

Abstract

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

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

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

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

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

Results of the study indicated that there were significant differences in the performance of the two groups in English four skills due to the use of animation in favor of the experimental group. Moreover, there were significant differences in the performance of the two groups in the English language four skills due to gender; females got higher results than males. Results also indicated that there were no significant differences in the performance of good and poor students in the two groups. However, there were significant differences in the performance of average students. The findings of the study showed that there was a high correlation in the performance of the two groups among the four skills.