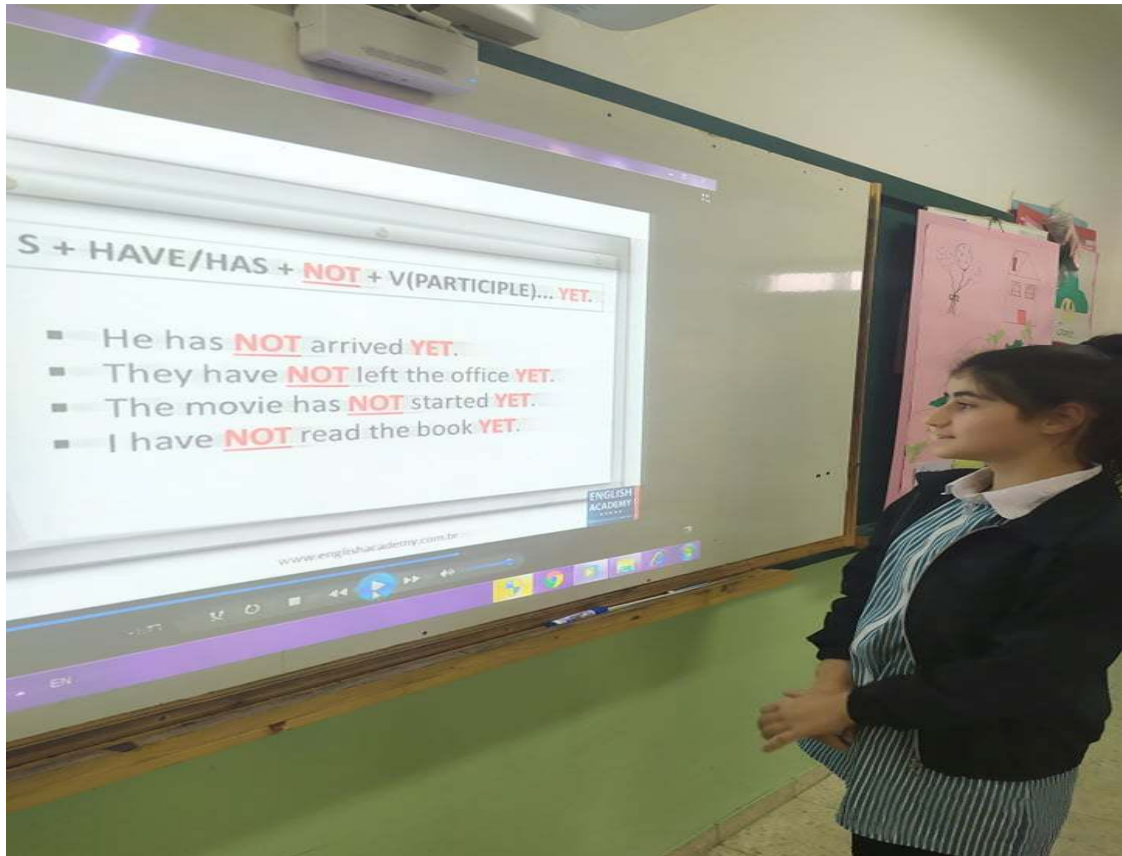
## 5 \_ The Fifth Application:

**Name:** Adverbs Position (just / already / yet) in present perfect sentences.

**Time:** 40 minutes.

**Procedures:** The researcher showed the students an Animated Video including sentences of positive and negative present perfect tense. The film also shows the adverbs (just, already or yet). Students watched, the researcher paused between scenes, asked questions, students distinguished between negative and positive forms, they pointed the correct place of the adverbs (just, already or yet) in positive or negative sentences, they participated with the teacher and answered her questions.





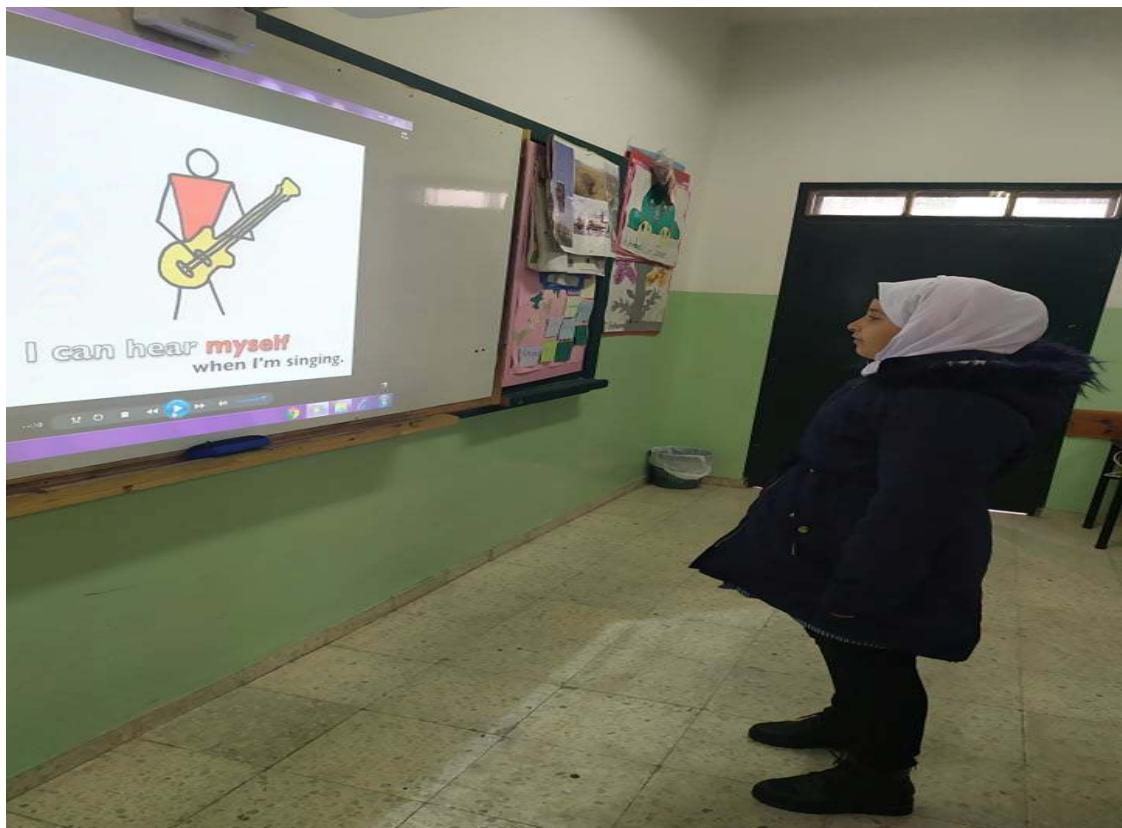
## 6 \_ The Sixth Application:

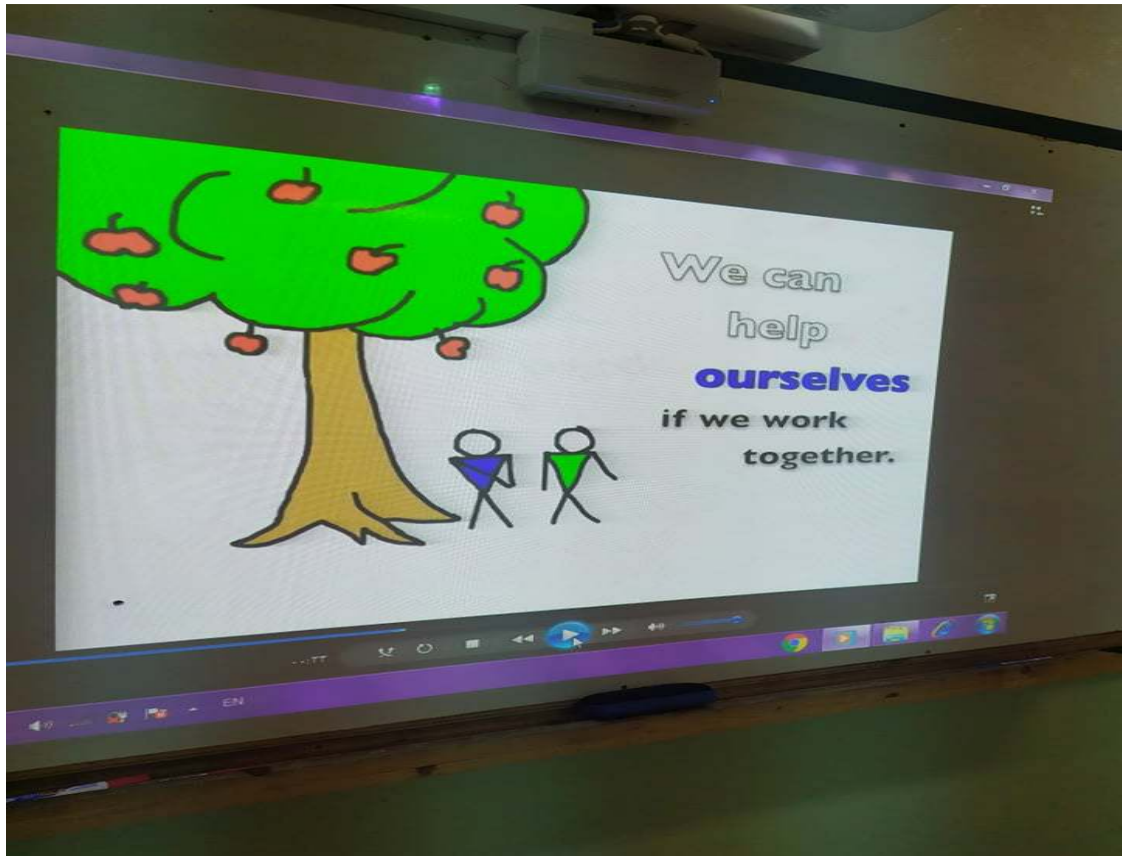
**Name:** Reflexive Pronouns.

**Time:** 40 minutes.

### **Procedures:**

The researcher presented an Animated Video about reflexive pronouns and their uses. Students watched the video and listened to the song, recognized the reflexive pronouns in the video, they pointed them and used them in meaningful sentences.







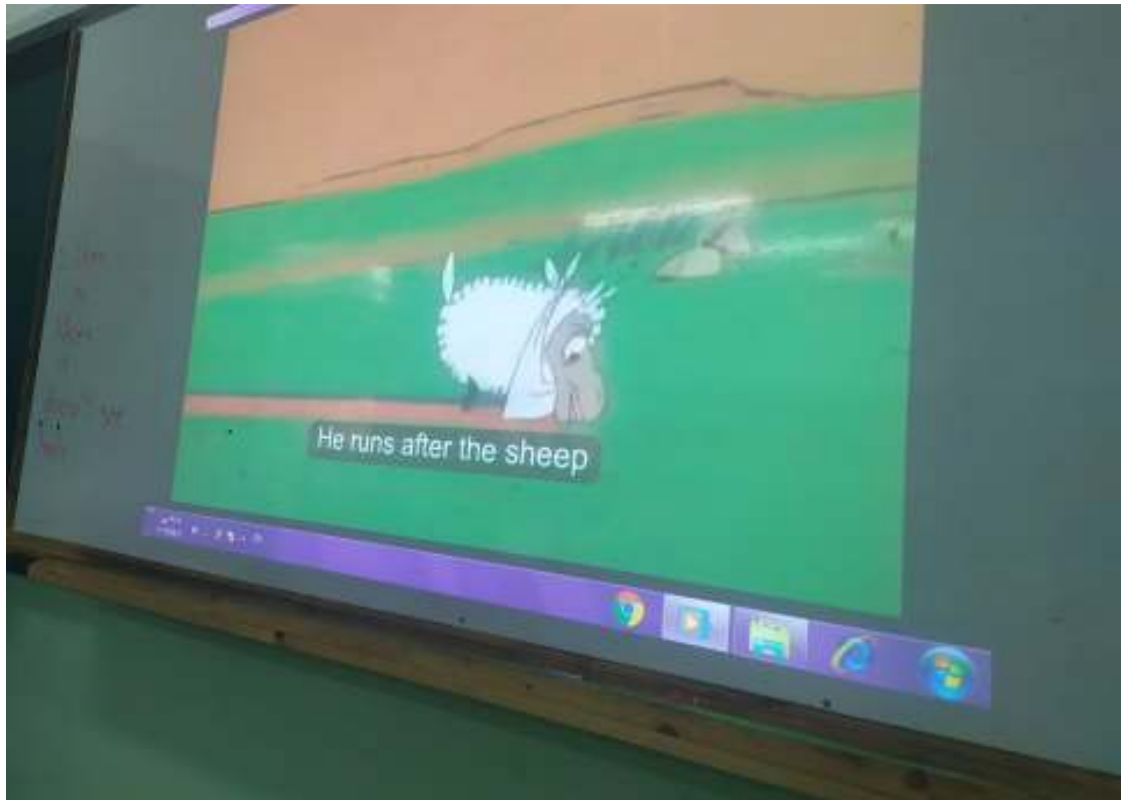
## **7\_ The Seventh Application:**

**Name:** Present Simple and Present Continuous Revision

**Time:** 40 minutes.

### **Procedures:**

The researcher showed the students a cartoon film including sentences of both present simple and continuous. Students watched, differentiated between the two tenses, recognized them in the film, they pointed them and used the tenses in correct sentences.





## 8 \_ The Eighth Application:

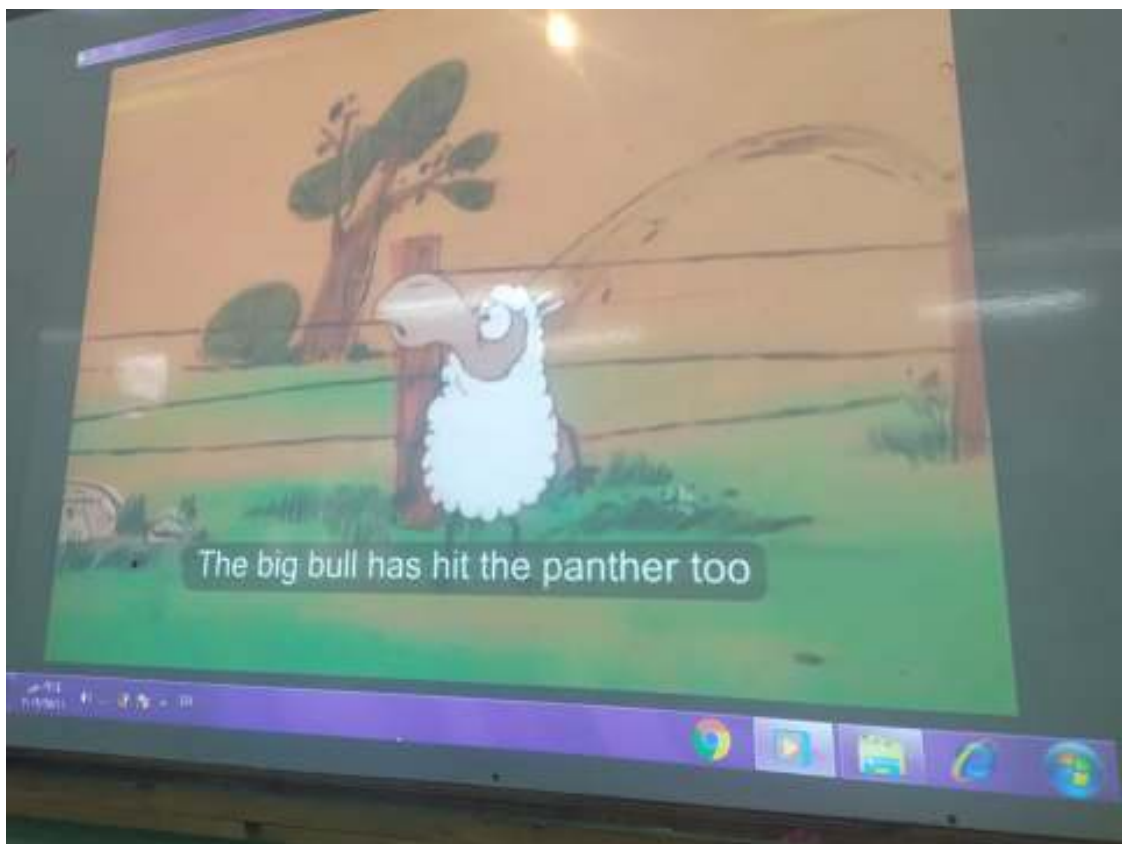
**Name:** Present Perfect Tense Revision.

**Time:** 40 minutes.

### Procedures:

The researcher showed the students a cartoon film including present perfect tense sentences. Students watched, distinguished the verbs, recognized them in the film, they pointed them and used the tense in correct sentences. They answered the researcher's questions using the correct form of the present perfect simple. Questions like (What has happened ?). The film was about a funny character that the students like (Pink Panther).







جامعة النجاح الوطنية  
كلية الدراسات العليا

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الصف السابع الأساسي في قواعد اللغة الإنجليزية في محافظة جنين

إعداد

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قدمت هذه الأطروحة لاستكمال متطلبات الحصول على درجة الماجستير في أساليب تدريس  
اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2020م

ب

فعالية استخدام أفلام الرسوم المتحركة في تحسين مستوى تحصيل طلاب الصف السابع  
الأساسي في قواعد اللغة الإنجليزية في محافظة جنين

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الملخص

هدفت هذه الدراسة إلى استكشاف " فعالية استخدام أفلام الرسوم المتحركة في تحسين مستوى تحصيل طلاب الصف السابع الأساسي في قواعد اللغة الإنجليزية في محافظة جنين " واستكشاف الطرق التي تُدرّس بها القواعد في المناهج الفلسطينية وتطويرها. وظهرت الحاجة لدراسة هذا الموضوع (القواعد) من ملاحظة الباحثة للصعوبة التي يواجهها الطلاب عند تعلم قواعد جديدة في اللغة.

لتحقيق هدف الدراسة، صُمِّمَ إختبار شبه تجريبي. كان مجال الدراسة طالبات الصف السابع في مدارس محافظة جنين، البالغ عددهن (1901)، تم اختيار العينة المكونة من (42) طالبة من مدرستين، بنات بيت قاد الثانوية للمجموعة التجريبية وعددهن (23) طالبة، ومدرسة بنات جلبون الثانوية للمجموعة الضابطة وعددهن 19 طالبة. واستخدمت الباحثة أداتين لجمع البيانات، هما: (الإختبار القبلي والبعدي)، بالإضافة إلى (الملاحظات الصفية).

أظهرت نتائج الدراسة \_ بعد تطبيق الإختبار البعدي \_ أثراً إيجابياً في مستوى تحصيل الطالبات في القواعد نتيجة لاستخدام استراتيجية الرسوم المتحركة في تعليم القواعد. كما أظهرت \_ نتيجة الملاحظات الصفية للباحثة \_ أيضاً توجهاً إيجابياً لاستخدام طريقة أفلام الرسوم المتحركة. وفي ضوء النتائج، أوصت الباحثة باتباع طريقة الرسوم المتحركة لتعليم قواعد اللغة الإنجليزية. كما أوصت الباحثة في ضوء النتائج بتوصيات للطلاب والأهالي والمعلمين ووزارة التربية والتعليم والباحثين في هذا المجال.