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English Department



The Effect of Using Popular Animated Films on Enhancing EFL Students'

Vocabulary

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Declaration

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

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Abstract

This study aims at investigating the effects of using popular animated movies on enhancing EFL Students' vocabulary. The researcher adopted quantitative and qualitative methods to collect data. A questionnaire, pre/posttests, teacher's observation and students' self reports were tailored to target the study aims. The study participants were both teachers and students from South Hebron. The questionnaire results indicated positive attitudes towards the use of animated movies among teachers. Thus, a pre and posttests were administered to examine students' awareness of a group of selected vocabulary items. The analysis of the posttest indicated that the experimental group outperformed the control one. As for the qualitative research, students in the experimental group were more motivated and participated more. In short, the study reveals that using animated movies is effective to teach students vocabulary, and increase their motivation.

Keywords: animated movies, vocabulary learning, students' motivation

Abstract in Arabic

ملخص الدراسة

أثار استخدام أفلام الصور المتحركة المشهورة على تحسين مفردات اللغة الانجليزية لدارسيها كلغة أجنبية هدفت هذه الدراسة إلى قياس مدى فاعلية استخدام أفلام الصور المتحركة على تعلم مفردات اللغة الانجليزية. تبنت الباحثة الأسلوبين الكمي والوصفي لجمع البيانات. تم استخدام استبانة و اختبارين قبلي وبعدي وملاحظات الباحثة و تقارير ذاتية للطلاب من أجل تحقيق أهداف الدراسة. كانت عينة الدراسة عبارة معلمين وطالبات من منطقة جنوب الخليل. لقد أشارت نتائج الاستبانة إلى أن المعلمين لديهم اتجاهات ايجابية نحو التعلم من خلال استخدام الأفلام. كما انه تم عقد اختبار قبلي وبعدي لقياس مدى تطور معرفة الطلاب لمفردات مختارة. أشارت نتائج الامتحان البعدي إلى أن المجموعة التجريبية قد تفوقت على الضابطة. بينما أظهرت نتائج التحليل الوصفي تفاعلا واندماجا واضحين لدى المجموعة الضابطة. باختصار أظهرت الدراسة أن استخدام أفلام الصور المتحركة فعال في حال تدريس الطلاب مفردات اللغة الانجليزية بالإضافة إلى آثاره الايجابية على الدافعية والمشاركة أثناء الحصص الدراسية.

Chapter One

1.0. Introduction

“If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh,” (Hammer, 1991, p. 153). Vocabulary is a fundamental tool in learning any language. It is like the corner stone for structuring all other skills. Indeed, it is the element that enables students to read, write, speak and express themselves. Lewis (1993) describes it as the core of a language. It is the heart that pumps blood to all other skills to get stronger and stronger. However, there are many techniques to teach vocabulary. Unfortunately, students usually end up memorizing those boxes in the top of their lessons, rewrite them in their exams just for the sake of grades and sadly most of them forget what they have memorized on the very same day of the exam. To overcome this problem, teachers should benefit from technology that gives access to interesting, exciting and pleasurable exposure to languages. To mention one of these, teachers can use animated films as a tool in teaching, motivating and engaging students. Furthermore, using animation can reduce that system of rote memorization, and at the same time; the learning process can be more fruitful and encouraging to all learners. Students will be engaged to comprehend vocabulary unconsciously without being bored. They will use both their visual and audio memory to gain vocabulary. Actually, there is a common proverb that says: “I hear and forget, I see and remember, I do and I understand”. Let us shed the light on the part that says: “I see I remember”, seeing images with sounds reinforces information in minds. In fact, there are many theories that support this. For Example, the Dual-Coding theory (Paivio, 1986) which states that, there are two systems to encode information one for the verbal and one for the nonverbal and it proves that retaining information will be much better when humans use both systems together.

Animation movies contain verbal communication: sound, music, effects and dialogues besides the nonverbal which are images, gestures, facial expressions and so on. The presence of dialogues that are similar to real life situations, with colorful and beautiful images, in any animation movie will grab the learners' attention and it will increase motivation to learn English, because it is no longer as a history class where they just deal with boring books. In fact, they deal with language that can be learned with just exposure and entertainment. Students will not just sit idle, watching and wasting time, because they will be exposed to English and eventually they will get some vocabulary (Champoux, 1999).

In this respect, this study aims to investigate the effectiveness of using animation movies as a teaching tool in teaching English vocabulary along with its effect on students' motivation, and teachers' attitudes toward such a technique.

1.1. Statement of the Problem

Twelve years of school and still most students have countless English language problems. Some students graduate from Palestinian governmental schools with poor reading comprehension, weak conversational skills, poor writing and very limited vocabulary. What they only have is many lists of grammatical rules that they do not even know how to use in a conversation. However, learning vocabulary is one key element in learning any language, because it is the basic stone for learning other skills. It is the skill that enables students to read, write, speak and express themselves. The Palestinian curriculum (*English for Palestine*), at all learning levels, is based on the communicative approach. Still, it does not contain authentic audiovisual material to teach vocabulary. The curriculum provides students and teachers with many techniques to learn vocabulary. For instance, it is based on the functional-notional approach.

Students are introduced to a box of new meanings at the beginning of each unit. These words should be memorized with their meanings in English and Arabic. Then, it is followed with many tasks in which students should use these words, so they can see some practical usage of these words. Moreover, these tasks are seen as a tool of reinforcement for new meanings. Sadly, most students end up memorizing those boxes in the top of their lessons for the sake of grades and most of them may forget what they have memorized over a short period of time. Therefore, teachers and students should benefit from technology such as, movies, TV programs, social media which gives them an access to real exposure to the language without being actually there. Students should have some various sorts of authentic materials and change that routine of just seeing words on papers. English is a language, and languages can be learned easily and unconsciously without so much effort, especially among young learners. We, as humans, have the innate ability to acquire a language as languages can be acquired by exposure. So, our students may need to be exposed for longer hours to English. Animation movies can give learners enjoyable exposure followed by beneficial activities that target the four skills, and mainly students will acquire and learn vocabulary by seeing and hearing actual use of them.

Additionally, animation movies can help in solving and replacing the system of rote memorization in delivering vocabulary. Also, they can be used as a good tool for teaching vocabulary with fun and without too much effort nor the risk of boredom. Learning vocabulary through animation can be both, in class and out of class. In so doing, students can become very motivated to learn English.

1.2. Significance of the Study

Because vocabulary is fundamental in learning any language, this study is significant for many reasons. To start with, it may help in changing vocabulary learning techniques and in improving the traditional ways of teaching. Also, the study aims at motivating teachers to adopt animation films as a tool in teaching some skills. Curriculum designers may be convinced with the idea of starting inserting some animation films in the Palestinian syllabus instead of only having listening lessons – as it can be a new way of having audiovisual lessons, and not just only audio lessons. Furthermore, the research may assist learners to start watching animated movies inside or outside school in their free time, so they will be motivated to learn vocabulary while having fun. Parents will be informed about their children's scores and progress. So, if their children get significant results, they should start encouraging them to watch animation films in English.

1.3. Purpose of the Study

The purpose of the study at hand is to investigate the effect of using animated movies on students' vocabulary of 8th graders of Tal Al-Rabee School. The objective here is to notice the effect of using such method on the Palestinian students who learn in government schools. It also aims to investigate the effect of using animation movies on students' motivation. Furthermore, the study examines teachers' opinions and attitudes towards including animated movies in their classes.

1.4. Objectives of the Study

1. To recognize students' achievements in vocabulary after using animated movies.
2. To pinpoint students' opinions and motivation towards the use of animated movies.
3. To pinpoint teachers' opinions and attitudes towards the use of animated movies as a technique to teach English.

4. 1.5. Research Questions and Hypotheses

This study aims to answer the following questions:

- 1- What is the effectiveness of using animation movies on enhancing 8th graders' English vocabulary?
- 2- What are the effects of using animation movies on students' motivation?
- 3- Do English teachers in Palestine use animation movies in their teaching, and how do they see using them in teaching EFL?

1.5.1 Hypotheses

- 1- There are no statistically significant differences in the post-test results between the scores of students who learn vocabulary through animated movies (experimental group) and those who learn vocabulary through the traditional method (control group).
- 2- There are no statistically significant differences in the post-test results between the scores of students who learn vocabulary through animated movies (experimental group) and those who learn vocabulary through the traditional method (control group) in the receptive vocabulary.

- 3- There are no statistically significant differences in the post-test results between the scores of students who learn vocabulary through animated movies (experimental group) and those who learn vocabulary through the traditional method (control group) in the productive vocabulary.
- 4- There are no significant differences in students' motivation to participate in class between the experimental group and the control one (after watching the animation movie).

1.6. Scope and Limitation of the Study

The study is limited for these reasons:

1. This study is conducted at a basic government school in Al Dahrya (Tal Al-Rabee). All the results, therefore, are based on the data that are collected in Tal Al-Rabee Primary Female School in Southern Hebron.
2. The size of the sample: the survey and the pre\post tests are conducted with limited number of participants, precisely 60 teachers and 60 female students. As a result, different numbers might lead to different results.
3. The gender of the sample: the participants of the pre\post tests were only females. Another experimental group with different genders or having only males may lead to other results.
4. The limitation of time: the experiment took place over one week. An experiment with a longer period of time may lead to different results.

1.7. Definition of key Terms

1. **Animated movies:** a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement (Merriam-Webster's online dictionary, n.d.).
2. **Audiovisual:** designed to aid in learning or teaching by making use of both hearing and sight (Merriam-Webster's online dictionary, n.d.).
3. **Receptive and productive vocabulary:** Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen while productive knowledge is the knowledge to produce and use a word when one writes or speaks (Zhou, 2010).
4. **Disruption technique:** It is the interjection of the teacher while the movie is playing. This technique indicates that the teacher can interrupt and pause the movie by these ways: disrupting video with discussion, disrupting video with writing and disrupting video with vocabulary, to explain the unfamiliar ones. So, students will not remain in the dark watching with slack-jawed while the teacher sits quietly in the back (Fisher & Frey 2011).

1.8. Summary

This opening chapter presents a general introduction to the whole thesis. It sheds the light on the importance of learning vocabulary and presents the use of animated movies for teaching it. Many studies prove that movies can facilitate the process of learning a new language. Still, very few of them have been conducted in Arab contexts. In order to fill this gap, the researcher probes into the topic with Arab

students as participants. In an overview of this chapter, the researcher presents the statement of problem, significance of study, the purpose, objectives and the research questions that investigate the effect of using animated movies for teaching vocabulary.

Chapter Two

Literature Review

2.0. Introduction

This chapter presents some of the theoretical frameworks that have a relation with the purpose of this study. It discusses the effectiveness of using animated movies on enhancing EFL students' vocabulary. To that end, this chapter is going to tackle three domains: the first one is animated movies, a historical background about them and about their importance in teaching English as a foreign language. The second domain is vocabulary learning and its significance in teaching and learning English as a foreign language. The third one is a general idea about dual coding theory.

2.1. Animated Movies

2.1.1. Definition of Animated Movies

Many definitions were given to animation movies through history. It is notable that the definitions have changed in order to keep up with the continuous development of its industry.

Ward (2000) indicates that definitions of animation have changed throughout the period as a sign of major shifts of production. A common phrase that has surfaced when defining animation is "frame-by-frame", referring to the act of frame by-frame manipulation. It should be mentioned that these frames were drawn by hands at the beginning of animated movies production. Ward adds, in the period from 1895 to 1907 the word "animated" referred to all kinds of films that were shown because they all used animated photography. As Thompson (1980, cited in Ward, 2000) states: "The term 'animated film' meant not just cartoons but any motion picture film ... As late as 1912" (p. 106).

However, it is agreed that animation is giving life or liveliness to something as it is defined in Random House Webster's Unabridged Dictionary (2001). Almost, all other dictionaries give the same definition. In Oxford online dictionary, animation is the state of being full of life or vigour; liveliness, being alive, and the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.

To add, Abuzahra, Farrah and Zalloum (2016) as cited from Animated Films site page define animated movies as follows: Animated Films are ones in which individual drawings, paintings, or illustrations are photographed frame by frame. Generally, each frame differs slightly from the one preceding it. This gives the illusion of movement when frames are projected in rapid succession at 24 frames per second.

Consequently, many define animated movies as giving life to pictures as they sound real and engaging. As a result, the industry of animated movies is very successful; hundreds of animated movies are produced every year. The art of animation has been charming people with fascinating characters, stories, and worlds for nearly a century now.

2.2. Background of Animated Movies

Michelsen (2009) talks about animated cartoons and their history for the past 100 years. Her focus is on American and European animated cartoons. She mentions that animations are much older than 100 years. To clarify, animations were found on a bowl that is a 5, 200 years old. However, animation production throughout the years, has developed in different stages. Creators start with "frame by frame" and Cel animation. A Cel, is abbreviation for celluloid, is a transparent sheet on which objects are drawn or painted for traditional, hand-drawn animation. These both types: Frame by frame and Cel animation were drawn by hands, so they were very ineffective

financially and time wise. Nevertheless, computer animation is the last and most developed stage that we have now. From its name, it is designed by using computers which make the production of animated movies easier and cheaper than before. The author Michelsen (2009) goes further to talk about the pioneers of animations who left a major impact on the industry of animation. To name a few, James Stuart Blackton, was the first American who used stop-motion technique. Also, Stuart Blackton is another name that should be mentioned, as he was called the father of American animation. He produced the first animated film ever made (Humorous Phases of Funny Faces in 1906). Furthermore, Walter Elias Disney and Ubbe Iwerks left a fingerprint in animation production. They brought Mickey Mouse and many famous characters into the world of animation that we know now. Disney World is quite a famous name. However, Michelsen moves to talk about early devices that were used in animation at its early production times. For example, in the 19th century the first device that was used is the phenakistoscope which can be described as rotating disc with pictures inside.

To conclude, Michelsen (2009) talks about many stages, creators, and devices in animation production in the past 100 years. It was very challenging to produce animated movies in the past, because of the limited technological recourses. However, in recent days, computers make it a little bit easier and no one can deny that animated films have become an integral part of films production as a whole and of our lives as well.

2.3. The Importance and Advantages of Using Animated Movies in ELT

One can find that many studies, researchers, articles and papers tackle the advantages of using movies as a teaching tool as follows.

2.3.1 Movies as a Motivating Technique

No one can deny the importance of motivation in the process of learning foreign languages, so some of researchers have tackled its importance and defined it as the power which moves the educational process. For instance, Gredler, Broussard and Garrison (2004, as cited in Mahdikhani, 2016) define motivation as “the attribute that moves us to do or not to do something” (p. 106).

Anjomshoa and Sadighi (2015) discuss the importance of motivation in second language acquisition. They call it the neglected heart of language teaching. Some teachers forget that all learning activities depend on their students' motivation. So, students are the primary source that controls the flow of any classroom. And without motivation, any process of teaching and learning will have no pulse. It is so important to see motivation as the essence of language teaching. To add, Anjomshoa and Sadighi say that it is important for teachers to adapt approaches that generate motivation as they will be happy and successful.

However, some researchers go to differentiate between two types of motivation: intrinsic and extrinsic. Stirling (2014) summarizes the differences, saying that the intrinsic motivation comes from within the individual. It inspires action and behaviors when there is no external stimulus or reward. Extrinsic motivation, in contrast, provides a motivator to be engaged in an action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes like rewards, money and so on.

Many researchers affirm that using films and video tapes increases the students' motivation toward learning. For example, Donaghy (2014) sees motivation as one of the most important factors in determining successful second language acquisition. In regard to increasing motivation, Donaghy sees that movies and TV shows are a perfect solution. The reason behind this is that they are an integral part of students' lives. Also, films, as a motivator, make the language learning process more entertaining and enjoyable for students.

Cheung (2001) believes that teachers can enhance their students' motivation toward learning English by using movies. Movies, he argues, are very popular among young learners. For example, he mentions the movie 'Titanic' as it was a big hit not only in the West, but also in the whole world. He says that, many of youth still watch the movie again and again, remembering the lines spoken by the actors, and reciting the lyrics of the theme song. This can suggest that students can learn English from movies while they are motivated to do so.

Keogh and Naylor (1999) as cited in Kabapinar (2005) declare that the *concept cartoon approach in teaching* enhances students' motivation. Also, it provides a purpose for practical work and minimizes classroom management. Classroom management can be established with the focused discussion that keeps the pupils on task, enables finding out students' ideas and provides a manageable way to plan and carry out the teaching. Thus, Keogh and Naylor think that teaching via the concept cartoon is effective in remedying misconceptions.

Ruusunen (2011) states that better teaching of a foreign language has different and motivating techniques that vary in accordance to students' heterogeneous levels and abilities. Movies provide students with a real life input as it can help in

motivating and entertaining them. Students from all and different skill levels may get benefits of watching a movie.

2.3.2 Movies for Teaching Culture:

Movies are like a mirror for the cultural environment. This gives students a sight to look away outside of the classroom. It is like an immersive window that gives a better understanding for the world outside. It shows students how language is used day by day. It gives the chance for hearing the real pronunciation and different dialects away from simplified educational books and audio books (Ekholm& Kleveland, 2000).

Stoller (1988) mentions that some teachers faced some problems with using movies such as, technical difficulties and problems with time management. However, most have agreed that using and utilizing films and video tapes enhance students' background of the culture as well as English language skills.

Ekholm,& Kleveland (2000) claim that movies can bring the past to life while being a mirror to our present day. Thus, movies can help us to know different countries, different identities and different cultures. When students watch a movie, they find a way to spark their curiosity. It is a way to take them abroad to know other cultures. Ekholm,& Kleveland (2000) declare:

literature, films and the theatre open new worlds and communicate experiences of excitement, humor, tragedy and joy. Literature, films and the theatre help people to understand themselves and the world, and contribute to the development of an identity. Literature, films and the theatre provide opportunities for developing empathy and understanding of others, and for what is different, as well as for reviewing values and

attitudes. (p.25)

Yalcin (2013) states that films that are chosen appropriately for the purpose of learning or teaching a foreign or second language are a rich source of cultural events. Consequently, using movies with rich content describing different aspects of culture of different people in language classrooms seems to be a very appropriate tool to enhance the understanding of cultural diversity, and to get the sense of cultural awareness and the sense of the humanity of other people.

2.3.3 Movies for Teaching Different Language Skills

According to Soller (1988), movies and videotapes are recommended as an effective tool for enhancing speaking, listening, and writing skills in English as a second language. Movies provide significant and relevant schema, as they make language relevant and comprehensible. So, teachers can use films to teach all skills not just one. Stoller sheds the light on teachers' roles by saying that any teacher who wants to use a film, as a teaching recourse, should use it effectively when employed. Films, in general terms, should be viewed as classroom aids and support. Most importantly, films cannot be substituted for the teacher or the instruction. Films only can be a complementary tool in the process of teaching and learning. That being said, a movie can indeed bring flexibility and variety as a new recourse of teaching English. Besides, it helps students to develop all four communicative skills. For example, a movie can be used to practice listening and reading. Also, a movie can be as a model for speaking and writing. Follow- up tasks can be done as discussion, debates on social issues, role plays, summarizing or constructing a dialogue (Donaghy, 2014).

Abuzahra, Farrah & Zalloum (2016) link constructivism, as an approach, with cartoon. Constructivism allows students to construct knowledge by encouraging them

to connect prior experiences to further new concepts that they elicit from social learning contexts. Cartoon can be used as a starting point to enhance group discussions in order to derive new concepts. Since cartoon represents habitual daily life, students can easily combine cartoon content and animated pictures with their similar experiences. In other words, teachers can encourage students to generate ideas towards the cartoon film in the classroom. Also, students are stimulated to debate by asking questions and they are allowed to collaboratively interact until they produce their own knowledge and share their ideas with others. Teachers can design activities to enable students to construct knowledge from cartoon films in an interactive situation which will apparently stimulate students' participation and enhance their skills to discover knowledge

Hipparkar (2017) states that movies are a perfect technique for teaching English for many reasons that are summarized as follows.

First, movies are good for demonstrating the course content and explaining abstract ideas and theories. Hipparkar adds that movies enhance rational thinking and develop intellect by appealing to the emotions. Second, movies can help those who have different learning methods. There are four fundamental channels of education: visual, acoustic, kinaesthetic and concrete learning. It is known that no one gets knowledge by only one of these methods. Normally, a person's learning method is a mixture of two or more of these ways. A movie can have a combination of this.

Third, Hipparkar expounds that for teaching English, movies can be used to support classroom teaching for all language skills as well as strengthen grammar aspect. Movies can be used in teaching listening, practicing vocabulary, discussions, debates as well as role play.

Forth, movies also give students the chance to hear real speech patterns and accents. Not just that, movies are motivating and enjoyable as they provide students with authentic language in a visual context. To conclude, Hipparkar's paper recommends movies as a good teaching tool for teaching and enhancing all other skills.

Fisher and Frey (2011) chime with Hipparkar and declare that movies can be used in teaching English in many ways. Movies can be used for engaging students into a discussion. Students, they argue, would be more enthusiastic to speak when they see vivid pictures. Also, movies can be used as a tool for writing. Frey, Fisher, & Hernandez, 2003 as cited Fisher and Frey (2011) conducted a study on using clips from television for interesting topic for students. In their study, they asked students to write a summary describing the main points for a number of issues raised in the video. This technique can easily be replicated using short videos of any content inside of a classroom.

Fisher and Frey also made an experiment for using movies in teaching and practicing vocabulary. When the video was over, students were asked to retell the main ideas to one another using the order of the vocabulary terms as they were shown in the video. This helped students to structure their conversation. Besides, the teacher was moving between students to provide correction and clarification when needed, and it was a successful technique.

Another study was done by Su and Liang (2015) to investigate the effectiveness of using subtitled cartoons on English reading comprehension in a Cram elementary school. The study involved 60 participants from a cram school in Kaohsiung. The participants were divided into 34 for the experimental group and 26 for the control one. Authentic DVDs of animated cartoons were used for the experimental group, and

listening to CDs from the textbook for the controlled group. The results showed that using the subtitled animated cartoons for the scores of reading was higher than using the text-based materials-CDs. Also, the study proves that gender plays no significant factor in determining the results between the two groups. As a result, Su and Liang mention that the main reason behind these results is that animated cartoons are very interesting and attractive for young learners, regardless of gender. Therefore, animated cartoons can be used as a supplemental material for creating a motivated environment for students, in general, to improve their reading.

Berk (2009, p.3) mentioned 20 learning potential learning outcomes related to using videos in the classroom:

1. Grab students' attention.
2. Focus students' concentration.
3. Generate interest in class.
4. Create a sense of anticipation.
5. Energize or relax students for learning exercise.
6. Draw on students' imagination.
7. Improve attitudes toward content and learning.
8. Build a connection with other students and instructor.
9. Increase memory of content.
10. Increase understanding.
11. Foster creativity.
12. Stimulate the flow of ideas.
13. Foster deeper learning.
14. Provide an opportunity for freedom of expression.
15. Serve as a vehicle for collaboration.

16. Inspire and motivate students.
17. Make learning fun.
18. Set an appropriate mood or tone.
19. Decrease anxiety and tension on scary topics.
20. Create memorable visual images.

Kabooaha (2016) conducted a study to investigate the integration of movies on fifty female intermediate- level students studying English in King Abdul-Aziz University (KAU), Jeddah, Saudi Arabia. The results of his study indicated that the majority of the students agree that the integration of movies in their English language classes could help them improve their language skills. Also, the participants declare that the integration of movies in their classes has significantly increased their motivation to learn the English language.

Also, the results of Ismaili's study, which was carried out at the South East European University, have shown significant differences between experimental and control group of students on integrated skills, using videos in the teaching material. The study concluded that movies attract students' attention, present language in a more natural way than found in course-books. Thus, movies offer a visual context aids which help students understand and improve their learning skills (Ismaili, 2013).

2.3.4 Movies for Teaching Vocabulary

There are many studies conducted to explore the effectiveness of using animated pictures and films on enhancing students' vocabulary. To mention some, Wafi (2013) wrote a thesis about *Using Animated Pictures Program in Learning English vocabulary Among the Fifth Graders in Gaza*. The study consisted of (62) female students from Jaffer Ibn Abi Taleb School in Gaza. Animated pictures were used in teaching the experimental group while the traditional way was adopted with the

control. The study was conducted in the first term of (2011-2012). The experiment lasted 6 weeks. The tools used to collect the data were pre and post achievement tests. Statistical analysis results indicated that there were statistically significant differences between both groups in favor of the experimental one who were taught by animation.

This result reflects the effectiveness of using animated films in developing EFL students' vocabulary. It should be mentioned that the researcher used animated picture program that is used in computers, not films.

In further probation, Kayaoglu, Dagakbas and Ozturk (2011) investigate whether there is a difference between learning vocabulary via computer animation programs and via traditional paper-based method. This small-scale study was conducted at Karadeniz Technical University in the academic year of 2009-2010. Two pre-intermediate classes were randomly selected. The experimental group consisted of 17 members and the control group consisted of 22 as the classes were divided in this way. A pre-test and a post-test applied to each group were analyzed using t-test in SPSS 16.00 version. The findings of the study show that there was an increase in the post-test scores of animation group as compared to the traditional one.

Consequently, using computer assisted language learning (CALL) such as animations can be effective on enhancing students' achievements in vocabulary learning. In addition, teachers' and students' opinions show that there were positive attitudes towards using animation as a tool in vocabulary teaching.

Furthermore, Faqe (2017) conducted a study on thirty one English department students at Soran University. The study aims to investigate the role of using English movie subtitles on learning vocabulary and idioms. The participants were males and females who had been learning English since primary school in Iraqi Kurdistan region schools. The result of the study shows that watching English movies with subtitles

facilitates vocabulary learning and motivates students to acquire new vocabularies, phrases, idioms and slangs.

In their study, Yuksel and Belgin (2009) examined the effect of watching a closed-captioned movie clip on incidental vocabulary learning in a pre\posttests experiment. The participants were (120) students who were learning English as a foreign language (EFL). All of them completed a 20-item vocabulary knowledge scale (VKS) that was adopted from Wesche and Paribakht (1996). One month after the treatment, they were given another VKS with 20 words. The participants were randomly assigned to one of the two groups: Group A (movie clip with captions); Group B (movie clip without captions). T-test analyses were conducted to examine development between and within each group. The results revealed that both groups demonstrated significant gains based on the VKS, and Group A improved more in the post-test. So, it can be argued that viewing the movie clip has helped the participants to develop their vocabulary knowledge regardless of the absence or presence of captions

Whether movies are translated or not, it will give a positive effect as Karakas (2012) affirms in his study. He investigates the relationship between watching subtitled and non- subtitled animations and their effect on the vocabulary development. It has been found that, whether participants watched the movies with subtitles or without them, they showed significant improvement in pre-test compared with post-test scores. This means that animated movies can help students to develop vocabulary leaning with and without subtitles.

2.3.5. Movies as Authentic Materials

There are a lot of definitions of authentic materials. In general, authentic materials are not created for language learning purposes; they are created for real life goals and generally for native speakers. Authentic materials include both written and spoken language samples. Some obvious examples of authentic material include magazines, ads, movies, television shows, conversations between native speakers, train schedules and so on (Polio, 2014).

Donaghy (2014) indicates that one essential benefit of using movies is authenticity. Movies provide students with examples of real situations outside the classroom. Indeed, films expose students to natural example of a natural flow. Students get to know dialects and see a real use of English, particular interactive language in real conversations. If students do not live in an English speaking environment, perhaps only films and television can deliver that real input to them.

Hoge (2015) illustrates that when learning English with movies or TV, one is learning the real English used by native speakers. In movies, you will hear natural pronunciation, everyday vocabulary, spoken grammar, common idioms, and slang. Even better, one learns these from interesting and emotional stories.

2.3.6. Movies as an Extended Exposure to English

Pulido & Hambrick (2008) assure that learning any language requires two fundamental components, which are exposure and engagement. Students need both in order to be skilled in reading, writing, speaking, and listening. Also, the researchers highlighted that “frequency of exposure to language has been implicated as the key catalyst driving the acquisition of simple and complex, and concrete and abstract

linguistic structures”(p. 166). However, language exposure can be accomplished in many ways, like reading literature and speaking with natives. The latter is not feasible as it is difficult to find or bring natives to one’s place for a chat for the sake of having that real exposure. Animated movies, however, are a good resource for getting exposed to English inside and outside classes.

2.4. Disadvantages of Using Movies in the Classroom

Champoux (1999) discusses some disadvantages that may occur when using movies for teaching. First, he mentions the copyright restrictions that may prevent copying scenes from films. Second, teachers may need time to get the videotaped movie and consume time in preparing a movie class. Third, films are fiction, and fiction writers and directors have much flexibility in how much reality they want their films to show. The content of scenes and movie endings might distract some students from the theories and concepts the scenes show. Humor, drama, terror, and language can cause distraction. Fourth, some scenes may show strong violence that some people might find offensive. Lastly, using film scenes in class takes time away from other classroom activities.

However, the key to success is to choose wisely. Teachers should understand that the planning for a movie class is what makes it an effective learning tool. Besides, the above mentioned disadvantages can be avoided easily with a well-planned movie lesson.

2.5. Movies and the Human Brain

Champoux (1999) talks about left and right hemispheres in the human brain. To clarify, the left hemisphere is more logical, analytical and verbal than the right. Also, the left hemisphere is in charge with tasks like reading and writing. On the other hand, the right hemisphere is more visual and intuitive. Champoux adds that people tend to use different cognitive approaches for learning a new topic or skill. There is some evidence that people acquire knowledge and experience more effortlessly in both verbal and visual forms. Movies offer these two verbal and visual kinds of input which make them essential for learning and teaching

2.5.1. Dual Coding

Dual coding theory (1991, 2007, 1986) assumed that memory and cognition are related to the sensory modality. To clarify, the theory states that there are two systems to encode information: one for the verbal system which is specialized for dealing directly with language, speech and non-visual things. The nonverbal system, on the other hand, is specialized for dealing with nonlinguistic objects and events like images, pictures and items. The theory gives names to the divided types of representational units: imagens for the non- verbal process and logogens for the verbal units. These units are generally activated in language phenomena. However, the theory proves that retaining information is much better when humans use both systems together. In relation to our topic, animation does include pictures as images as well as dialogues as logogens. That means that animation gives one's brain both types to deal with. This makes analyzing and restoring much easier as what the theory indicates. Having words with pictures is shown to be more effective for human's

brain. So, in general, using both systems is better than just having one alone and animated movies ensure that duality.

In short, we have consistent evidence that confirms the effectiveness of using movies in teaching English. Usually, words with vivid pictures are better for promoting learners' understanding than using words in books alone.

2.6. Vocabulary

2.6.1 Definition of Vocabulary

Hubbard (1983, as cited in Ferreira, 2007) defines vocabulary as a powerful carrier of meaning. Cambridge Advanced Learner's Dictionary Online has applied a meaning for vocabulary as “all the words which exist in a particular language or subject.”

Ur (1996) illustrates that,

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking ‘items’ rather than ‘words (P. 60)

So, vocabularies are not just single words. The meaning of vocabulary is so wide as it includes words, idioms, lexical chunks and so on.

2.6.2. The Importance of Vocabulary for EFL Learners

Nation (2001, as reported in Alqahtani 2015) informs that the relationship between vocabulary knowledge and language is complementary, so knowing vocabulary helps in using language in different contexts. Conversely, language use and practice increase vocabulary repertoire.

Read (2000) indicates: " words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed" (P.1).

Again, vocabulary has been described in various sources such as articles and books as building blocks of language. It is like a label on objects, actions, ideas ...and so on. Without vocabulary, people cannot convey the intended meaning. Furthermore, vocabulary is central to language and is of great significance to language learners. So, the important role of vocabulary knowledge in foreign or second language is always distinguished and studied (Hatch & Brown, 1995, cited in Ghazal,2007).

Nevertheless, there is convincing evidence that proves that children who go through kindergarten with limited vocabulary are likely to encounter difficulty in learning how to read (Scarborough, 2001). This, again, underlines that vocabulary is the basic step to learn any other language skill.

Igbaria (2003) declares that vocabulary is not a list of words. It is not a syllabus that contains words that a teacher prepares for students. It is not a list that is given to be memorized and learnt by heart. Memorizing can be good as a temporary technique for tests, but not for learning a foreign language in the long term. Igbaria adds that teaching vocabulary can be very useful when students learn what words mean and

how they are used. We need to show students how words are used together in a context and not just through listing them. Words do not exist alone. So, teaching vocabulary requires correct vocabulary instruction, selection, context, word knowledge and good techniques altogether.

On the other hand, (Nation, 1993 as cited in Schmitt & McCarthy,1997) claims that vocabulary knowledge is only one component of language skills. It is like reading and speaking. According to Nation, one cannot assume that if one has sufficient vocabulary knowledge, then all the skills will be easy.

Also, he claims that substantial vocabulary knowledge is not always required in the performance of language skills. In other words, vocabulary helps language use and language use helps increase vocabulary knowledge and so on. One might argue the extent or degree of this, as seen above, but it remains that vocabulary knowledge is essential.

2.6.3. Language Corpora

Harmer (1991) talks about language corpora and how computers make it easier than before when it comes to knowing the most frequent words in a language. Vocabulary comes from a corpus of millions words (from novels, scientific books, speeches, recorded conversation...). Computer corpora allow dictionary makers to say how frequent each word is. For example, it can demonstrate that the word "okay" is more used in speech than writing. With the use of computers, it is possible to collect large amounts of authentic written and spoken language. This collection of online texts can then be analyzed in various ways to establish patterns of grammar and vocabulary usage. So, teachers or curriculum designers can select the most needed,

used and high- frequency words for teaching their students, according to their educational level.

2.6.4 Vocabulary Meanings and Contexts

Harmer (1991) addresses meaning of words, and how it is essential to have them in contexts. To explain that, *table* means *an object with legs which we use for eating, writing, working on...*). This is not easy as it sounds, because if one consults any dictionary as Cambridge, it will list three meanings for table. The point is, we need words in contexts as all words are connected to each other.

Harmer mentions certain features that connect meanings of words together.

For instance, Polysemy is the association of one word with two or more distinct meanings. A word or phrase with multiple meanings can be understood only in its context. What words mean is usually known by its relationship to other words. Sometimes, one may understand a word by knowing antonyms of that word. Such as, "full" as it is the opposite of "empty".

Also, synonyms can help in understanding and connecting words as we can connect between bad and evil. Besides, Harmer talks about another relationship that helps in defining meanings of words: hyponymy. It is a term used to designate a particular member of a broader class. For example, *apple, orange, banana...*etc are all hyponyms of *fruit*.

Moreover, metaphorical meanings that can be interpreted by its context, idioms and collocation are all examples that a word's meaning is often defined by its relationship to other words (Harmer, 1991). So, one may say that words of a language are connected to each other, and teaching lists of words' meanings without having contexts is not sufficient.

2.6.5. What Involves Knowing a Word

Learning vocabulary requires students to distinguish between knowing the word and using the word. So, it is the ability to use the word in different contexts and the ability to recall and remember the word when it is necessary (Hiebert & Kamil, 2005).

Nation (2005) Suggests that as a part of effective teaching, teachers better decide what students need to know about a word. He calls it the learning burden of a word. It is important to emphasize that this burden of any word differs from a word to another. This can be decided by which way the word is related to the first language and the existing knowledge of the second language. However, what is involved in knowing a word demands the following:

1. Meaning, it includes :

- a) Form and meaning: Is the word a loan word in the L1?
- b) Concept and referents: Is there an L1 word with the same meaning?
- c) Association: Does the word fit into the same set in L1?

2. Form:

- a) Spoken form: Can the learner repeat the word correctly?
- b) Written form: Can the learner write the word correctly?
- c) Word parts: Can the learner identify affixes in the word?

3. Use :

- (a) Grammatical functions: Does the word fit into predictable grammar patterns?
- (b) Collocation: Does the word have the same collocation as in L1?
- (c) Constrains on use: Does the word have the same restrictions on its use as in L1?

So, knowing a word can be divided into stages. Students may know the meaning, but have no other ideas about form and use or vice versa. The more students know about form and use of a word, the more one can affirm that they really know a word. Movies, possibly, may not help students to know all what should be known about a word. Still, it may give students a prior knowledge of meaning, use and form.

2.6.6. Types of Vocabulary

Pikulski and Templeton (2004) talk about types of vocabulary: receptive and expressive vocabulary. Expressive is used to refer to the vocabulary that we use to express ourselves while receptive vocabulary is used to refer to listening and reading vocabularies. Also there is oral vocabulary, which refers to the combination of listening and speaking vocabularies as well as literate vocabulary, which refers to the combination of our reading and writing vocabularies.

Shahov (2012) argue that knowing a word requires the ability to recognize it (i.e. receptive knowledge) and to know how to use it correctly (productive knowledge), so one needs both skills, receptive and productive, to know how to use any word.

Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to

express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form (Nation, 2001).

In short, vocabulary represents one of the skills that are essential for teaching and learning English as a foreign language. It is a basis for developing all other skills: reading, listening, speaking, writing, grammar, spelling and pronunciation. Movies may not help students to know all what should be known about a word, like all other meanings a word could have, the form and usage. Still, animated movies can be a good tool for motivating students to learn vocabulary in a context. Besides, animated movies may give students a prior knowledge of meaning, use and form of words.

2.7. Summary

To conclude, this chapter presented an overview of animated movies definitions and history. It also presented previous discussion and studies that have proven the effectiveness of using movies for teaching English. Movies, as mentioned, are a motivating tool that can help in teaching all language skills such as, reading, writing, speaking, critical thinking and so on. Besides, studies have been conducted to examine the effectiveness of animated movies on students' vocabulary were presented as evidence of the success in this scope. The second domain in this chapter offered an overview of dual coding theory as it shapes a fundamental reference of choosing animated movies for teaching vocabulary. The third section of this chapter tackled vocabulary definition and its importance in teaching a language. Many researchers have described vocabulary as blocks for building all other skills. However, knowing a word can be divided into many stages. Eventually, it is better to know the word receptively and productively in order to have a good use and knowledge about it. This previous views help the researcher to understand, evaluate, and criticize the main topic of this research.

Chapter Three: Methodology

3.0. Introduction

This study aims at investigating the effect of using popular animated films on enhancing EFL students' vocabulary. In order to achieve the objectives of this study, the researcher has adopted the mixed approach; the qualitative and the quantitative approaches. The mixed methodology is used to cover all aspects of this research. This chapter clarifies the methodology that is used in details. In short, this section presents the participants, instruments, procedures and methods of analysis that have been used to carry out the current study.

3.1. Participants

3.1.1. Students

The research included (60) EFL students from the eighth grade in Tal Al-Rabee School, a local school in Al- Dahiryia, Hebron, Palestine. However, all the participants (students) were girls and they were ranging between (13-14) years of age. The sample included students with different levels; hence, this study included two groups of 30 students in each. Both groups have a variety of levels: high achievers, mediocre students and the less fortunate. It is important to note that both groups are taught by the researcher. Consequently, the researcher randomly chose a group to be the control group and the other to be the experimental.

Table (1) Students' Sample Distribution

Grade	Group	Count
Eighth grade A	Control group	30
Eighth grade B	Experimental group	30
Total		60

3.1.2. Teachers

A questionnaire was given to randomly selected teachers (30 males and 30 females). All the participants are English teachers in local schools in the Directorate of Education, Southern Hebron. Those teachers teach students of different levels that vary from the first grade to the 12th grade. Table (2) shows the demographic characteristics of the sample:

Table (2): Demographic characteristics of the sample (teachers)

Variable	Variable level	Frequency	Percentage%
Gender	Male	30	50.0%
	Female	30	50.0%
	Total	60	100.0%
Age	20-30	23	38.3%
	30-40	23	38.3%
	above 40	14	23.4%
	Total	60	100.0%
Experience in teaching	less than 5 years	10	16.7%
	5-10 years	13	21.7%
	10-15 years	21	35.0%
	more than 15 years	16	26.6%
	Total	60	100.0%
Stage you teach	Lower primary stage	19	31.7%
	High primary stage	23	38.3%
	High school	18	30.0%
	Total	60	100.0%
Are you interested in animated movies?	Yes	48	80.0%
	No	12	20.0%
	Total	60	100.0%

Table (3): General information of the teacher sample

Variable	Variable level	Frequency	Percentage%
Is there any material available for teachers who want some tips for using animated movies in their teaching?	Yes	11	18.3%
	No	26	43.3%
	Don't know	23	38.3%
	Total	60	100.0%
Would you be interested in having secondary tools that provide instructions for using movies in teaching?	Yes	45	75.0%
	No	12	20.0%
	Don't know	3	5.0%
	Total	60	100.0%
Do you use any of the followings in EFL classes?	A whole movie	5	8.3%
	Parts of a movie (scenes of a DVD film)	13	21.7%
	Video clips from movies (for instance from You Tube)	19	31.7%
	No audiovisual material concerning movies	23	38.3%
	Total	60	100.0%
How often do you use movies in your teaching?	Every week	4	6.7%
	A couple of times a month	10	16.7%
	Once a month	15	25.0%
	Seldom	13	21.6%
	Never	18	30.0%
	Total	60	100.0%
I have used animated movies in teaching English vocabulary.	Yes	26	43.3%
	No	34	56.7%
	Total	60	100.0%

3.2 Instrumentation

For the purpose of answering the research questions, data is collected by using the following instruments: pre\posttest, questionnaire, teacher's notes and students' reports.

Table (4): The correlations between the study questions and the adopted elicitation instrument.

The question	The appropriate elicitation tool
Do English teachers in Palestine use animation movies in their teaching, and how do they see using them in teaching EFL?	The researcher administered a questionnaire to reflect teachers' attitudes and opinions towards using animated movies.
What is the effectiveness of using animation movies on enhancing 8th graders' English vocabulary?	The researcher administered post and pre-tests for students to track changes in achievements.
What are the effects of using animation movies on students' motivation?	The researcher used teacher's notes while and after conducting the experiment. Also, the students' opinions were collected by letting them write short reports reflecting on the experience.

3.2.1. Pre/post-tests

The researcher has designed pre and post tests to examine students' awareness of meanings and the use of 20 words. The selected 20 words for the tests were chosen because they were the most repeated and recurrent words in the animated movie. Each word was mentioned more than three times, and some of these words represented the main plot of the movie. It is of importance to mention that the targeted words included words from the American dialect that are not used in a formal context.

The design of the pre test and post test was divided into two questions. The first question was to measure students' productive knowledge for 10 words. It was a multiple choice question where students only had to circle the correct meaning of the words. The second question was to assess the productive knowledge of other 10 words; the students had to use the targeted words in sentences. (See appendix C & D).

3.2.2. Questionnaire

This elicitation technique was mainly chosen and designed to investigate teachers' attitudes towards using animated movies in teaching English in general and teaching vocabulary in specific. According to Harikesh and Vijai (1998), using questionnaires gives the respondents a great confidence because of their anonymity, and thus they feel more comfortable to express views which they feel might be disapproved or might put them into troubles. Sixty English teachers who work in the Directorate of Education in south Hebron were asked to fill out the targeted questionnaire. The questionnaire was adapted and adopted from Ruusunen (2011) and from Kabooha (2016), but some items were added or changed by the researcher. In general, teachers could respond to items by putting a (✓) in squares. The questionnaire was built on Likert Scale which includes the following evaluations: *strongly agree, agree, neutral, disagree and strongly disagree*.

3.2.3. Teacher's Notes

The researcher's notes were written down while and after conducting the experiments. This tool is used to notice students' motivation and enthusiasm. "Teaching diaries are useful as a research tool. They are a medium where the teacher thinks critically about how he/she teaches. Problems can be analyzed, and good ideas can be solidified" (Kourelis, 2007, p.18).

3.2.4. Students' Reports

The experimental group were asked to write a short report after the experiment to communicate their opinions. The students were free to respond in English or in Arabic. This is to let them express their ideas freely without having the language as a block.

3.3. Study Materials

The presented materials were the animated movie for the experimental group and a text that summaries the same movie for the control one (see appendix D for the text). The name of the movie is Zootopia and it is 120 minutes long. It is an American 3D computer-animated comedy film produced by Walt Disney Animation Studios and released by Walt Disney Pictures in 2016. It is the 55th Disney animated feature film. It was directed by Byron Howard and Rich Moore. The movie presents a city called Zootopia where animals have no intention of eating each other. Predators and prey animals all live in peace and harmony. A little bunny named Judy Hopps, that grew up on a farm, leaves her family to pursue her dream of being the first bunny cop in Zootopia. She moves to Zootopia where she faces a lot of challenges. She meets a sly fox named Nick Wilde, and they work together after a life-threatening incident in Zootopia. The unlikely partnership between a rabbit police officer and a red fox con artist becomes one of the strongest friendships. Together, they save everyone when they uncover a conspiracy that was threatening the whole city.

The researcher chose this animated movie for the following reasons:

1- It is authentic as it is made in the United States and performed by native Americans. In other words, it reflects real dialects.

2- The theme and story of the movie are suitable for the students' culture and the targeted age.

3- It is new, so its pictures and sounds are clear.

3.4. Procedures for pre\posttests

This study took place during the first semester of the scholastic year 2017-2018.

The experiment went through three phases presented as follows:

3.4.1. The introductory phase: A meeting was held before conducting the experiment for both groups section (A) the experimental and section (B) the control group. In this phase, students were introduced to the study aims and what they were going to do. Students were informed that the study was for academic purposes and their grades would not be counted in their evaluation. This point was mentioned because graded assignments often cause tension for the students.

After that, both the experimental and control group did the pre test on Sunday 12th of November 2017.

3.4.2. The experimental phase

3.4.2.1. The procedures were followed with the Control group

In this phase, the students in section (A) were taught the targeted 20 words by using the traditional way. The researcher designed a text summarizing the story of the animated movie. The targeted words were put in a box at the top of the page, in an imitation of the Palestinian curriculum where new words are introduced to students in a box before reading the lessons or the passages. The researcher (here also the teacher) along with students went over the meanings of the targeted words, as it is usually done in the traditional way. Words were written on the board with their meanings in English and Arabic. After that, students read the text and answered some questions.

3.4.2.2. The Procedures were followed with the experimental group

Section (B) students watched the animated movie (Zootopia). It is worth mentioning that watching the movie took three successive English classes. As it is known, each class lasts 40 minutes in local schools. Students started watching the movie with their teacher (the researcher). The disruption technique (see keywords section) was used to introduce the targeted vocabulary while watching the movie. This helped in grabbing the students' attention to the targeted words. Disruption technique recommends that the teacher should interfere and pause the movie for highlighting the targeted aim of watching the movie. So, the researcher did that. Moreover, the targeted vocabulary items were picked out and written on the board with repeating them more than one time with the students.

3.4.3. The post-experimental phase

After conducting the experiment, both groups section (A) and (B) took the posttest on Wednesday, 15th of November 2017.

3.5. Procedures for students' reports

In order to answer the third question of the research which tackled students' motivation towards animated movies, qualitative research was used. Qualitative research as reported by Bryman (2012):

Goes beyond mere fact and surface appearances. It presents detail, context, emotion, and the webs of social relationships that join persons to one another. It evokes emotionality and self feelings. It inserts history into experience. It establishes the significance of an experience, or the sequence of events, for the person or persons in question. In thick description, the

voices, feelings, actions, and meanings of interacting individuals are heard.

(p.392)

So, another two classes were held on Thursday 16th of November- one for the experimental and one for the control group. These meetings helped in exploring and finding out students' feelings and opinion towards the experience.

All the students in the experimental group were asked to write five sentences describing their general experience about watching the movie in the English classes at school even if they did not like it.

The researcher asked the experimental group these questions as they can reflect on their experience and write short reports:

- 1- Did you like the class? Why?
- 2-What were the positives and negatives of watching an animated movie in English?
- 3- Would you like to repeat such activities in English classes?
- 4-Would you like to start watching animated movies for learning English vocabulary?

3.6. Procedures for Teacher's Notes

Teacher's notes were taken while conducting the experiments for both groups. Furthermore, to notice the students' participation and motivation inside of the class, some questions about the movie and the text were given to the students in the customary way followed by the Palestinian curriculum (where at the end of each class, there are some questions to be answered). The researcher wrote (6) questions that tackled the movie and its summary for both groups to measure the students' participation and motivation in the class. It is of importance to mention that the two groups had the same questions.

3.7 Procedures of the Questionnaire:

To distribute the questionnaire, the researcher visited a number of schools in south Hebron (in Dura, Al Majd, Yata, Al Fawar, Al Daherya, Edna...etc). Also, the researcher visited the Center of Training for teachers. On Tuesday of every week, some English teachers gather there to get a training course. Coordination between the researcher and English supervisors was done in order for the researcher to come and distribute the questionnaire among the teachers who participated.

3.8. Data Analysis

3.8.1 Statistical Analysis

The data was collected and computed by using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were used:

1. Descriptive statistics: such as, percentage, arithmetic average, standard deviation, which are used in order to identify the categories of variable frequency according to the researcher's view of the description of the study variables.
2. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the intervention.
3. Spearman correlation formula: to determine the internal consistency validity of the test.
4. Pearson correlation coefficient: to identify the correlation among the items of the test.
5. Cronbach's Coefficient Alpha: to test the reliability of questionnaire and test paragraphs.
6. Split-half and Alpha Cronbach techniques: to measure the reliability of the test items.

7. The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents.
8. Paired Sample T-test for the associated samples to determine the statistical significance of the differences between pre-test and post-test of the dimensions of the study.
9. Scheffe test for two-dimensional comparisons to determine the source of the differences.
10. Eta square: to assess the effect size of the independent variable (i.e. popular animated films).

3.8.2. Content Analysis: The researcher qualitatively analyzed the data that is collected throughout students' short reports and teacher's notes.

3.9. Research Objectivity

It is known that there is no sheer objectivity in qualitative analysis. However, the researcher tried to avoid bias and propose objective results to achieve a valid qualitative analysis as much as possible.

3.10. Validity and reliability of questionnaire

In order to test the validity of the questionnaire, the researcher used the referee's validity and the internal consistency validity as follows:

3.10.1 The Referee's Validity

The questionnaire was introduced to a group of referees at Hebron University who are specialists in the English language, curricula and teaching methods. The items of questionnaire were modified according to their recommendations. See (Appendix A).

3.10.2 The internal consistency validity

The internal consistency validity indicates the correlation of the score of each item with the total score of the questionnaire. The internal consistency validity also indicates the correlation of the score of each item with the total score of the questionnaire by using Pearson correlation.

To verify the internal consistency of the questionnaire, the researcher has measured the Pearson's correlation coefficient between the score of each item and the total score of the questionnaire.

Table (5): Results of Pearson correlation coefficient (Pearson correlation) matrix link each paragraph with the total degree of the questionnaire.

No.	Paragraphs	R	The statistical significance
1.	I think watching animated movies in English has a beneficial effect on improving learners' English skills.	0.638**	0.000
2.	I'm interested in teaching English by using animated movies.	0.621**	0.000
3.	I think watching animated movies motivates students to learn English.	0.583**	0.000
4.	I think using animated movies decreases the boredom in the classrooms	0.621**	0.000
5.	I think using animated movies in teaching English decreases students' anxiety and tension in learning.	0.734**	0.000
6.	I think that using animated movies in EFL teaching is too time-consuming.	0.372**	0.000
7.	It is difficult to find suitable animated movies for teaching.	0.590**	0.000
8.	Finding or coming up with suitable, animated movie-related assignments is difficult.	0.621**	0.000
9.	I think that it is difficult to link animated movies used in EFL class to the used curriculum.	0.614**	0.000
10.	I do not have time to plan movie lessons.	0.534**	0.000
11.	I think that movies are just time-fillers in EFL Classes.	0.527**	0.000
12.	I think that animated movies are a useful tool when teaching vocabulary in an EFL classroom.	0.501**	0.000
13.	I think that animated movies are an easy tool when teaching vocabulary in an EFL classroom.	0.571**	0.000
14.	Animated movies are good for teaching receptive vocabulary.	0.614**	0.000
15.	Animated movies are good for teaching productive	0.553**	0.000

	vocabulary.		
16.	I gladly use movies in teaching vocabulary in the EFL classroom.	0.590**	0.000
17.	I think that movies are a useful way when teaching oral communication in an EFL classroom.	0.440**	0.000
18.	I think that movies are a useful tool when teaching writing in an EFL classroom.	0.473**	0.000
19.	I think that movies are a useful tool when teaching grammar in an EFL classroom..	0.401**	0.000
20.	I think that movies are a useful tool when teaching cultural aspects in an EFL classroom.	0.506**	0.000

**** Statistically significant at the level of significance ($\alpha \leq 0.01$), * statistically significant at the level of significance ($\alpha \leq 0.05$)**

Clearly, there is a statistically significant correlation between each item and the total score of the questionnaire. This means that the analysis of questionnaire is highly internally consistent. In other words, the analysis of the questionnaire is valid, so it can be used as a tool of the study.

3.10.3. Reliability of Questionnaire

Reliability is the degree of consistency and precision or accuracy that a measuring instrument demonstrates. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Other terms used interchangeably with reliability are stability, dependability and predictability.

Cronbach's Alpha Method: Cronbach's Coefficient Alpha is used to measure the reliability of the test. The researcher calculates reliability in a manner adopted by internal consistency reliability Cronbach's alpha formula, so as shown in the table (6).

Table (6): Cronbach's Coefficient Alpha for the entire questionnaire

Field	No. of cases	No. of Paragraphs	Alpha Value
Total degree	60	20	0.820

The data contained in the table above indicate that the Cronbach's Alpha for the entire questionnaire is (0.82). This indicates a very good reliability of the entire of

questionnaire. Thus, the researcher is assured of the reliability and validity of the questionnaire pertaining to responding, results analyzing and hypotheses testing.

Split Half Technique:

This technique depends on splitting the questionnaire into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula as shown in table (7).

Table (7): Reliability Split- Half Coefficient of the analysis questionnaire

The Scale	Number of paragraph	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient
Total degree of the scale	20	0.0.434	0.61

According to tables (7) and (6), the analysis of the questionnaire is proved to be reliable. Cronbach Alpha coefficient is (0.820) and the Spilt- half coefficient is (0.61). This indicates that the analysis of the questionnaire is available to be applied in the study.

3.11. Validity and reliability of test

In order to test the validity of the tests, the researcher used the referee’s validity and the internal consistency validity as follows:

3.11.1 The Referee’s Validity

The test was introduced to a group of referees in the English language department, curricula and teaching methods at Hebron University. The items of the test were modified according to their recommendations. See (Appendix B&C).

3.11.2 The Internal Consistency Validity

The internal consistency validity indicates the correlation of the score of each item with the total score of the test. The internal consistency validity also indicates the

correlation of the score of each item with the total score of the test by using Pearson correlation.

To verify the internal consistency of the test, the researcher has measured the Pearson's correlation coefficient between the score of each item and the total score of the test.

Table (8): Results of Pearson correlation coefficient (Pearson correlation) matrix link each paragraph with the total degree of the test.

No.	R	P Value	No.	R	P Value
1.	0.390*	0.033	11.	0.860**	0.000
2.	0.411*	0.024	12.	0.853**	0.000
3.	0.575**	0.001	13.	0.918**	0.000
4.	0.508**	0.004	14.	0.507**	0.004
5.	0.448*	0.013	15.	0.561**	0.001
6.	0.521**	0.003	16.	0.822**	0.000
7.	0.409*	0.025	17.	0.860**	0.000
8.	0.556**	0.001	18.	0.661**	0.000
9.	0.364*	0.048	19.	0.737**	0.000
10.	0.509**	0.004	20.	0.576**	0.001

**** Statistically significant at the level of significance ($\alpha \leq 0.01$), * statistically significant at the level of significance ($\alpha \leq 0.05$)**

Clearly, there is a statistically significant correlation between each item and the total score of test. This means that the analysis test is highly internally consistent. In other words, the analysis test is valid so it can be used as a tool of the study.

3.11.3 Test Reliability

Cronbach's Alpha Method

Cronbach's Coefficient Alpha is used to measure the reliability of the test. The researcher calculates reliability in a manner calculated internal consistency reliability Cronbach's alpha formula, so as shown in the table (9).

Table (9): Cronbach's Coefficient Alpha for the entire questionnaire

Field	No. of cases	No. of Paragraphs	Alpha Value
Total degree	30	20	0.90

The data contained in the table above indicate that the Cronbach's Alpha for the entire test is (0.90), which indicates excellent reliability of the entire of test. Thus, the researcher is assured of the test reliability and validity for responding, results analyzing and hypotheses testing.

Split Half Technique:

This technique depends on splitting the test into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula, so as shown in the table (10).

Table (10): Reliability Split- Half Coefficient of the analysis questionnaire

The test	Number of paragraph	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient
Total degree of the test	20	0.735	0.85

According to tables (9) and (10), the analysis of the test is approved to be reliable. Cronbach Alpha coefficient is (0.90) and the Spilt- half coefficient is (0.85). This indicates that the analysis test is available to be applied in the study.

Difficulty coefficient of the test

The difficulty coefficient is measured in the study by finding out the percentage of the wrong answers of each item made by the students. The coefficient of difficulty of each item was calculated according to the following formula. The findings are shown in Table (11) below.

$$\text{Difficulty Coefficient} = \frac{\text{No. of students with wrong answers}}{\text{Total number of students}}$$

Table (11): Difficulty coefficient for each item of the vocabulary test

No.	Difficulty Coefficient	No.	Difficulty Coefficient
1	0.35	11	0.35
2	0.37	12	0.42
3	0.38	13	0.50
4	0.45	14	0.60
5	0.48	15	0.62
6	0.35	16	0.42
7	0.78	17	0.55
8	0.38	18	0.55
9	0.40	19	0.48
10	0.48	20	0.62
Total difficulty coefficient		0.48	

Table (11) shows the difficulty coefficient wobbled is between (0.35 – 0.78) with a total mean score of (0.48), which means that each item was acceptable or in the normal limit of difficulty according to the viewpoint of the specialists of assessment and evaluation.

Discrimination Coefficient:

Discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of students with correct answers among high achievers} - \text{No. of students with correct answers among low achievers}}{\text{No. of high achievers} - \text{No. of low achievers}}$$

Table (12): Discrimination coefficient for each item of the vocabulary test

No.	Discrimination Coefficient	No.	Discrimination Coefficient
1	0.53	11	0.55
2	0.49	12	0.63
3	0.31	13	0.69
4	0.75	14	0.73
5	0.47	15	0.72
6	0.47	16	0.69
7	0.48	17	0.75
8	0.53	18	0.44
9	0.53	19	0.69
10	0.76	20	0.63
Total Discrimination coefficient		0.59	

Table (12) shows that the discrimination coefficient wobbled between (0.31- 0.76) with a total average of (0.59), which means that each item was acceptable or in the normal limit of discrimination according to the viewpoint of assessment and evaluation specialists.

3.12. The Study Variables

- 1- Systematic variables: gender, age, experience in teaching, stages that teachers teach.
- 2- Independent variables: popular animated films.
- 3- Dependent variables: including respective vocabulary, productive vocabulary, enhancing EFL students' vocabulary.

3.13. Statistical Treatment

3.13.1. The Correction of the Questionnaire:

The researcher used the five-point Likert scale to measure responses on questionnaire items. In terms of the agreement strength, the results ranging from strongly disagree (1) to strongly agree (5) appeared in table (13) below. Numbers assigned to importance (1, 2, 3, 4, 5) do not indicate that the interval between scales is equal nor do they indicate absolute quantities. They are merely numerical labels.

Table (13) Likert Scale

Scale	strongly disagree	disagree	Neutral	Agree	strongly agree
Relative weight	1	2	3	4	5

The aim of the questionnaire is to reflect teachers' opinions and beliefs towards animated movies in teaching English.

Scale Correction:

Likert scale was used; is as a method to measure the behaviors adopted in the questionnaires, particularly in the field of statistics. The scale depends on the responses that indicate the degree of approval or disapproval of the teachers' perceptions towards the effect of using popular animated films to enhance EFL students' vocabulary.

Table 14 : Key correction

Mean	Degree
2.33-1.00	Low
3.67-2.34	Moderate
5.00-3.68	High

3.13.2 The Correction of the Test

The researcher gives the correct answer (1) and the wrong answer (0), then calculates the sum of degrees of each one of the sample, so the lower degree equals (0) and the higher degree equals (20).

3.14. Summary

This chapter introduced an in-detail analysis of the methods of collecting the research data adopted in this study. Quantitative and qualitative tools were used to answer the research questions. The quantitative technique was used to reflect students' achievements and present percentages with clear data of changes. Furthermore, the qualitative method helped in revealing other sides of the experiment, like students' feelings, interactions, motivation and enthusiasm towards watching animated movies. The procedures, participants' information, and all the selected tools that have been used in analyzing data were represented and highlighted. Eventually, this chapter introduced the empirical sides of the study.

Chapter Four

Discussion and Findings

4.0. Introduction

In this chapter, the researcher displays the results that were synthesized from the questionnaire, the pre\posttests, the researcher's observation and students' self-reports. It starts with the statistical analysis of the test and the distributed questionnaire. The numerical findings of the study were displayed in tables then discussed and connected to the research hypotheses. The other part of this chapter presents the qualitative analysis of teacher's notes and students' short reports. Thus, a detailed discussion about the findings is highlighted.

4.1 Results Related to the Questionnaire

This part describes the questionnaire results, discusses the teachers' responses and attitudes towards using animated movies in teaching EFL. SPSS (Statistical Package for the Social Sciences) was used to analyze the collected data. Hence, the results were measured according to the following scale:

Table (15): The scale of degrees

Mean	Degree
1.00-2.33	Low
2.34-3.67	Moderate
3.68-5.00	High

4.1.1. Demographic data of the study sample

It shows the demographic information about the sample of teachers. The information formed the foundation for the analysis and helped the researcher to build further explanations.

Table (16): the demographic data for the sample of teachers

Variable	Variable level	Frequency	Percentage%
Gender	Male	30	50.0%
	Female	30	50.0%
	Total	60	100.0%
Age	20-30	23	38.3%
	30-40	23	38.3%
	above 40	14	23.4%
	Total	60	100.0%
Experience in teaching	less than 5 years	10	16.7%
	5-10 years	13	21.7%
	10-15 years	21	35.0%
	more than 15 years	16	26.6%
	Total	60	100.0%
Stage you teach	Lower primary stage	19	31.7%
	Higher primary stage	23	38.3%
	High school	18	30.0%
	Total	60	100.0%
Are you interested in using animated movies in teaching?	Yes	48	80.0%
	No	12	20.0%
	Total	60	100.0%

The age and gender of the participants are the first two background questions. Purposely, the researcher tries to have the same number of females and males in order to see if there are any differences between their attitudes later on. So, the number is the same for females(50%) and males(50%).

In regard to the participants' ages, 23 (38.3%) of them are between (20-30) years old. Coincidentally, 23 (38.3%) of the participants are between (30-40). For those who are above 40, they are 14 in number 23.4%.

The next variable addresses the participants' experiences as English teachers. 10 (16.7%) of the participants have been working as English teachers for (less than 5 years). 13(21.7%) have been working for (5-10) years. The highest percentage 21(35%) is for those who have been working as English teachers for (10-15) years. Thus, teachers who have been working for more than 15 years are 16 (26.6%). Hence, the majority of the participants are experienced teachers.

It is also important to know the stages that the participants teachers handle, and this is to notice if there are differences between teachers' attitudes towards a certain stage or educational level or not. The percentages are as follows: 19 (31.7%) of participants teach lower primary stage, 23 (38.3%) teach high primary stage and 18 (30.0 %) teach High school.

The last item is presented to find whether teachers are interested in the idea of using animated movies in teaching or not. Surprisingly, 48(80%) answered *yes* and only 12(20%) answered *no*. This question gives some hope in the future of education as most of teachers have shown interest in such new and innovative ways of teaching.

Table (17): General information concerning the actual use of animated movies from the teachers

Variable	Variable level	Frequency	Percentage %
Is there any material available for teachers who want some tips for using animated movies in their teaching?	Yes	11	18.3%
	No	26	43.3%
	Don't know	23	38.3%
	Total	60	100.0%
Would you be interested in having secondary tools which provide instructions for using movies in teaching?	Yes	45	75.0%
	No	12	20.0%
	Don't know	3	5.0%
	Total	60	100.0%
Did you use any of the followings in EFL classes?	A whole movie	5	8.3%
	Parts of a movie (scenes of a DVD film)	13	21.7%
	Video clips from movies (for instance from You Tube)	19	31.7%
	No audiovisual material concerning movies	23	38.3%
	Total	60	100.0%
How often do you use movies in your teaching?	Every week	4	6.7%
	A couple of times a month	10	16.7%
	Once a month	15	25.0%
	Seldom	13	21.6%
	Never	18	30.0%
	Total	60	100.0%

I have used animated movies in teaching English vocabulary.	Yes	26	43.3%
	No	34	56.7%
	Total	60	100.0%

The above table displayed questions about teachers' actual use of animated movies in their teaching. Surprisingly, most of the participants 26 (43.3%) do not know if there is any material available for teachers who need instructions for using animated movies in their teaching. While, 23(38.3%) answer that they *do not know* if there is any, and 11(18.3%) said *yes* there is material. Therefore, it is important to highlight this variable and the previous one, because they indicate that most of teachers are interested in using animated movies, but they do not have a platform or some background to help them start and voice their questions. It is obvious that English teachers need clear instructions and external training from experts for implementing animated movies in their teaching.

The next question is to see if teachers are willing to change their style of teaching and if they are really interested in having helping tools which provide instruction for using movies in their teaching. Positively, most of them 45 (75.0%) answered *yes* and 12 (20.0%) said *no*, while only 3 (5.0%) could not decide.

The most surprising question is the one that pinpoints teachers' usage of movies inside classrooms. Only 5 (8.3%) of them have used a whole movie, 13(21.7%) have used parts of movies and 19 (31.7%) of them have used video clips from YouTube. Shockingly, the highest percentage is for those who have never used any audiovisual material, including movies 23 (38.3%).

This point actually testifies to the importance of this research. As seen above, most of teachers are interested in using animated movies and interested in having helping

materials for this concern, but most of them do not really use any audiovisual material or movies. This illustrates that an external intervention should be done by the Ministry of Education to help those to start adopting this method in their teaching.

Another question deals with the frequency in which teachers use movies in their teaching. The answers are as follows: only 4 (6.7%) answer every week, 10(16.7%) answer a couple of times a month, 15(25.0%) use movies just once a month, 13(21.6%) seldom use. Consequently, the highest percentage 18 (30.0%) is for those who never use any sort of movies. This indicates that most of teachers still use traditional methods.

The last question investigates the main object of this study which is: (if teachers have used animated movies in teaching English vocabulary). To that end, 26 (43.3%) of them answered yes and 34 (56.7%) answered no.

All of the above-mentioned figures highlight the issues that should be taken into consideration in the next phases of the research. They help the researcher to know if there is a tendency among teachers to change their methods and attitudes. And indeed there is since most teachers have expressed an interest in using movies in their teaching (80 %). Still, as the percentages show, most of teachers have never used any type of movies in their classes (38.3%). This indicates that most teachers need promotion, external guidance and instructions. This important finding shall be taken in consideration in writing the recommendations of this research.

4.1.2. Degrees of the Teacher' Attitudes Toward Using Animated Movies.

In order to answer the research question, "Do English teachers in Palestine use animation movies in their teaching, and how do they see using them in teaching EFL

students?" standard deviations, and relative weight of the effect are used and displayed in tables bellow.

Table (18): Means, standard deviations, percentages of teachers' attitudes and opinions towards using popular animated filming in teaching English- in order of importance.

Paragraphs		Mean	Std. deviation	Percentage %	Evaluation
20	I think that movies are a useful tool when teaching cultural aspects in an EFL classroom.	4.05	0.93	81.00%	High
4	I think using animated movies decreases the boredom in the classrooms	3.95	0.83	79.00%	High
17	I think that movies are a useful way when teaching oral communication in an EFL classroom.	3.80	0.92	76.00%	High
1	I think watching animated movies in English has a beneficial effect on improving learners' English skills.	3.78	1.01	75.67%	High
3	I think watching animated movies motivates studentst to learn English.	3.77	0.95	75.33%	High
5	I think using animated movis in teaching English decreases students' anxiety and tension in learning.	3.77	0.96	75.33%	High
14	Animated movies are good for teaching receptive vocabulary.	3.72	0.88	74.33%	High
10	I do not have time to plan movie lessons.	3.62	1.21	72.33%	Moderate
12	I think that animated movies are a useful tool when teaching vocabulary in an EFL classroom.	3.52	1.02	70.33%	Moderate
13	I think that animated movies are an easy tool when teaching vocabulary in an EFL classroom.	3.48	1.08	69.67%	Moderate
16	I gladly use movies in teaching vocabulary in the EFL classroom.	3.43	1.05	68.67%	Moderate

Paragraphs		Mean	Std. deviation	Percentage %	Evaluation
2	I'm interested in teaching English by using animated movies.	3.42	1.18	68.33%	Moderate
9	I think that it is difficult to link animated movies used in EFL class to the used curriculum.	3.42	1.08	68.33%	Moderate
15	Animated movies are good for teaching productive vocabulary.	3.33	1.17	66.67%	Moderate
18	I think that movies are a useful tool when teaching writing in an EFL classroom.	3.25	0.95	65.00%	Moderate
7	It is difficult to find suitable animated movies for teaching.	3.23	1.03	64.67%	Moderate
8	Finding or coming up with suitable, an animated movie-related assignment is difficult.	3.23	1.05	64.67%	Moderate
19	I think that movies are a useful tool when teaching grammar in an EFL classroom.	3.18	1.23	63.67%	Moderate
6	I think that using animated movies in EFL teaching is too time-consuming.	3.03	1.22	60.67%	Moderate
11	I think that movies are just time-fillers in EFL Classes.	2.88	1.11	57.67%	Moderate
Total Degree		3.49	1.04	69.87%	Moderate

It is clear from the results shown above that the teachers' attitudes towards using popular animated movies for teaching EFL are moderate as the averages ranged between (2.88-4.05). The highest response item according to the relative mean is as follows: item number (20), the relative mean equals (4.05) with percentage (81.00%) which states that: I think that movies are a useful tool when teaching cultural aspects in an EFL classroom.

On the other hand, the lowest item according to the relative mean is as follows:

Item number (11) the relative mean equals (2.88) with percentage (57.67%) which states that: I think that movies are just time-fillers in EFL Classes.

4.1.3 Results related to the first hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the effectiveness of using popular animated films on enhancing students' EFL English from teachers' perspective due to teacher's gender. So gender here is a neutral variable.

To examine the first hypothesis, the means and standard deviations, the independent Samples T-test is used to measure the significance of the differences.

Table (19) describes this.

Field	Gender	No.	Mean	Std. deviation	Df	Value of calculated (T)	Sig.
Total degree	Male	30	3.45	0.58	58	-0.746	0.459
	Female	30	3.54	0.42			

Table (19): results of T-test, differences in the attitudes towards the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to teacher's gender.

The data contained in table (19) indicate that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the attitudes towards the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to teacher's gender, the p value equals (0.459), which is not statistically significant. It is greater than the p value (0.05), and thus accepts the null hypothesis. So, there are no differences in attitudes between males and females teachers in that regard.

4.1.4 Results related to the second hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the attitudes towards the

effectiveness of using popular animated films on enhancing students' EFL English due to teachers' age.

The researcher uses means, standard deviation and One Way ANOVA to measure the statistical differences between the means of the attitudes due to teachers' age. Table (20) shows this:

Field	Age	N	Mean	Std. Deviation
Total degree	20-30	23	3.56	0.36
	30-40	23	3.66	0.29
	above 40	14	3.11	0.75
	Total	60	3.49	0.50

Table (20): Numbers, means and standard deviations of the attitudes towards the effectiveness of using popular animated films on enhancing EFL students' English due to the age of teachers.

Table (20) shows that there are statistically significant differences in the means of teachers' attitudes due to their ages.

In order to verify the significance of these differences, the researcher uses One Way ANOVA test as shown in table (21):

Table (21): One Way ANOVA results of the differences in the means of attitudes towards the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to the age of teachers.

ANOVA						
Field		Sum of Squares	Df	Mean Square	F	Sig.
Total degree	Between Groups	2.783	2	1.392	6.630	0.003

	Within Groups	11.964	57	0.210		
	Total	14.747	59	-----		

The previous table (21) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the means of the attitudes due to the age. The p value is < 0.05 which is statistically significant, and thus rejects the null hypothesis.

To find the source of the differences the researcher uses Scheffe Test as shown in table (22):

Variable	Comparisons	Means	20-30	30-40	above 40
Age	20-30	3.56		-----	0.45016*
	30-40	3.66	-----		0.54798*
	above 40	3.11	-----	-----	

* **The mean difference is significant at the 0.05 level.**

From table (22), the binary comparisons indicate that the differences in averages of the attitudes are between the ages of (20-30) and above 40, for those who are (20-30). Also the differences appear between (30-40) and above 40, for those who are (30-40). So, teachers who are between (20-40) have more positive attitudes than teachers who are above 40.

4.1.5 Results Related to the Third Hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of teachers' attitudes towards the effectiveness of using popular animated films on enhancing students' vocabulary due to their experiences in teaching.

The researcher uses means, standard deviation and One Way ANOVA to measure the statistical differences between the means of attitudes due to teaching experience. Table (23) shows this:

Field	Experience in teaching	N	Mean	Std. Deviation
Total degree	less than 5 years	10	3.52	0.29
	5-10 years	12	3.40	0.31
	10-15 years	22	3.75	0.36
	more than 15 years	16	3.20	0.69
	Total	60	3.49	0.50

Table (23): Numbers, means and standard deviations of the attitudes towards the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to teaching experience.

Table (23) shows that there are statistically significant differences in the means of the attitudes due to teaching experience.

In order to verify the significance of these differences, the researcher used One Way ANOVA test as shown in table (24):

Table (24): One Way ANOVA results of the differences in the means of the attitudes of the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to teaching experience.

ANOVA						
Field		Sum of Squares	Df	Mean Square	F	Sig.
Total degree	Between Groups	2.942	3	0.981	4.651	0.006
	Within Groups	11.806	56	0.211		

	Total	14.747	59	-----		
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The previous table (24) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the means of the attitudes due to teaching experience. The p value is < 0.05 which is statistically significant, and thus reject the null hypothesis.

To find the source of the differences the researcher used Scheffe Test as shown in table (25):

Variable	Comparisons	Means	less than 5 years	5-10 years	10-15 years	more than 15 years
Experience in teaching	less than 5 years	3.52		-----	-----	-----
	5-10 years	3.40	-----		-.34773*	-----
	10-15 years	3.75	-----	-----		.55085*
	more than 15 years	3.20	-----	-----	-----	

* **The mean difference is significant at the 0.05 level.**

From table (25) the binary comparisons indicate that the differences in averages of the attitudes due to teaching experience are between teachers with (5-10) years of experience and teachers with (10-15) years of experience, for those who have experience (10-15) years. Also, the differences appear between teachers with (10-15) years of experience and teachers with more than 15 years of experience, for those who have experience (10-15) years. Therefore, teachers who have (10-15) years of experience have more positive attitudes than others.

4.1.6. Results Related to the Fourth Hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the attitudes towards the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to stages or educational levels that teachers deal with.

The researcher uses means, standard deviation and One Way ANOVA to measure the statistical differences between the means of the attitudes due to stages that teachers are in charge of. Table (26) shows this:

Field	Stage you teach	N	Mean	Std. Deviation
Total degree	Lower primary stage	19	3.51	0.30
	High primary stage	23	3.60	0.40
	High school	18	3.34	0.72
	Total	60	3.49	0.50

Table (26): Numbers, means and standard deviations of the attitudes towards effectiveness of using popular animated films on enhancing EFL students' vocabulary due to stages that teachers teach.

Table (26) shows that there are no statistically significant differences in the means of the effect of using popular animated films on enhancing EFL students' vocabulary due to the stages of teaching.

In order to verify the significance of these differences, the researcher used One Way ANOVA test as shown in table (27):

ANOVA						
Field		Sum of Squares	df	Mean Square	F	Sig.
Total degree	Between Groups	0.697	2	0.348	1.413	0.252

	Within Groups	14.051	57	0.247		
	Total	14.747	59	-----		

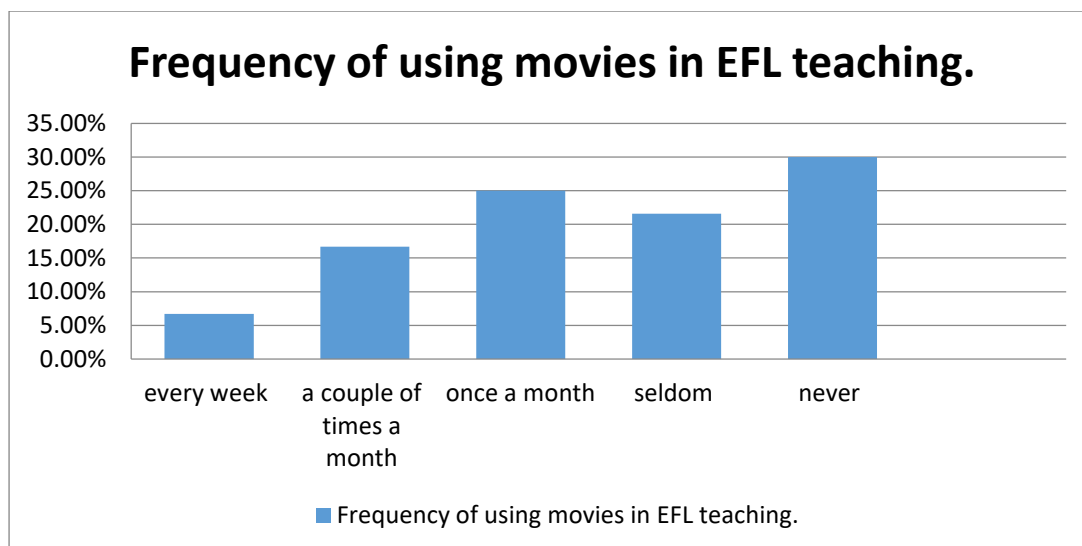
Table (27): One Way ANOVA results of differences in the means of the attitudes towards the effectiveness of using popular animated films on enhancing EFL students' vocabulary due to educational stages or levels.

The previous table (27) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the attitudes due to educational stages or levels. The p value is > 0.05 which is statistically significant, and thus accepts the null hypothesis.

4.2 Discussion of Questionnaire Results

This section discusses the questionnaire results that have been presented in the preceding pages. The questionnaire is used to answer the research questions: "Do English teachers in Palestine use animation movies in their teaching, and how do they see using them in teaching EFL?"

It is important to highlight that there is an apparent incongruence between teachers' opinions in the first aspects of the questionnaire. As shown, (80%) of teachers answered that they are interested in using animated movies in teaching, but (56.7%) of them have not used any animated movies in their classes. The frequency of using movies is shown in Figure (1):



This contradiction can be attributed to the following reasons, summarized as follows:

1. English teachers are willing and motivated to use animated movies, but need extra training courses.
2. Palestinian teachers need instructions and helping materials concerning the use of animated movies in their teaching. As 75% of them answered yes for the questionnaire variable: would you be interested in having secondary tools which provide instructions for using movies in teaching?.
3. 64.67% of teachers declare that there is a difficulty in finding suitable animated movies for teaching.
4. (72.3%) of teachers admit that they do not have time to plan movie lessons. So, lack of time seems to be a key reason as to why teachers choose not to use movies in their teaching. As it is known, the curriculum is the main resource for teaching English in local schools, and it should be mentioned here that the supervisors track teachers' plans and ask about the finishing dates. Apparently, teachers do not have the freedom to adjust and use some extra activities such as movies.

5. 68.3% of teachers think that it is difficult to link animated movies to the used curriculum.
6. 64.67% answered that there is a difficulty in finding and coming up with movie- related assignments.

In contrary with this, some items which indicate positive attitudes towards the use of movies are noticed.

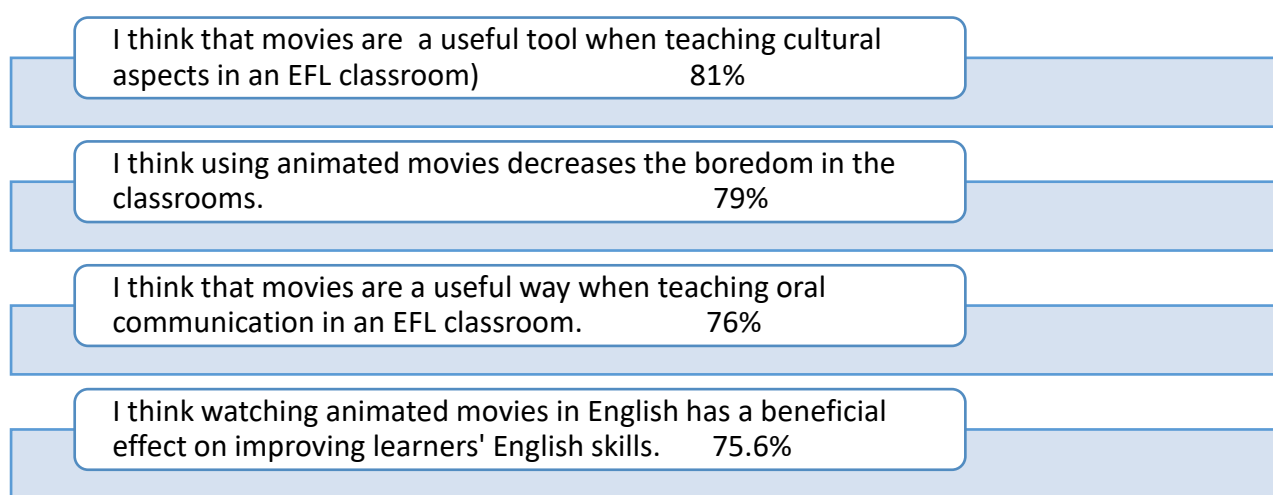


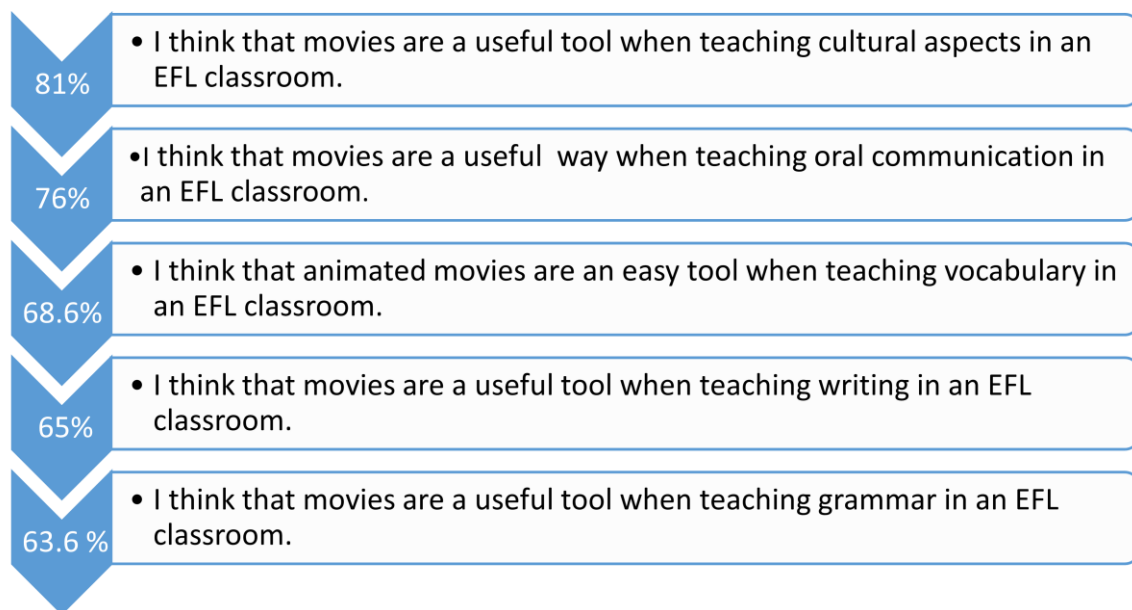
Figure (2) shows items indicate positive attitudes towards the use of movies.

Most teachers see movies as a rich resource for teaching culture as it has the highest rating (81%). This tendency is supported by Yalcin's (2013) study that highlighted how "Movie films are windows into culture. They highlight particular sectors from the general cultural life of a society" (p. 265). A lot of studies highlight that movies can be a great recourse for teaching culture. Tunkay (2014) conducted a study on 100 students in which it is found that films help in expressing cultural aspects.

Moreover, teachers think that movies are a technique for reducing boredom along with its positive effect on oral communication skills. Plus, teachers intend to agree that watching animated movies improves all English skills for its learners. All these positive attitudes reveal and support the use of movies as a technique of teaching.

It is worth mentioning that the items that discuss a specific skill are rated from the highest to the lowest, as follows:

Figure (3) the highest rated items that discuss specific skill



As mentioned above, teachers see movies as a valuable tool for teaching cultural aspects and oral communication skills. However, they do not highly regard movies when it comes to grammar teaching as the lowest item is the one concerning grammar. This is maybe because most teachers still believe that grammar teaching needs a chalkboard and lists of rules. Also, this attitude could be due to an overgeneralization that movies are not recommended for teaching grammar. This is because many movies use slang, and rarely they care about the grammaticality of the language. Still, there is a study conducted by Mushtaq, H., & Zehra, T. (2016) in which they approve that animated movies can be used in grammar teaching classes. Animated movie can serve as a positive reinforcement tool for the language learning process as they considerably increase the learning speed and proficiency of the students.

Shifting to talk about the results concerning the research hypothesis. To start with, there are no significance differences in the attitudes between males and females. This could be attributed to the following reasons:

1- In south Hebron, female and male teachers both work under the same circumstances.

2- Training courses for teaching are given for females and males without any discrimination.

3- Local schools for boys and girls are equipped with the same tools and resources.

There is no distinguishing or differentiating factor in this point.

Secondly, there are significant differences in the attitudes towards adopting animated movies in an EFL classroom due to teachers' ages. As it has been found, teachers who are 20-30 and 30- 40 have more positive attitudes towards the use of movies than those who are above 40. This could be because younger teachers use more versatile teaching tools, and are used to technology since they were kids. Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013) in a survey called *How Teachers Are Using Technology at Home and in Their Classrooms*, found that young teachers (those under 30) use online videos more often than older adults.

The marked age differences appear for watching television shows or movies online.

It is 87% among 22-34 year olds to 63% of those ages 55 and older. The following figure is adopted from the survey.

Figure (4) shows the differences in technological use:

% of each group who...	Watch a video on a video sharing site	Watch a television show or movie online	Download a video to your computer	Upload a video file so other can watch or download it
Teacher age ...				
22-34	%98	%87	%75	%67
35-54	%97	%78	%74	%68
+55	%94	%63	%72	%62
Teacher sex				
Male	%96	%75	%80	%66
Female	%97	%76	%71	%67

Source: Teacher data from the Pew Research Center's Internet & American Life Project Online Survey of Teachers, March 7 to April 23, 2012, n=2,462 middle and high school teachers. Adult data from Pew Research's Internet & American Life Project Tracking Surveys.

It is clear that younger teacher use and download movies more than who are older. This is similar to the result of this study. Yet, there were differences in the percentages between males and females in that study which were not notable in this research.

Third, there are statistically significant differences in the means of the attitudes due to teaching experience. The differences in averages of the attitudes are between teachers with (5-10) years of experience as the mean is 3.40, and for those who have experience (10-15) years as the mean is 3.75. Besides, the differences appear between teachers who have more than 15 years of experience as the mean is 3.20. Again, this supports the hypothesis as the highest means are 3.56 for teachers who are between 20-30, and 3.56 for teachers who are between 30-40. Logically, teachers who are between 30-40 years old are working as English teachers for approximately 10-15

years. However, these differences could be because of the continuous training and experiments. Generally speaking, teachers who have some experience usually have experimented with different techniques to find out the ones that are suitable for their teaching style. Thus, trying out different techniques, such as using technology, gives teachers experience along with an overall view of the strength and weakness points of utilizing it. With reference to Boukadi (2014), her study showed that expatriate teachers broadly agreed that technology use makes teachers more effective in their teaching and more organized in their work. Still, teachers need support and experience in order to use technology effectively.

Fourth, there are no significance differences in the attitudes due to stages of teaching. This was not expected because the researcher had a prediction that teachers who teach lower primary classes tend to have more positive attitudes towards miscellaneous techniques, such as animated movies. Yet, the results of the questionnaire did not show any differences pertaining to the educational level or class being taught.

In short, questionnaire results reveal that the attitudes of teachers are moderate in general. This result agrees with Ruusunen (2011) as he presents a study for Finnish EFL teaching and the teachers' opinions. The study was about using movies and the results were in general rather positive. Also, Kabooha's findings of a study conducted in 2016 indicated that teachers had positive attitudes towards the use of movies in their classes to improve students' language skills.

4.3 Results Related to the Pre and Post Tests

This subsection summarizes the major findings of the pre and post test results. Furthermore, it presents the harmony between the two groups before conducting the

experiment. The results of the used elicitation techniques are presented in detail as follows.

4.3.1 Pre-test Results

Since this research seeks to investigate the effectiveness of using animated movies to enhance students' vocabulary, the researcher utilized a pre-test to attain study aims. The pre-test is used to evaluate students' actual awareness of some vocabularies. Students' level in the pre-test must be similar to measure the differences that take place in the results of experimental group compared to their control peers. This is also to make sure that both groups have a similar level of achievement. Hence, means of both groups are not very different and there is no significant difference that appears in students' level before conducting the experiment. However, the results of the pre- test show low performance in the experimental group as well as the control group. Indeed, the pre-test results show that both groups are homogeneous as shown below:

Table (28): T. test independent samples findings of differences between the experimental and the control group in enhancing EFL students' vocabulary in the pretest.

Domain	Group	N	Mean	Standard Deviation	T	Sig. value
Total Degree	Control	30	9.30	3.72	1.802	0.077
	Experimental	30	7.77	2.80		

't' table value at (58) df. at (0.05) sig. level equal (2.00)

't' table value at (58) df. at (0.01) sig. level equal (2.66)

As shown in Table (28), the T. computed value (1.802) is less than T. table value (2.00) in the test, which means that there are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the two groups. This means that both

experimental and control groups have similar language level before conducting the experiment.

4.3.2 Post-test Results:

In reference to the research question, “Are there statistically significant differences in post-test results between the scores of students who learn vocabulary through animated movies (experimental group) and those who learn vocabulary through the traditional way (controlled group)?”, test results answer the above research question. Means and standard deviations of both groups ‘findings in the posttest’ are computed. Independent Samples T-test was used to measure the significance of the differences. Table (28) showcases the results.

Table (28): T. test independent samples findings of differences between the experimental and the control group in enhancing EFL students’ vocabulary in the posttest.

Domain	Group	N	Mean	Standard Deviation	T	Sig. value	Sig. level
Receptive Vocabulary	Control	30	3.57	2.97	-3.447	0.001	Sig. at 0.01
	Experimental	30	6.23	3.02			
Productive Vocabulary	Control	30	5.73	1.68	-2.227	0.030	Sig. at 0.05
	Experimental	30	6.87	2.22			
Total Degree	Control	30	9.30	3.72	-3.384	0.001	Sig. at 0.01
	Experimental	30	13.10	4.89			

't' table value at (58) df. at (0.05) sig. level equal (2.00)

't' table value at (58) df. at (0.01) sig. level equal (2.66)

As shown in Table (28), the T. computed value (3.384) is larger than T. table value (2.66) in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) in the total mean score of the experimental group using popular animated

films. The significant differences in the posttest between the experimental and control group are in favor of the experimental group.

The mean of the post-test in the experimental group is (13.10), whereas that of the control group is (9.30). This result indicates that using popular animated films was more effective than the traditional method in enhancing EFL students' vocabulary.

To find out the effect size of the popular animated films effect, the researcher applied the " η^2 " and 'd' formulae illustrated below.

To show the extent of popular animated films effect on the experimental group enhancing EFL students' vocabulary, the research applied the "Effect Size" technique.

The researcher computed " η^2 " using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}, \text{ where } t = \text{calculated T Test value. } df = \text{degree of freedom.}$$

And "d" value using the following formula:

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

The results of the application of these formulas are shown in Table (29) below.

Domain	T value	η^2	D	Effect size
Receptive Vocabulary	3.447	0.17	0.90	Large
Productive Vocabulary	2.227	0.08	0.58	Moderate
Total Degree	3.384	0.16	0.89	Large

Table (29): The Effect Size of popular animated movies on the experimental group's vocabulary in the posttest.

Table (29) shows the effect of size of using popular animated films are large on students' vocabulary. This means that using popular animated films is significant.

To answer the research sub question: "Are there statistically significant differences in the post-test results between the scores of the receptive vocabulary and the productive vocabulary for students who learn vocabulary through animated movies (experimental group)?", the means and standard deviations of the pre- and post-test results for experimental group, and for the two domains receptive and productive vocabulary are computed. Paired Sample T-test is used to measure the significance of the differences. Table (30) describes these results.

Table (30): T.Test paired sample results of the differences between the pre- and post-test of the experimental group.

Domain	Application	N	Mean	Standard Deviation	t value	Sig.	Sig. level
Receptive Vocabulary	Pre-test	30	3.07	1.82	-5.683	0.000	Sig. at 0.01
	Post-test	30	6.23	3.02			
Productive Vocabulary	Pre-test	30	4.70	1.80	-4.586	0.000	Sig. at 0.01
	Post-test	30	6.87	2.22			
Total Degree	Pre-test	30	7.77	2.80	-5.518	0.000	Sig. at 0.01
	Post-test	30	13.10	4.89			

't' table value at (30) df. at (0.05) sig. level equal (2.05)

't' table value at (30) df. at (0.01) sig. level equal (2.76)

Table (30) shows that the T. computed value (5.518) is larger than T. table value (2.76) in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) in the total average scores of the post-test of the experimental group in favor of the posttest. The mean of the post-test reached (13.10) whereas that of pretest

was (7.77). This means that there are statistically significant differences between the pre- and post-application of the experimental group in favor of the posttest.

To find out the effect size of productive and receptive vocabulary, the researcher applied the " η^2 " and 'd' formula illustrated above. The results of the application of these formulae are shown in Table (31) below:

Table (31): The Effect Size of popular animated in the pre- and the post test of the experimental group.

Domain	T value	η^2	D	Effect size
Receptive Vocabulary	5.683	0.53	2.11	Large
Productive Vocabulary	4.586	0.42	1.70	Large
Total Degree	5.518	0.51	2.05	Large

Table (31) shows that the effect size of using popular animated films is large on students' vocabulary.

4.3 Discussion of Pre\posttests Results

Since the present research seeks to investigate the students' development in vocabulary by using animated movies, the researcher utilizes pre\posttests to answer the research question: What is the effectiveness of using animation movies on enhancing 8th grade English vocabulary?

To start with the results of the pre test, they show a homogeneous performance of the experimental group as well as of the controlled. The control group mean for the pretest is (M= 9.30) and for the experiment is (M=7.77). However, the results of the

pre-test show significant effects in learning vocabulary in favor of the experimental group, (M=13.10) in comparison to the the control one (M=9.30).

It is noticed that the control group mean for the pre and post test is the same. This is not expected since students are almost always presented with vocabulary items in the traditional way adopted by the researcher with the control group. Still, this is maybe because of carelessness. Usually, students are not interested in any paperwork or activities outside of their book, since they know it will not be graded.

On the other hand, the experimental group show a significant effect from (M=7.77) to (M=13.10). This comes in agreement with the main hypothesis of this thesis that using animated movies can improve students' vocabulary. Students in the experiment group show significant results. These findings support dual coding theory for Paivio (1991), as cited in Thomas (2014). Paivio proposes that:

the human mind operates with two distinct classes of mental representation (or “codes”), verbal representations and mental images, and that human memory thus comprises two functionally independent (although interacting) systems or stores, verbal memory and image memory. Imagery potentiates recall of verbal material because when a word evokes an associated image (either spontaneously, or through deliberate effort) two separate but linked memory traces are laid down, one in each of the memory stores. Obviously the chances that a memory will be retained and retrieved are much greater if it is stored in two distinct functional locations rather than in just one. (p.2)

Animated movies improve vocabulary recognition of the students as the former present a combination of verbal input combined with images. In addition, this

confirms the Cognitive Theory of Multimedia Learning. Mayer (2001), the one who devised the theory, outlined the principles of multimedia learning, which are:

- The Multimedia Principles: people learn better from words and pictures than from words alone.
- The Personalization Principle: people learn better from multimedia lessons when words are in conversational style rather than formal style. Animated movies present words in an entire dialogue. This adds a further emphasis of information in learners' minds.
- Voice principle: people learn better when the narration in multimedia lessons is spoken in a friendly human voice rather than a machine voice.

All the above mentioned principles are characteristics found in animated movies. They present pictures with words that are combined with an entire conversation recorded by human voices.

Thus, the students of the experimental group make more progress in the first question than the second. As mentioned earlier, the first question is a multiple choice, and it measures students' recognition of word meanings in a measurement of receptive vocabulary. The second one tackled productive vocabulary to measure students' ability to use the targeted words in sentences. The results show a large effect on receptive domain with moderate effect for the productive vocabulary.

Table (32): The Effect Size of receptive and productive domain.

Domain	T value	η^2	D	Effect size
Receptive Vocabulary	3.447	0.17	0.90	Large
Productive	2.227	0.08	0.58	Moderate

Vocabulary				
Total Degree	3.384	0.16	0.89	Large

This table (32) indicates that the (t) computed value, (3.445) is larger than the (t) table value, 2.227, in the post test.

This could be explained by using the argument of Benjamin and Crow(2012). It is argued that receptive vocabulary means the ability to understand words when hearing them or reading them while productive vocabulary is the ability to use words or express self in speech or in writing. This is, of course, to be expected; it is much easier to be in receptive control of a language than to be in productive control. If one has ever been around toddlers, one notices that they understand words and phrases way before they can utter them. So, as a type of similarity between a child's receptive vocabulary and how it is larger than productive vocabulary, a student's receptive vocabulary also remains considerably larger than their productive vocabulary. One reason behind this discrepancy between receptive and productive vocabulary, Nation (2001) explains:

Productive learning is more difficult because it requires extra learning of new spoken or written output patterns. For receptive use, learners may only need to know a few distinctive features of the form of an item. For productive purposes their knowledge of the word form has to be more precise. This is clearly seen in young children who can display good receptive knowledge of a word such as spaghetti, but can only very roughly approximate its spoken form productively as 'stigli' or 'parsghetti'. (P.28).

This offers an explanation to the results of the receptive domain. Students of EFL can acquire receptive vocabulary from watching animated movies, but they still need

some practice and follow-up activities in order to be able to use new words correctly (to have better productive vocabulary).

In short, statistics of the pre\posttests indicated that students grasp vocabulary while watching animated movies better than using the traditional ways. The results of the study agree with Wafi, N. (2013); Karakaş, A., & Arif Sariçoban, A. (2012); Yuksel& Belgin (2009). Such development was noticed more in receptive vocabulary. Therefore, students need more activities, practices and contextualization for new words. This can be easily done after watching a movie. Students can perform a short play and act out scenes, have a debate, write summaries and speak about things they like and do not like in the movie. Such activities can be derived easily from an animated movie. King (2002) points out that "Films offer endless opportunities for pedagogically sound activities for developing fluency. The key to using films effectively mainly lies in the teacher's ability." (p.3).

4.4 Results of Students' Reports

In order to answer the research question: What are the effects of using animation movies on students' motivation?, the researcher wrote notes while conducting the experiments. Also, experimental students were asked to write a short report describing their feelings and opinions towards the experience.

Students are asked to elaborate on these questions:

1. Did you like the class? Why?
2. What were the positives and negatives of watching an animated movie in English?
3. Do you like to repeat such activities in English classes? What would you like to be modified?

4. Would you start watching animated movies for learning English vocabulary?

For the first question: Did you like the class? Why? 27 (90%) of students' answers are (yes). Most of students, who answered (yes), mention these comments: "it's a change", "it's out of routine", "it's interesting", "it's a new thing", and "it's entertaining".

The (10%) of students who answered (No) had such comments to share: "I didn't understand anything", "I don't understand English", "I had a headache and I don't like English".

For the second question: What were the positives and negatives of watching an animated movie in English?, students' answers have these positive aspects in common:

1. The meanings are easily perceived or understood.
2. Seeing motion pictures, such as sloths and predators, makes the meanings clearer.
3. Time passed quickly.
4. Watching a movie with the teacher was pretty fun.

Negatives that have been mentioned:

1. Most of students mentioned that it was frustrating to not understand some words.
2. The movie was not subtitled.

The third question: Do you like to repeat such activities in English classes?. It was surprising that all students answered (yes) even those 3 students who did not like the experience. For (What would you like to be modified?) most of students wrote that they wanted a subtitled movie.

Lastly, students' answers for (Would you start watching animated movies for learning English vocabulary?) 27 answered (yes), 2 students answered (no) and a student left this question without an answer.

4.5 Results of Teacher's (Researcher's) Notes

With the intention of answering the research question (What are the effects of using animation movies on students' motivation?), teacher's notes were taken while and after conducting the experiment for both groups. The following points summarize what has been noticed:

4.5.1 The Experiment Group

1. It is noticed that the participants reacted through different positive attitudes and feelings, such as satisfaction, enthusiasm, gratitude, and involvement in regard to the use of an animated movie during the class.
2. The teacher noticed that high achievers and moderate students were more involved while watching the animated movie, and they were more active during the follow-up activities.
3. Students' participation after watching the animated movie was great. A lot of hands were raised to answer the activities. High achievers and moderate students participated strongly with an enthusiasm to answer. Also, low achievers participated and answered simple questions. It could be said that the whole class participated and all students' voices were heard.
4. Students asked about other words and their meanings that were mentioned in the movie but were not included in the experiment.
5. It is noticed that students imitated and repeated some expressions repeated in the movie such as, "You're dead", "are you okay?" and "OMG".

6. Some students asked for a repetition for such activity (watching a movie during English classes).
7. Low achievers were not so involved when watching the movie as side conversations with their colleagues were noticed and distraction ensued. Actually, one of the students felt sleepy and laid her head on the desk.

4.5.2 Controlled Group

1. It is noticed that the participants reacted as usual. Their motivation and participation did not increase.
2. The students heard from their colleagues (other section) about watching a movie during English classes. So, a lot of requests were proposed by the controlled group demanding a class to see the movie.

4.6 Discussion of Teacher's Notes and Students' Reports

Regarding students' reports and teacher's notes, it is noticed that almost all students are interested in watching animated movies during English classes. Even students who are in the control group as they request a movie class like their colleagues. The idea itself has received cheering and welcoming from students before even starting. Excitement, motivation, enjoyment and enthusiasm are remarked among experiment students. All students (30) mention that they would like to watch other movies during English classes, even by those (3) who answered that they did not like the class. The participation has increased. Surely, students participate not in the same way, but the environment in which all participants have the opportunity to learn is created. Some students who do not speak often in class are motivated to answer and participate. Also, shy students, who feel uncomfortable speaking in front of groups, get their voices heard. This result is congruent with (Barak, M., Ashkar, T., & Dori,

Y. , 2011). The findings of their study approved that using animated movies increases students' motivation.

However, it is worth noting that almost all students in the experiment group mention that they prefer to have a movie with subtitles, saying that it is frustrating to not understand everything. Thus, the researcher noticed that low achievers are not really enjoying the movie. Some side conversations and sleepy faces among them are noticed. This happened, maybe, because their language level stands as a block. Again, all of them, in their reports, mention that they prefer a movie with subtitles. King (2002) discusses this issue and lists the pros and cons of non subtitled movies. To mention some, non subtitled movies can sometimes create mixed feelings for EFL learners. Learners worry that they might end up becoming confused and frustrated when fast dialogues appear. Accent, rapid pace of speech, overload of slang and idioms problems concerning language may block their comprehension. On the other hand, watching subtitled movies may let students focus on reading captions and rarely listen to dialogues. So, when watching a movie with subtitles, one may scarify listening skills and distract students' attention as "Captioned movies may cause students' distraction and become a 'screen reading' activity"(Tunkay, 2014, p.7).

King (2002) adds, reading subtitles is a habit that is hard to break once one forms it. But, learning to watch non subtitled movies is a big step that students have to take sooner or later if they are ever to experience a breakthrough in English learning. Further research is needed for this issue that is beyond the scope of this study.

In short, using animated movies has increased students' motivation and participation. Students feel enthusiasm, happy, active and motivated. Students like the experiment and they ask for repeating such activities.

4.7 Summary

In this chapter, the researcher presented the results of the adopted elicitation techniques; the questionnaire, the pre/posttests, teacher's notes and students' reports. The questionnaire results show rather positive attitudes among English teachers in blending animated movies into their teaching routine or style. Also, the results of pre/posttests show that experimental students' vocabulary has improved significantly when they watch an animated movie. Students in the control group show no significant differences. However, teacher's notes and students' reports reflect positive attitudes and behaviors towards the use of animated movies. Students in general loved the experiment and they expressed their opinions and desired modifications. Based on this the study the results are congruent with Tunkay (2014); Ruusunen (2011); Kabooha (2016); Wafi, N. (2013); Karakaş, A., & Arif Sariçoban, A. (2012); Yuksel& Tanriverdi (2009); Barak, M., Ashkar, T., & Dori, Y (2011).

Chapter five

Conclusion and Recommendations

5.0. Introduction

This chapter summarizes the major findings of the study and lists the desired recommendations to target the issue of using animated movies for enhancing EFL students' vocabulary.

5.1 Conclusion

Learning English is essential and learning vocabulary is vital for that. Wilkins (1972) wrote“. . . While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111). No one can deny that vocabulary is a corner stone for learning any language. The researcher as a teacher has noticed that students lack vocabulary which could lead to problems in other language skills or arenas. Students are also bored of the traditional ways of teaching vocabulary. So, this study focuses on vocabulary learning away from the traditional methods or the old school. The researcher has implemented an experiment in which animated movies are used to teach vocabulary. Teachers' attitudes and opinions towards such method are reflected. Students' achievement is assessed after conducting the experiment. Also, students' opinions and reflections toward the experience are expressed. To notice students' motivation, the researcher has kept a diary to write down what she has noticed. Students' facial expressions, feelings, laughter, happy, excited, frowning and sleepy faces and their overall interaction are noticed.

The results of the questionnaire show rather positive attitudes towards the use of animated movies. It is noticed that teachers need external training and clear instructions to start implementing and integrating animated movies in their teaching.

Most of the teachers show an interest and acceptance for the idea of movies. Still, as shown above, most of them do not use any sort of movies in their classes. This shows that there is a gap that needs to be filled.

Furthermore, the pre\post tests show that using animated movies prove to be effective for teaching vocabulary. Students in the experimental group show a significant result: Moving from mean =7.77 to accomplish mean =13.10. So, the result of the post test shows that students were capable of distinguishing and remembering the selected vocabulary items better than those who were taught by the traditional way. Disruption technique was used during the experiment to grab students' attention to the targeted vocabulary. It is important to keep in mind certain goals and purposes when watching movies inside classes. So, the technique was used to highlight the main objectives of a movie lesson. Again, if a well prepared lesson plan is made before watching movies inside classes, the movie will be a fruitful experience, as observed by the researcher. A movie lesson is not a lazy activity, in contrary to what some claim. It, indeed, needs preparation, well-set goals and some effort. Teachers should set goals and plan carefully beforehand.

During the experiment, the researcher kept her eyes on students. The observation shows that animated movies can be a motivational tool for students. The participants reacted through different positive attitudes and feelings such as enthusiasm. Yet, students in their reports mentioned that they prefer to have a subtitled movie. In general, students liked the whole experience and they were happy and motivated.

To sum up, according to the related literature and the results of this study, the researcher can say that choosing animated movies to teach vocabulary as a new method of teaching and learning is a right decision. Knowing that movies have the

power to improve students' achievement and motivation are sufficient reasons to motivate instructors to implement them.

5.2 Recommendations

In the light of the study results, the researcher presents several recommendations for teachers, supervisors, the Ministry of Education, curriculum designers and parents.

5.2.1. Teachers are recommended to:

1. Motivate students to focus on learning new vocabulary by using new vocabulary strategies, and not only through sticking to the traditional methods.
2. Integrate animated movies for motivating students to learn English vocabulary.
3. Design their own lessons by adding videos, movies or scenes of movies that serve the educational process.
4. Be wise in selecting suitable movies with a good lesson plan that is planned carefully to achieve certain goals and objects.
5. Take into consideration that the movie should be suitable to the Palestinian culture, students' age and interests.
6. Keep up with technology and have continuous training for implementing videos and movies in a way that achieve educational goals.

5.2.2. Supervisors are recommended to:

1. Adopt animated movies as a strategy to improve and develop vocabulary.
2. Give teachers some space to adjust the curriculum in a way that makes them creative enough to fulfill the students' needs. This can be done by not asking them about the deadlines for finishing the curriculum..

3. Prepare instructional materials that help teachers to implement animated movies and also to increase teachers' awareness of the benefits of animated movies in developing English language skills, especially, in vocabulary.
4. Offer training courses for teachers to help them in implementing animated movies effectively.

5.2.3 Ministry of Education and curriculum designers are recommended to:

1. Integrate animated movies in the educational curriculum instead of having listening lessons by only the recorder, so students can listen and see real examples of language usage.
2. Train teachers to properly utilize animated movies in teaching English language skills.
3. Equip all schools with the basic technological tools such as, LCDs, computers, speakers and headphones.
4. Offer training for supervisors, teachers, school principals and students in using movies as a helping tool in learning English effectively.
5. Movies should be introduced and included into the educational system within a planned framework that is based on certain educational objects. Decision makers are responsible for integrating movies in the curriculum, and it should be considered as one of the basics examples of authentic materials.
6. Movies, scenes, videos and clips should be ready and linked to curriculum goals to make it easier for teachers to use appropriate movies inside the classroom.

5.2.4 Parents are recommended to:

1. Encourage their children to watch animated movies at home.

2. Parents should have positive attitudes towards the use of animated movies for learning English.
3. Cooperate with teachers to offer helpful movies.
4. Supervise the selection of movies to be a good investment of their children's free time.

5.3. Suggestions for Further Research

Several studies have been conducted on the use of movies around the world, but very few were conducted in the Arab world and in the Palestinian contexts. So, more studies are needed and can be carried out to investigate the precise effects of using animated movies on speaking, listening, writing and grammar on EFL students in Palestine and other Arabic- speaking countries. Pertaining to this study and in the light of its results, the researcher would like to suggest a study to investigate the effect of subtitled movies on vocabulary and reading skills. Also, more studies can be done to investigate the effects of using movies for higher level learners to teach them culture, literature and language skills.

5.4 Summary

In this chapter the researcher highlights the conclusion of the study. Also, the researcher presents some recommendations for teachers, supervisors, the Ministry of Education, curriculum designers and parents. Lastly, further research for related topics to this study is suggested and encouraged.

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Appendix (A)

Hebron University

MA Program in Applied Linguistics and Teaching English

Questionnaire for teachers

"The Effect of Using Popular Animated Films on Enhancing EFL Students' Vocabulary"

Dear teachers:

This is a questionnaire for an MA thesis. Your help is kindly requested in filling out this questionnaire as completely and honestly as possible. You don't need to write your name and your answers will be confidential and solely used for research purposes.

Animated movies: (أفلام الصور المتحركة) are ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography).

Section A: background information

Please tick the appropriate choice (√)

-Gender: male female

-Age:

20-30 30-40 40- above

-Experience in teaching:

less than 5 years 5-10 10-15 more than 15

-Students you teach:

Lower primary stage Higher primary stage High school

-Are you interested in using animated movies in teaching?

Yes No

Section B: General information

1. Is there any material available for teachers who want some tips for using animated movies in their teaching.?

Yes

No

Don't know

2. Would you be interested in having secondary tools which provide instructions for using movies in teaching?

Yes

No

Don't know

3. Do you use any of the followings in EFL classes?

A whole movie

Parts of a movie (scenes of a DVD film)

Video clips from movies (for instance from YouTube)

No audiovisual material concerning movies.

4. How often do you use movies in your teaching?

Every week

A couple of times a month

Once a month.

Seldom

Never

5. I have used animated movies in teaching English vocabulary.

Yes

No

Section c:

Please tick the appropriate choice (✓)

Statement	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
I think watching animated movies in English has a beneficial effect on improving learners' English skills.					
I'm interested in teaching English by using animated movies.					
I think watching animated movies motivates students to learn English.					
I think using animated movies decreases the boredom in the classrooms					
I think using animated movies in teaching English decreases students' anxiety and tension in learning.					
I think that using animated movies in EFL teaching is too time-consuming.					
It is difficult to find suitable animated movies for teaching.					
Finding or coming up with suitable, animated movie-related assignments are difficult.					
I think that it is difficult to link animated movies used in EFL class to the used curriculum.					
I do not have time to plan movie lessons.					
I think that movies are just time-fillers in EFL					

Classes.					
I think that animated movies are a useful tool when teaching vocabulary in an EFL classroom.					
I think that animated movies are an easy tool when teaching vocabulary in an EFL classroom.					
Animated movies are good for teaching receptive vocabulary.					
Animated movies are good for teaching productive vocabulary.					
Statement	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
I gladly use movies in teaching vocabulary in the EFL classroom.					
I think that movies are a useful way when teaching oral communication in an EFL classroom.					
I think that movies are a useful tool when teaching writing in an EFL classroom.					
I think that movies are a useful tool when teaching grammar in an EFL classroom..					
I think that movies are a useful tool when teaching cultural aspects in an EFL classroom.					

**Adapted and adopted from Ruusunen (2011) and from Kaboohal (2016)*

(Appendix B)

**“The Effect of Using Popular Animated Films on Enhancing EFL Students’
Vocabulary”**

Pre-test

Name:.....

Date:.....

Question 1:

Circle the suitable meaning for each word:

1- Sloth:

- a) A very lazy animal that passes its time sleeping. It sleeps 15 to 18 hours each day.
- b) A type of food
- c) A thief

2- Prey:

- a) killer
- b) an animal hunted or captured by another for food .
- c) a huge animal

3- Astronaut:

- a) a person who writes poem
- b) a person who teaches students
- c) a person who has been trained for travelling in space

4- Predator :

- a) a slow animal
- b) an animal that lives by killing and eating other animals
- c) Type of birds

5- Hustle:

- a) telling the truth or able to be trusted and not likely to steal, cheat, or lie:
- b) a dishonest way of making money.
- c) Giving an opinion

6- Mammals:

- a) Any missing animal.
- b) Any animal of which the female feeds her young on milk from her own body. Most mammals give birth to live young, not eggs:
- c) plants that grow on earth.

7- Evidence:

- a) something we use to prove or disprove something.
- b) a structure carrying a road, path, railroad, or canal across a river, ravine, road, railroad, or other obstacle.
- c) It is used for untangling or arranging the hair.

8- Savage:

- a) Deeply sad
- b) A very happy person
- c) enraged or furiously angry

9- Sly:

- a) helping people who need help
- b) showing your true self for others
- c) having or showing a cunning and deceitful nature: sly as Fox

10- Quit:

- a) leave (a place), usually permanently
- b) to continue in doing something
- c) to hit somebody

Question two:

Write the appropriate word in blanks given:

System	Cops	Case	Moron	Blood	Fox	Ticket	Bunny	Dream	Police officer
--------	------	------	-------	-------	-----	--------	-------	-------	----------------

- 1- Banks work in a security that can't be broken easily
- 2- The Palestinian against Israel is an international issue.
- 3- My Friend Hadeel felt upset because I called her a
- 4- The attacked your chickens .
- 5- I'm calling theunless you leave right now.
- 6- Tom has lost a lot of and the doctors are worried.
- 7- My is to see a free Palestine.
- 8- There was a.....directing traffic around the scene of the accident.
- 9- We boughtfor the opera
- 10 ais a young rabbit

(Appendix C)

“The Effect of Using Popular Animated Films on Enhancing EFL Students’

Vocabulary”

Post-test

Name:.....

Date:.....

Question 1:

Circle the suitable meaning for each word

1- Sloth:

- d) A very lazy animal that passes its time sleeping. It sleeps 15 to 18 hours each day.
- e) A type of food
- f) A thief

2- Prey:

- a) killer
- b) an animal hunted or captured by another for food .
- c) a huge animal

3- Astronaut:

- d) a person who writes poem
- e) a person who teaches students
- f) a person who has been trained for travelling in space

4- Predator :

- d) a slow animal
- e) an animal that lives by killing and eating other animals
- f) Type of birds

5- Hustle:

- d) telling the truth or able to be trusted and not likely to steal, cheat, or lie:
- e) a dishonest way of making money.
- f) Giving an opinion

6- Mammals:

- d) Any missing animal.
- e) Any animal of which the female feeds her young on milk from her own body. Most mammals give birth to live young, not eggs:
- f) plants that grow on earth.

7- Evidence:

- d) something we use to prove or disprove something.
- e) a structure carrying a road, path, railroad, or canal across a river, ravine, road, railroad, or other obstacle.
- f) It is used for untangling or arranging the hair.

8- Savage:

- d) Deeply sad
- e) A very happy person
- f) enraged or furiously angry

9- Sly:

- d) helping people who need help
- e) showing your true self for others
- f) having or showing a cunning and deceitful nature: sly as Fox

10- Quit:

- d) leave (a place), usually permanently
- e) to continue in doing something

f) to hit somebody

Question two:

Write the appropriate word in blanks given:

System	Cops	Case	Moron	Blood	Fox	Tickets	Bunny	Dream	Police officer
--------	------	------	-------	-------	-----	---------	-------	-------	----------------

1. The bunny wants to be a to make the world a better place.
2. My friend is a he always makes a lot of silly mistakes.
3. I saw a lot of..... where the accident has happened.
4. People use the word to describe small and young rabbits.
5. The..... wants to eat the sheep.
6. The Palestinian against Israel is an international issue.
7. are given for texting and talking on the phone while driving.
8. Computers work in a very complicated.....
9.have their own uniform and their job is to make the world as safe as possible.
10. My..... is to become a doctor.

(Appendix D)

Text for controlled group

prey	mammals	dream	astronaut	police officer	Bunny	moron	ticket	system	savage
hustle	Sly	predator	evidence	Sloth	Quit	blood	fox	cop	case

Zootopia

From the largest elephant to the smallest shrew, the city of Zootopia is a **mammal** metropolis where various animals live and thrive. The city contained **prey** and **predator** that lived in harmony. It is not like the past decades when predators hunted prey. They are friends now. However, A **bunny** called Judy Hopps dreamed to become the first rabbit who joins the police force to become a **cop**. In that city, it is very weird to see a rabbit as a **police officer**. There, rabbits can be **astronauts**, doctors, farmer, but not police officers! In her family they have a **system**. Everybody have to be a carrot farmer, but Judy refused that tradition. She went to a police academy and got high grades. She had a strong will and she quickly learns.

When she graduated, she couldn't prove to her chief that she can handle the job. Everybody laughed at her size and underestimated her

power. She was called a **moron**. She was seen as a weak animal and her job was giving **tickets** for cars.

Determined to prove herself, Judy jumps at the opportunity to solve a mysterious case. Unfortunately, that means working with Nick Wilde, a **Sly fox** who makes her job even harder. The **hustle** was its way in making money. Judy threatened Nick that she will tell about the hustle he does, unless he works with her for 24 hours. In 24 hours, she had to find some **evidence** for the **case**. Nick tried to waste time by giving **sloths** some papers to do. However, Judy had to find some missing predators who suddenly gone **Savage** and disappeared. That was a very hard job. The chief told her that she only had two days to find the missing predators.

Judy wanted to **quit** because she didn't have any evidence. Nevertheless, when Nick saw that Judy was about to give up her dream job, he decided to really help her. They both became friends and they started collecting evidence. One important evidence that they have collected, was the **blood** of a predator. The blood proved that predators were kidnapped and given something to become savage. At the end, Judy and Nick found the real criminal. The criminal was the assistant of the mayor of Zootopia.

At the end, Judy saved the whole city proving that dreams can be achieved.

(Appendix E)

Questions for Students' Reports

1- Did you like the class? Why?

2-What were the positives and negatives of watching an animated movie in English?

3- Would you like to repeat such activities in English classes?

4-Would you like to start watching animated movies for learning English vocabulary?