The Impact of Using Animation on Developing Fourth Year (Science Division) High School Students' Language Skills

Asst. Prof Dr. Salah Mohammed Salih / Koya University / Kurdistan
Abdul-Sattar Ibrahim Shibeeb, MA Researcher / Al-Anbar University
Salah.mohammed@koyauniversity.org

المستخلص

تهدف الدراسة إلى معرفة فاعلية استخدام الرسوم المتحركة في تعزيز مستويات مهارة القراءة عند الطلبة. وإلى أي مدى يمكن باستخدام الرسوم المتحركة تطوير مستويات الطلبة في مهارة الاستماع. ولمعرفة فيما اذا كان لاستعمال الرسوم المتحركة تأثير أكبر على واحد من هذين المهارات بدلا من الآخر.

وبناء على أسئلة الدراسة، اعتمد الباحث الفرضية الصفرية، والمنهج شبه التجريبي (اختبارات) من اجل التحقق من فعالية استعمال تكنولوجيا الرسوم المتحركة كوسيلة من وسائل التدريس لقياس الأثر الذي قد يترتب على تطوير مهارات الاستقبال (القراءة والاستماع) في اللغة الإنجليزية لطلبة الصف الرابع (الفرع العلمي) في مدرسة ثانوية للطلاب النازحين "في محافظة السليمانية خلال العام الدراسي 2015-2016.

دلت جميع البيانات التي تم الحصول عليها من الحسابات الرياضية الاحصائية لدرجات الاختبارات القبلي والبعدي لكلا المجموعتين الضابطة والتجريبية الى وجود فروق بين متوسط درجة المجموعة التجريبية في الاختبار القبلي والبعدي في كل من مهارات القراءة والاستماع والمهارات الفرعية الخاصة بهم. هذا يدل على أن للرسوم المتحركة تأثيراً إيجابياً على زيادة تحصيل الطلبة. وقد أثبت فعاليته الرسوم المتحركة في تطوير مهارات القراءة والاستماع على جميع المستويات. وجد ايظا ان الفجوة بين المجموعة التجريبية في درجات الاختبار القبلي والبعدي واسعة. والفجوة هي أيضا على نطاق أوسع بين درجات المجموعة الضابطة والمجموعة التجريبية لصالح المجموعة التجريبية. وأشار حجم التأثير لبرنامج الرسوم المتحركة الى تطور لصالح المجموعة التجريبية أكبر من ما هو عليه في المجموعة الضابطة.

الكلمات الرئيسية: الرسوم المتحركة ،مهارات القراءة والاستماع ، المهارات التقبلية ، المهارات الفرعية

Abstract

The study aims at finding out the effectiveness of using animation in enhancing the levels of reading skill of the

students; to what extent using animation can develop the students' levels in the listening skill; and whether using animation has greater impact on one of these two skills rather than the other.

Based on the study questions, the researcher adopted the null hypothesis and the quasi-experimental approach (tests) to the investigate the effectiveness of using animation technology as a teaching method to gauge the impact it may have on developing the English language receptive skills (reading and listening) of 4th-Year (Science Division) High School displaced Students' in Sulaimaniyah Governorate during the academic year 2015-2016.

The data obtained from the mathematical calculations of the scores of the pre and posttest of both the experimental and control groups substantiate differences between the average score of experimental group for pre and posttest at both the reading and listening skills and their subskills. This indicates that animation has positive effect on increasing students' achievement. Animation has proved its effectiveness on developing reading and listening skills on all the levels. The gap between the experimental group in the pre and post test scores is wide. The gap is also wider between the scores of the control group and the experimental group in favor of the experimental group. The effect size indicated that the effect of animation movie program on developing the receptive domain for the experimental group is larger than those of control group.

Keywords: Animation, reading and listening skills, receptive skills, subskills

1. Introduction

Animation is a teaching strategy that supports both the affective and cognitive aspects of the learning process. That

is, it brings a vivid life to the class environment. By using Animation introduces reading and listening texts provided with motion, sounds and colors that attract the students to live with the characters and share their roles. This is a strong type of motivation which facilitates learning, activates learners' imagination, prediction and high order thinking skills.

Multimedia, like audio visual aids, plays an important role in every in pedagogical situation. As a type of multimedia, animation is considered one of the instructional visual materials which catches learner's attention and increases the process of learning. In addition, it is a new method in teaching and learning (Birisci and Metin, 2010: 3).

For the students, this new and exciting environment, which allows access to information in new ways, seems to encourage motivation and a willingness to learn by open-ended discovery, by browsing through the information base. It allows students to progress at their own pace, in their own time, and to make mistakes in private However, as stressed above, such learning environments can only be achieved by careful planning and design by the teacher.

Using multimedia and technology in teaching has been gaining wide attention especially in the last few decades with the great leaps achieved in technology and means of communication. The employment of up to date techniques in teaching foreign languages has been recognized to be one of the most effective methods of teaching. One popular technique is using animation. Moving pictures can intensify and deepen the experience of teaching a foreign language through the use of colorful and attractive story telling. Language becomes functional and contextualized and thus turns communicative rather than the abstract and often tedious nature of using text books in teaching.

To learn English professionally it is crucial that learners be exposed to different kinds of input in class. These resources must be used properly throughout the whole teaching-learning process in which listening techniques and strategies must be applied.

From the researcher's own experience as an EFL teacher in Al-Anbar Governorate, it has been noticed that generally students suffer from high anxiety which causes examination failure or they often receive low grades in English. This may be attributed to either the students are not enough skilled in the receptive skills (listening and reading) or the traditional way that teachers adopt. To solve the problem mentioned above and to develop receptive language skills listening and reading among 4th graders in Al-Anbar Governorate, the researcher here suggests exploiting technology to enhance and motivate student towards learning English and to examine the challenges faced by fourth secondary students as they read and develop appropriate strategies to improve their receptive language skills. This will be accomplished by providing an answer to the general question: does 4th-Year (Science Division) High School Students' English Language receptive skills (listening and reading) performance develop over the experiment of the study when exposed to using animation?

2. Research Questions

From the above major issue the following questions have been formulated:

1- Are there any statistically significant differences at (á ≤ 0.05) in the achievement of pre/post-test of experimental group in the reading skill and its three subskills: skimming, scanning, and inferring.
2- Are there any statistically significant differences at (á ≤ 0.05) in the achievement of pre/post-test of experimental group in the in the listening skill at the four levels of understanding the main idea, pointing out specific ideas, deducing meaning of unfamiliar lexical items, and inferring the moral lesson?
3- Is there any statistically significant effect volume on reading and listening skills between the experimental group and the control group, and what is the effect size?

The study aims at finding out the effectiveness of using animation in enhancing the levels of reading skill of the students; to what extent using animation can develop the students' levels in the listening skill; and whether using animation has greater impact on one of these two skills rather than the other.

3. Research Design & Methodology

The researcher adopted a quasi-experimental approach based on two sets of design (the study group and the comparison group) to gauge the impact of the independent variable on the dependent variables. They were tested after using the animation to keep learning in studying the material the English language (independent variable) on both reading and listening skills and their subsequent subskills (the dependent variable). Based on consultation of people of expertise and competence in methods of scientific research, the researcher found that the most appropriate approach for this study in the light of the hypotheses and their variants is a semi-experimental-based approach on the pretest and posttest for the two designs (the study group and the comparison group), the pre-test on the study group and the comparison group application.

The study population includes Fourth Grade / High School (Science Division)Students at the Directorate of Education Anbar Province for the academic year 2015- 2016, where they are studying a course (English for Iraq).The study group was taught in accordance with animation technology method to keep learning while the comparison group was taught in the traditional manner. After the end of the allocated time duration of the experiment an achievement test was applied on the two groups to see the impact of the independent variable on the dependent variable.

4. Previous Studies

Having recognized the significance of this technique, several approaches to using animation in teaching have been

carried out with sometimes a noticeable disparity in the results. This section provides a rapid survey of the most relevant studies in this field.

Iani's Study (2012) aimed at measuring the impact of Fairy Tale animations to know whether or not there is a significant effect of fairy tale animations on the eighth grade students' listening comprehension achievement. The research design was experimental. The population of this research was the eighth year students of SMPN 3 Bangsalsari in the 2011/2012 academic year that consists of four classes. Total number of students from eighth grade is 117 students. All classes of the eighth grade were considered to have the same ability because there was no leading class.

The researcher chose the sample under the study randomly by flipping a coin to determine which class was the experimental class and which class was the control class. The data of the research were collected from gain score. The gain score was gained by subtracting the pretest and posttest score. The primary data were collected then analyzed by using independent sample t-test on SPSS program. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control one. The result of independent sample t-test analysis was lower than 0.05 (0.000). The research results proved that there was a significant effect of using animations on the eighth grade students' listening comprehension achievement.

Ouda's Study (2012) aimed to investigate the effectiveness of animation films in developing Gaza governorate schools sixth graders` reading comprehension skills particularly scanning, skimming of short stories. In addition it seeks to identify their attitudes towards using animation. Two groups were assigned the experiment group receive training by using reading comprehension skills through using animation and the control group was taught by traditional method. The sample of study consist of (62) female students from Jaffer Ibn Abi Taleb school in Gaza.

The period of the study last for six weeks, the researcher used pre and post achievement test to collect data. The study investigated the effectiveness of using animation in developing reading comprehension school. In addition to that pre and posttests, a questionnaire was administrated to chick to attitudes of experimental group towards utilizing animation film. Students' responses reflected improvement in their attitudes by using the animation strategies.

Kusumawardani's (2013) study is about using flash animation to improve students' learning behaviors in speaking class particularly in retelling a story. The objectives of this study are to describe the students' problems in speaking class; to describe how a flash animation can be applied in teaching speaking especially about retelling a story; and to describe the extent of students' learning behaviors in speaking class particularly in retelling a story. The study targeted the eighth graders of class VIII-D SMPN 2 Kendal in the academic year of 2011/2012. The study was designed as an action research that was carried out through preliminary observation, cycle 1, and cycle 2. The researcher used observation checklist, questionnaire, and speaking test as instruments in collecting the data. There were five meetings in this research. One meeting was used for conducting preliminary observation and pre-test, and four meetings were used to conduct cycle 1 and cycle 2. The results of the study showed that the students' learning behaviors better improved during the teaching learning process. The average score of students' behavior checklist in cycle 1 was 18.875 then it increased to be 21.708 in cycle 2. It means that the students' learning behaviors changed well. There was also a significant difference of the results of the students' mean score in pre-test, formative test, and posttest. The students' mean score in pre-test was 70.80, and post-test was 82.27. Based on the results of the research, it can be concluded that using animation flash technique is an effective medium to improve students' learning behaviors in speaking class particularly in retelling a story.

Warte and Ather's Study (2013-2014) aimed to find out The Impact of Animation movie towards students listening skill at the First Year students of SMKN 1 Batulayar. The study targeted the first year students of SMKN in academic year 2013-2014. The sample of the study was 64 students, the researcher assigned 32 students for control group and 32 students for experimental one. The method used by the researcher was an experimental method exactly quasi experimental design. The experimental craved treatment by using animation movie and the control group was taught by using audio. Both these two groups received pre-test and post-test to know the impact the animation on students` listening skill. And the data was analyzed by using "t" test formula. The findings of the research referred that the mean score of the experimental group was higher than the mean score of the control group, in particular, 20 for the experimental group and 13 for the control group mean score. The results of the study have provided evidence of the effect of using animation movie in enhancing students listening.

Yakima's (2014) study is aimed at finding whether using animation film medium in writing narrative text is effective or not and to know how effective is using animation film medium in writing narrative text. The population in this research is 225 second grade students. The researcher adopted the experimental method where he divided the students into two groups: an experimental group which consists of 24 students, learning through animation films, and a control group consisting of 22 students, learning in traditional way and. The researcher used t-test to check the effectiveness of using animation film in writing narrative text. The results of study showed that using animation film medium is effective in improving students' writing skill. From the t-test result, it can be seen that the class which is taught by animation film medium got higher score (11.2) than the class which is not taught by animation film medium (5.88). It also indicates that by using animation film

medium, the students can improve their writing skill effectively.

5- Animation

The term of animation / animated / animator comes from the Latin verb 'animare' that means "to give life to" (Wells, 1998: 10). "Animation is illusion of movement" (Morrison, 2003: 174). Anima in Latin means soul (Kerlow, 2004: 269). There are many definitions of animation. According to Mayer (2005: 287) animation can be defined as "series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task" According to Peters, (2006: 4) animation means: to give life to: fill with life; to import interest or zest to: enliven; to fill with sprit, or resolution; to inspire to action, prompt; to impart motion or activity to; and to make, design or produce(a cartoon for example) so as to create the illusion of motion.

Animation is considered to be all of the above definitions: Animation is the process of creating a continuous motion and shape change illusion by means of rapid display of a sequence of static images that minimally differ from each other.

Technically speaking, animation consists of still images displayed so quickly that they give the impression of continuous movement. The screen object is a vector image in animation. The movement of that image along paths is calculated using numerical transformations applied to their defining coordinates. To give the impression of smoothness the frame rate has to be at least 16 frames per second, and for natural looking motion it should be at least 25 frames per second.

5.1 Elements of Animation

According to Poonam (2014: 2), there are five main elements of Multimedia. These five elements comprise two main categories, as presented in the following table:

Table (1) Classification of Multimedia

Static Elements	Dynamic Elements
Texts	Video
Graphics	Audio
	Animation

5.2 Types of Animation

There are two basic types of animations, path animation and frame animation. Path Animation: Path animations involve moving an object on a screen that has a constant background e.g. a cartoon character may move across the screen regardless any change in the background or the character. Frame Animation: In frame animations, several objects are allowed to move simultaneously and the objects or the background can also change.

The moving objects are one of the most appropriate tools to enhance understanding, as they allow the learner to see the demonstration of changes, processes and procedures. Animation uses very little memory in comparison to digital video as it consists of drawing and moving instructions. Animation is very useful for such multimedia applications where moving visuals are required, but where digital video may be unsuitable, unnecessary, or too expensive in terms of disc space or memory.

According to (Parekh, 2013: 402) traditional animation is classified into the following:

1- Key- frames and Tweening: In international animation, lead animators or experts draw the most important frames or Key-frames. Which define the frames where the course of action changes.

2- Cel Animation: Cel animation is a term derived from traditional. Cel comes from the word celluted, the materiel

that made up early motion picture film, and refers to the transparent piece of film that is used in hand- drawn animation.

3- Rotoscoping: Rotoscoping was an early animation technique, which enable animations and video editors to draw the contour of objects on each frame of an animation and video sequence to create a silhouette called a matte.

4- Stop-Motion Animation: stop-motion animation is a technique by which a physical object is manipulated in each frame by small increments which create an illusion that object is moving on its own when the frames are played back as a continuous sequence.

5- Flipbook Animation: A flipbook is a book with a series of pictures varying gradually from one page to the next, so that when the pages are turned rapidly, the pictures appear to animation, simulating motion or some other change.

6- Motion Cycling: Human and animal motion, such as walking, running and flying, is mainly a repetitive action that is best represented by a cycle.

6. Language Skills

Language learning is a difficult and demanding process. It not only involves learning the structures, vocabulary items, some idiomatic expressions and cultural aspects of the language but it also involves being proficient in the skills needed to understand and communicate in the target language effectively.

There are many skills required in language but the main ones are listening, reading, writing and speaking. These skills can be divided into two main categories: "receptive" and "productive". Listening and reading are considered as receptive skills while speaking and writing are considered as productive ones (Agarwel, 2005: 45).

These skills are taught/practiced in the EFL environment by using both 'top-down' and 'bottom-up' processing skills and learning strategies. Top-down processing skills require learners to use schematic and contextual knowledge as well as specific topics to arrive at comprehension. Conversely,

bottom-up processing skills require learners to derive meaning through the decoding of single words in a message or passage. In general, the combination of these processes requires the reader or listener to decipher the meaning of individual lexical items and have clear ideas about the overall rhetorical organization of the text.

These two kinds of skills are used in the EFL practicing such sub-skills as making predictions, extracting specific items (scanning/listening for detail), acquiring general information (skimming/listening for gist), extracting detailed information, recognizing function and discourse patterns/markers, and for deducing/inferring meaning from context. Finally, top-down and bottom-up processing skills are presented and practiced in EFL through the use of various listening and reading texts types to ensure diverse linguistic coverage.

By developing receptive skills productive skills of the learners will be developed. That is, without a full mastery of the receptive skills, it is difficult to achieve mastery in productive ones.

6.1 Receptive Skills

Receptive skills refer to the ability to understand and comprehend what is being said or read (listing and reading). It illustrates the interrelationship among listening, reading, speaking, and writing. More specifically, listening and reading are receptive uses of language: messages are received by ear or by eye, and meaning is reconstructed based partly on prior knowledge, listening and reading are not passive processes, however. Listening and reading must actively take the speaker's word and recreate the message to comprehend it.

6.1.1 Reading

Reading is one of the most important skills in learning English. Reading is a receptive skill which involves students interacting with visual input of language, which they need to process and understand. Reading is more than merely

referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts. According to Dorn and Soffos (2005: 6), "Reading is a complex process involving a network of cognitive actions that work together to construct meaning". Similarly, Aebersold and Field (1997: 15) consider reading as "what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin". So, "there is an interaction between the text and the reader that constitutes actual reading". For Lakshmi (2006: 4), reading "is more than seeing words clearly, more than recognize the meaning of isolated words. Reading require one to think, feel and imagine".

Reading, as one of the receptive skills, is of great importance in language teaching and learning. There are many reasons for its being important. Firstly, learners come across it a lot in their daily lives. Secondly, since the students in this research are preparatory school learners who are learning English for academic purposes, it is definite that they will have to read a lot of long articles or books in their departments. Without understanding the texts, they cannot learn anything; as a result, cannot be successful in the exams.

6.1.1.1 Reading Styles

Reading is generally required of students of English as a foreign language. Researchers in many occasion have different views that the reader employs methods when he or she reads. In other words what is read and why it is being read will determine how it is to be read. Students should identify a purpose for reading before they engage with the text. For one thing, the purpose of reading determines the strategies that will be employed to meet the goals or purposes

for reading. A clear purpose for reading also plays an important role in activating prior knowledge the reader may have about the topic. The purpose for reading helps the reader to select an approach to read the text (Farrel, 2009:18).

Methods or approaches to reading include: skimming, scanning, extensive, and intensive reading. Thus, reading styles can be divided into the following four categories:

- **Skimming:** It is called reading for gist or reading for global understanding. It involves look quickly through a text of obtain a general idea of what it is about, for instance when we look quickly through a book in a book shop to decide which one we can buy (Spratt etal, 2013: 32).
- **Scanning:** Scanning is going over the whole text in order to find specific information you are looking for (ibid.). It is a process of going over the whole text in order to find specific information you are looking for (Kumer, 2010: 7). It involves looking rapidly through a text to get specific information (phrase particular word data). Scanning is at a surface level, rather than probe deeply into a text **(**Urquhart and Weir, 2013: 215). According to Harmer (2008: 100) scanning is reading the text to look for certain information. For example when we read an article we look for a name or other detail, when we look for a telephone number in this we don`t have to read every line or every word.
- **Extensive reading:** the main aim of extensive reading is to create an interest reading for pleasure "Extensive reading should encourage the pupils to visualize what is read so as mate reading of prose a living experience" (Singh, 2006: 223). "Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Khachai, 2015: 19). Extensive reading is reading imaginatively, creatively, and critically. It has

been observed that before a student can successfully undertake extensive reading he must have experienced intensive reading (Alcantara, 2003: 97). Reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals.

- **Intensive reading:** this is a strategy which is characterized by deliberate attention and deep concentration. It is reading for detail. It is aimed at perceiving implication as it is concerned with a profound and detailed understanding of the text (ibid.).

6.1.1.2 Models of Processing Reading

There are three processing models for reading. They are the bottom-up, the top-down, and schemata theory. These will be explained below:

1- **Bottom-up Processing:** "In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals" (Brown, 2001: 299).
In order to do this, one should have a good knowledge of the language itself so that the signals which make sense can be selected easily. Bottom-up processing can be compared to a scientist with a magnifying glass or microscope examining all the minute details of some phenomenon. Therefore, as a teacher, one can move from grammar points and vocabulary to direct the learners to focus on the message. However, there is one disadvantage of bottom-up processing. Language learners are sometimes too much interested in individual words or phrases that they forget about the overall meaning of the text so teachers must be aware of this problem and must be ready to take any immediate actions where necessary in order not to lose the wood for the trees.

2- **Top-down Processing:** In top-down processing, learners draw on their intelligence and experience to understand a text (Brown, 2001:300). Readers come to the reading process with some knowledge of the world around them in their mind and they use this knowledge to make sense of a text. A reader using top-down processing is like an eagle overlooking the landscape below. Top-down processing is useful to get the overall meaning of a text. In language classes, students are required to have general predictions about the text and then seek the writer's message. Therefore, a teacher can give some ideas to form generalizations about the topic to process the information as an initiator. Then the students are required to process information in the text**.** In the past, lots of reading specialists defended bottom-up processing as being the best way to teach reading.

3- **Schema Theory:** The term schemata (singular schema). Refers to the previous knowledge or experience that the listeners have in their memory and they can call in the process of comprehension (Schmitt, 2010: 84). What has been referred to as the students' background knowledge about the world around them in top-down processing is also called their schemata. A text does not carry meaning on its own. The reader brings his experiences, emotions and cultural knowledge, that is, schemata, to the text and refers back to these to make sense of the written word. As Brown (2001: 300) says "Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world". Therefore, teachers must pay attention to students' schemata and never underestimate it. By predicting or brainstorming activities at the beginning of the lesson, learners' schemata should be activated to make reading easier and more enjoyable for them.

6.1.1.3 Reading Comprehension

Reading comprehension is a process of extracting meaning from text. The purpose here is to acquire full understanding of the text rather than to get meaning from isolated sentences or words (Woolley, 2011: 15). Reading comprehension is a process in which the reader constructs and extracts meaning while dealing with a text .the process of comprehension on the parts of the reader requires three elements: the reader who is doing the comprehension, the text that is to be comprehend, and the activity in which comprehension is a part (Almasi and Fullerton, 2012: 113).

6.1.2 Listening

Like reading, listening is a receptive skill as it involves to language rather than producing it. Listening is one of language skills play an important role in daily communicative interactive (Rivers and Mery, 1978: 62). Physically, listening is the process in which someone receives sound through his ears. Those sounds are automatically passed to the brain, mentally recognized and categorized into parts of speech and analyzed to get the gist of the message.

Generally speaking listening is defined in different ways by different authors. Underwood (1989: 1) simplifies the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear".

Rost (2013: 141) believes that listening plays an important role in second language instruction for several reasons:

- Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
- Spoken language provides a means of interaction for learner. Since learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learner's failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

- Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.

Listening exercises provide teachers with a means for drawing learner`s attention to new forms (vocabulary, grammar, interaction patterns) in the language.

6.1.2.1 Listening Types

Harmer (2008: 10) states that types of listening one engages in on a day–to–day basis can be categorized as presented in table (2-2) below:

Table (2) Harmer's Listening Types

Listening for gist	This refers to the occasions when we want to know the general idea of what is being said, as well as who is speaking to whom and why successful they are in communication their point.
Listening for specific information	This refers to the occasions when we don`t need to understand everything, but only a very specific part. For example, while listening to a list of delayed trains, we are only interested in hearing news about one particular train – the one want to catch – and so we listen selectively for this specific information. We ignore everything else.
Listening for detail	This refers to the type of listening we do when, for example, we need to find error or determine difference between one passage and another. We cannot afford to ignore anything because, unlike listening to a list of delayed trains, we don`t know exactly what information will help us to achieve our task.
Inferential listening	This refers to the type of listening we do when we wish to know how the speaker feels. It may involve inferring.

Moreover, Rost (2013:183-203) differentiates six different listening types. These are:

1- **Intensive listening**: this refers to listening to a text closely, with the intention to decode the input for purpose of analysis.
2- **Selective listening:** in language teaching, selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refers to 'attending to only what you want to hear' and 'tuning out everything else'.
3- **Interactive listening:** this refers to a type of conversational interactive in which the listener takes a leading role in understanding, through providing feedback, asking questions and supporting the speaker.
4- **Extensive listening:** extensive listening refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. Extensive listening includes academic listening, sheltered language, interaction and 'listening for pleasure.
5- **Responsive listening:** this type of listening refers to practice in which the listener`s response is the goal of the activity. The listener`s response in this type of activity is 'affective' –expressing an opinion or point of view – rather than 'informational' – giving back facts based on what was heard.
6- **Autonomous listening:** this type refers to independent listening, without the direct guidance of an in structure. Autonomous listening can include all of the types of listening discussed- intensive, selective, extensive, interactive, and responsive. The key is than the learner is in control of input selection, task completion, and assessment.

Table (3) (Listening Types Adopted from Solomon and Theiss, 2013: 213)

Listening Type	Definition	Examples
Discriminatory	Listening to distinguish between different words, sounds and meaning.	Listening to determine if your friend wants to meet at 5.15 or 5.50, the direction of the place where you will meet, and whether or not this is a romantic date.
Appreciative listening	Listening to derive pleasure and enjoyment	Listening to your grandfather tell a funny story that he shares at every family reunion.
Comprehensive listening	Listening to receive and remember new information.	Listening to a new romantic partner describe his or her birthday, so that you can plan the perfect celebration.
Evaluative listening	listening to judge the accuracy honesty and completeness of a message	Listening to determine if your employee`s explanation for an error is truthful and through
Active-empathic listening	Listening to comfort and help others	Listening to your best friend describes a recent break- up to show that you care, and also to figure out how you can best help your friend.

6.1.2.2 Listening Comprehension

Listening is defined as a complex process in which it allows us to comprehend of spoken massage in our daily life, by using number of sources such as : phonological, phonetic, semantic, pragmatic, syntactic and lexical. Listeners don't need only to master L2 at linguistic level, but they need to activate the previous knowledge in addition to that the context in which they are listening to in order to targeted comprehension (Juan and Madrid, 2007: 203). Listening

sometimes called a passive skill this is largely is an inaccurate because it requires an active connection from the listener, in order to comprehend the massage that the speaker have in mind to do or accomplish. The listener has to actively engage knowledge from both linguistic and nonlinguistic sources. Listener can divided the continuous sound into meaningful units, by making comparison the shared knowledge between the listener himself and the speaker.to sum up the nature of listening comprehension requires that the listener should be encourage to be a participant in the process of listening meaning, by using both linguistic and nonlinguistic cues (Littlewood, 2010: 66).

From the explanations above it can be concluded that listening comprehension is to understand information might be presented orally. Listening is activity of hearing attentively to comprehend sound and words from the speaker. Listening is the first skill that is learnt by young learners or students in language learning. Listening comprehension is important for students, especially in a communicative language environment where activities often revolve around interactions between English language learners.

6.1.2.3 Strategies for Effective Teaching of Listening

Listening is a prerequisite to other skills of language. It is a process of making meaning out of spoken language. However it was generally neglected in the language courses. For many years listening skill did not receive priority but it was soon realized that listening comprehension is at the core of second language acquisition.

In the 1960s, the emphasis on oral language skills gave it a boost. When the importance of listening skill was recognized the language teaching practitioner John Field developed the standard format for listening task. It includes:

- **Pre-Listening:** In this phase, teacher has to present three or four critical words at the beginning of each listening lesson. It involves brainstorming

vocabulary, reviewing areas of grammar, or discussing the topic of listening text.

- **Post-listening:** Listening texts often provide excellent examples of functions such as apologizing, inviting, refusing, and suggesting and so on. As a part of post-listening, learners can be asked to infer the meanings of new words from the context. The procedure is to write the target word on the board, replay the sentences, and ask them to work out their meanings. Thus, post-listening helps in examining functional language and inferring vocabulary meaning.

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as Top-down strategies and Bottom-up strategies (Renukadevi, 2014: 61).

According to Lynch and Mendelsohn (2010: 193) a successful listener "…is not simply someone that is good at compensating for their weaknesses by skillful use of top-down strategies, but someone who also possesses and uses form-oriented L2 listening skills effectively in bottom-up processing"

Miller and Flowerdew (2008: 24) state that listening process include: bottom-up and top-down and interactive models.

1- **Top-down model:** the model focuses on the use of prior knowledge rather than listener's sounds and words in processing a text. The listener in the top-down model is matured and have enough experience to hand and comprehended the what is S\he is hearing, whereas the listener in bottom-up is young and inexperienced (not having much background of

knowledge). (Dutta, 2013: 215). In Top-down process the listener starts from a large unit to smaller one (Macaro etal, 2015: 34). By using top down strategy the listener starts from the whole to the parts. It is used to predict the content of the massage. The listener brings his background knowledge. And his rhetorical to the text. Research in L2 states that both processes top-down and bottom-up serve several purpose for instance top-down is used to understand the general ideas, whereas. Bottom-up process is used to recognize the details of the massage. In top-down process the listener relies on what he knows to help make sense of what he hears. Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened. Top-down strategies are for

1. listening for the main idea
2. predicting
3. drawing inference

2- **Bottom-up Model:** On the other hand, Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to:

1-concentrate on details while listening.

2- looking for specific information.

But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages. Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

7. Test Design & Implementation

The study was designed according to the quasi experimental method in which two groups, experimental and control, were assigned as the participants of the study. The animation technique represented the independent variable. The control group received audio + text. The experimental group received audio+ subtitled visual, a subtitled animation movie. The experiment lasted for eight weeks.

Quasi-experimental study designs – also called control group design--involve at least two treatment groups and they are considered to be closer to true-experimental ones. The experimental (treatment) group is treated in a different way from the control (non-treatment) group but the two groups receive the same pre- and post-tests.

7.1 Participants

The participants in this study are chosen from secondary school, namely fourth year science division high school students. This is because the students in this level are more mature than intermediate level. The students in this level can understand the content of animation movie better than the students in intermediate level. Besides that the fourth year science division students are more receptive than the literary division. The current study consists of 52 male from fourth graders in Al-Murad school for boys. They are 16-17 years old. The two groups are almost equivalent in cultural and social background. Age variable of the sample was controlled before the experiment.

As the researcher is unable to control group assignment, randomization of participants is not possible in quasi-experimental studies. The pre- and post-test results of the two groups are compared to each other to find out any differences between the groups. In this study, the population on which the research was carried out was all the fourth graders (Science division) of the displaced people of Ramadi in Sulaimania, Kurdistan Region. The sample of the study

consists of (52) (Male) at the Al-Murad secondary high school during the academic year (2015-2016). The total number of the students exceeds the number of the sample group. After taking the pre-test in both skills, the number was divided into two homogeneous groups: an experimental group, consisting of (26) students, and a control group consisting of (26).

The researcher chose the sample from one social environment. Though randomly chosen, the location and the physical assets of the experiment were chosen according to the availability of the sufficient number of students and the suitability and spaciousness of the classes in terms of the technological and electrical devices. The sample was then divided into two groups.

7.3 The Adopted Program

The study adopts the animation movies as a technique of teaching the two skills of reading and listening. The source of these movies varies. The main source was the Youtube where the BBC channel on that website provided the best movies which were educationally designed. The program aims at evaluating the effectiveness of the strategies adopted in this thesis (top down, bottom up) in enhancing the students' receptive skills (reading and listening) and their subsequent subskills.

7.4 Suitability of the Movies for the Two Skills

The movies were selected to suit the main objective of the research. As far as the two skills are concerned, the movies were chosen on basis of duration, difficulty, clarity, and other technical issues. After transcribing the movies of the study, referees judged its validity and suitability to the targeted population and purpose of the study. Valuable changes and corrections were taken into consideration. As the movies were basically a story telling in nature, the narration and dialogues were transcribed as such. Some unnecessary or irrelevant expressions and words were

omitted to avoid any undesirable confusion from the part of the students.

7.5 Test Implementation

The test was conducted over a period of eight weeks. These eight weeks were divided according to the test design. The first week was devoted to technical preparations of the physical requirements of the test. These include choosing the school, the sample of the study, the material, and the technological devices. One specific room has been chosen to be the place of implementing the study for the sake of eliminating any undesirable variables of sound, light, and seats. The second week witnessed the application of the pretest of both skills. This pre-test was implemented over a period of two days. The first was a reading pre-test. The second test which was implemented on a different day of the week was a listening pre-test.

7.5.1 The Pilot Study

To maintain the validity of the reading test, a pilot study was conducted: the reading test was a pilot random sample of (38) male students other than the targeted school. The result was recorded and statistically analyzed to measure its validity.

7.5.2 Test Validity

An instrument can be valid if it can reflect what is being measured. According to Daryanti, (2015: 45) "validity refers to the extent to which a test measures what we actually wish to measure".

7.5.3 Referee Validity

To show that the test is valid, the test items were evaluated by some experts and specialists in English language and methodology. The items of the test were modified based on the experts.

7.5.4 Test Reliability

It is the degree to which the results of the test are similar if the test was applied twice within similar conditions. In other

words the test is reliable when it gives the same results if it is repeated under similar circumstances. The researcher calculated the test reliability coefficient through Split-half Method.

7.5.5 Measurement Tool

The measurement tool used in this research is the achievement test. This test is prepared by the researcher and was taken by the two groups. The study involved a pre- test and post- test, which covered the listening and reading skills. The researcher designed the tests according to the related literature, particularly the procedures of similar studies.

7.5.6 Split-half Method

In split- half reliability, a test is given and divided into halves that are scored separately. The result of one half of the test is then compared with the. According to the split- half method the result shows that the reliability coefficient is acceptable because it is (0.078) which means that the test is valid and reliable to apply.

7.5.7 Statistical Tools

1- Chi − square: to compare parents` achievement.

$$\text{Chi} - \text{square} = \frac{(\quad)^{2}}{2!}$$

2- T-test

a- To compare between experimental group and control group.

b- To test Null hypothesis through comparing between students` scores.

$$x = \frac{\text{jjjjjjjjjj}}{\sqrt{\frac{\text{ejjjjjjjjjjjjjjjjjjjjjjj}}{\text{jfffffffffff}}\,\text{hgggggggg}}}$$

3- Discrimination Coefficient

Item discrimination is "the degree to which an item differentiates correctly among test takers in the behavior that the test is designed to measure" (Kurpius and Stafford, 2006:115). It means the ability of the test`s item to

differentiate between the high achievers and the low achievers. In order to count the item discrimination the following equation was adopted:

$$= \frac{\boldsymbol{N.of\ the\ students\ who\ have\ the\ correct\ answer\ from\ the\ high\ achievers}}{\boldsymbol{N.of\ the\ high\ achievers}} - \frac{\boldsymbol{N.of\ the\ students\ who\ have\ the\ correct\ answer\ from\ the\ low\ achievers}}{\textbf{N. of low achievers}}$$

4- The Effectiveness of Wrong Alternatives

Multi-choice question includes several alternatives, one of them is a correct answer, while other alternatives represent possible answers, but they are wrong. If wrong alternatives are close to the correct answer, the alternative is strong (Rashed, 2009: 159). We can calculate this by using the following equation:

$$= \frac{\boldsymbol{N.of\ the\ students\ who\ have\ the\ wrong\ answer\ from\ the\ high\ achievers} - \boldsymbol{N.of\ the\ students\ who\ have\ the\ wrong\ answer\ from\ the\ low\ achievers}}{\textbf{total}/2}$$

5- Difficulty and Ease Coefficient

Difficulty coefficient refers to the percent of the failing student to the total students who answered the test. To measure the percent of the number of failing students out of the total number students who answered the test, the following equation was adopted:

$$difficulty\ coefficient = \frac{\text{N. of failing students}}{\text{the total students who answer the test}} \times 100$$

The difficulty coefficient would be between (0.20-0.60) with a total average (0.36) that means each items is acceptable or

in the normal limit of difficulty. Ease coefficient means the percentage of the successful students to the total students who answered the test. This can be calculated by using the following equation:

$$Ease\ coefficient = \frac{\text{N. of secceed students}}{\text{the total students who answer the test}} \times 100$$

Whereas ease coefficient would be between (0.40- 0.80) with a total average (0.64) that means each items is acceptable or in the normal limit of ease.

8. Reading and Listening Skills Achievement Tests

In the reading class, students were introduced to three stages of treading comprehension. These are as follows:

1- Pre-reading: the purpose of this stage is to introduce the students to the topic of the reading passage and to arouse their interest in the lesson. There will be a question sheet where the students will be required to answer after watching the movie.
2- While reading: in this stage the student is motivated by watching the animation of the story or the reading passage. Students will be helped to try to find out the correct answer for the questions handed to them in the pre-reading stage.
3- Post-reading: this is the concluding stage of the lesson. Students here are required to answer the questions depending on what they have seen in the animation movie.

The listening classes follow a similar plan to the reading one. The following three stages of teaching listening give a detailed explanation of the process:

1- Pre-listening: is a preparation stage where the students are motivated to pay careful attention to the dialogue and the narration of the story. There will be specially designed questions that cover certain areas of the listening skill.

2- While-Listening: students here are expected to be able to find out the correct answers for the question under their hands. This measures the students' ability to cope with the demand of the listening skill.
3- Post-listening: this helps in examining functional language and inferring new vocabulary meaning.

The last week which is the eighth is devoted to the post-test of the two skills. All the data will be collected and analyzed to arrive at the conclusion.

The reading test targeted the following sub-skills:

1- Scan the text to get the main idea.
2- Skim the text to point specific details.
3- Inferring the moral lesson.

The following table of specifications explains the percentage given to each sub-skill along with the total average:

Table (4) Reading Subskills

Reading sub-Skills	No. of items	%
Skimming	6	30%
Scanning	12	60%
Inferring	2	10%
Total	20	100%

The six items of the skimming test are divided into two multiple choice questions. The twelve items of the scanning skill, on the other hand, is broken down into two points. The first is a six-sentence true false question. The second is a multiple choice question made of five items. Finally, inferring is divided into two items. The first is a multiple choice question. The second is a single question where the student is required to draw the conclusion of the story.

The listening test targeted the following sub-skills:

1- Understanding the main idea.

2- Pointing out specific ideas.
3- Deducing meaning of unfamiliar lexical items.
4- Inferring the moral lesson.

Table (5) Listening Subskills

Listening sub-Skills	No. of items	%
Understanding the main idea	2	10%
Pointing out specific ides	11	55%
Deducing meaning of unfamiliar lexical items	5	25%
Inferring the moral lesson	2	10%
Total	20	100%

The items of the tests are distributed as follows:

- two multiple choice items were assigned to help for Understanding the main idea:
- six true false items and five multiple choice were designed to help students for pointing out specific ides
- five multiple choice items were listed to deducing meaning of unfamiliar lexical items
- two multiple choice items were assigned to inferring the moral lesson.

9. Test Results

Results of the whole tests will be presented according to the three research questions.

9.1 Reading Skill Test Results

As for questions (1) concerning the reading skill, arithmetic means and standard deviations were extracted for the performance of the experimental group who were taught by using animation in both pre and posttest at different reading levels and the total degree. To show the statistical differences between the arithmetic means, "T" test was used as shown in the following table:

Table (6) Experimental Group Pre and Post-Test for All Levels of Reading Skill

Skills	Experimental	N	Mean	Std. Deviati	T. test	Sig. leve

	Group	o		on		1
Skimming	Pre- test	26	3.83	0.39	1.33	2.00 Insig.
	Post-test	26	4.69	0.54	4.92	2.00 Sig.
Scanning	Pre- test	26	7.33	0.44	1.88	2.00 Insig.
	Post-test	26	9.50	1.38	12.81	2.00 Sig.
Inferring	Pre- test	26	1.14	0.14	1.19	2.00 Insig.
	Post-test	26	1.62	0.25	3.96	2.00 Sig.
Total degree	Pre- test	26	10.65	2.24	0.17	2.00 Insig.
	Post-test	26	15.77	3.14	11.24	2.00 Sig.

Table (6) shows that there are differences between the average score of experimental group for pre and posttest at the levels skimming, scanning, inferring. The average score of pre-test of skimming skill is (2.00) and the average score of post-test scores of the same level is (7.60).

Furthermore, the average score of pretest of scanning skill and the average posttest for the same level is at (8.20), while the average total score for the test achievement for all skills for the pretest is (19.55) and posttest for all levels is (22.85).

Figure (1) Arithmetic Mean of Both Group's Pre- and Post-Test

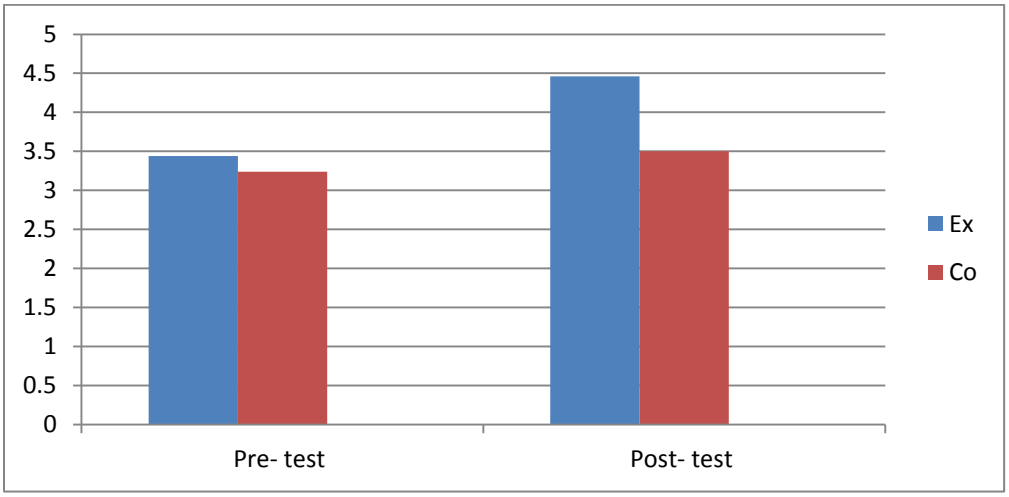


Figure (2) Arithmetic Mean of Both Group's Pre- and Post-Test of Scanning Skill

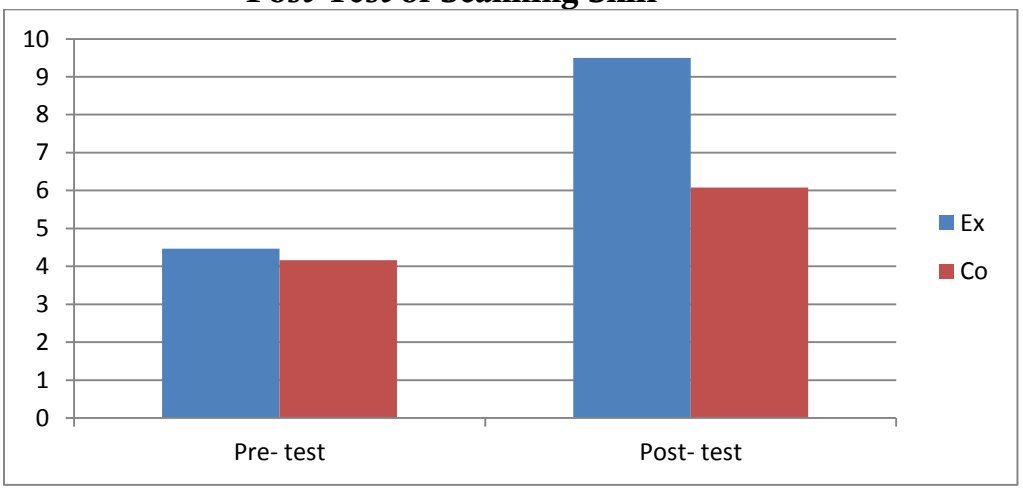


Figure (3) Arithmetic Mean of Both Groups in Pre and Posttest for Inferring Skill

9.2 Listening Skill Results

In the listening skill, the question of the effect of using animation on enhancing the students' listening skills and the total degree has been answered by getting the arithmetic degree and the standard deviation of the experimental group performance in the pre and posttest in these listening subskills. To show the statistical differences between the arithmetic means, "T" test was used as shown in table (7):

Table (7) Experimental Group Pre and Post-Test for All Levels of Listening Skill

Skills	Experimental Group	N	Mean	Std. Deviation	T. test	Sig. level
Understanding the main idea	Pre- test	26	1.88	0.03	1.22	Insig.
	Post-test	26	1.96	0.04	6.02	Sign.
Pointing out specific ides	Pre- test	26	4.33	0.63	1.29	Insig.
	Post-test	2	7.85	0.94	12.0	Sign.

		6			3	
Deducing meaning of unfamiliar lexical items	Pre- test	26	3.22	0.02	1.12	Insig.
	Post-test	26	4.77	0.18	10.52	Sign.
Inferring the moral lesson	Pre- test	26	1.33	0.03	1.11	Insig.
	Post-test	26	1.92	0.07	4.28	Sign.
Total degree	Pre- test	26	10.12	1.47	0.36-	Sign.
	Post-test	26	16.50	1.54	18.77	Sign.

Table (7) above shows that there are differences between the average score of experimental group for pre and posttest at the levels (Understanding the main idea, Pointing out specific ideas, Deducing meaning of unfamiliar lexical items, Inferring the moral lesson)،

The average pre-test of "Understanding the main idea" is (1.22) and the average post-test score of the same level is (6.02). (The average pre-test of "Pointing out specific ideas" and the average post-test scores of the same level is (1.29). In addition, the average total score for the test achievement for all skills for the pretest is (0.36) and posttest for all levels (Understanding the main idea, pointing out specific ideas, Deducing meaning of unfamiliar lexical items, inferring the moral lesson) is (18.77).

Figure (4) Arithmetic Mean of Both Groups of the Pre and Posttest for the "Understanding the Main Idea" Level

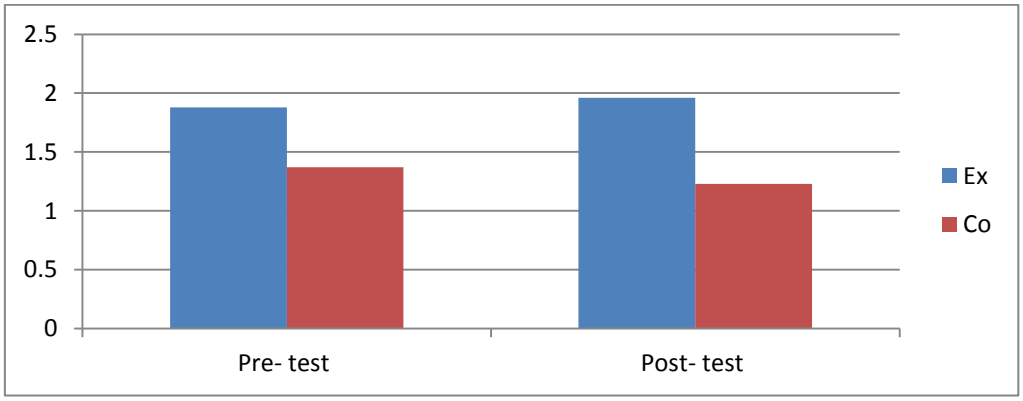


Figure (5) Arithmetic Mean of Both Groups of Pre and Posttest for "Pointing Out Specific Ideas" Level

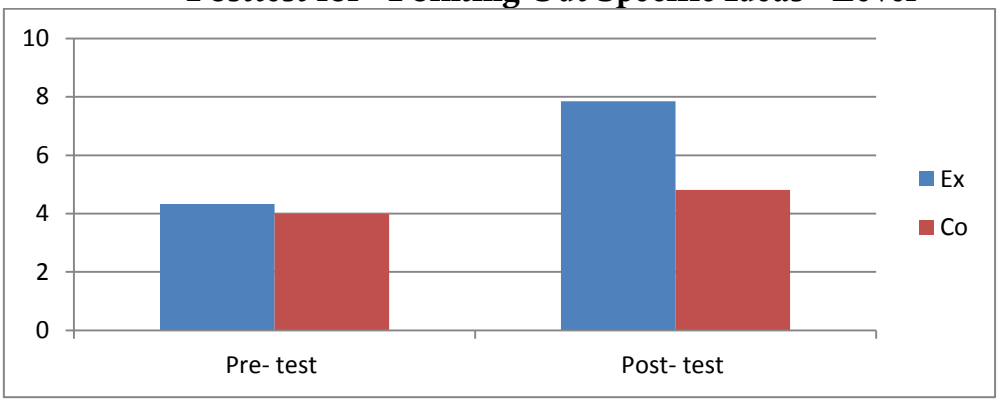


Table (6) Arithmetic Average and Standard Deviation of Both Groups in "Deducing Meaning of Unfamiliar Lexical Items"

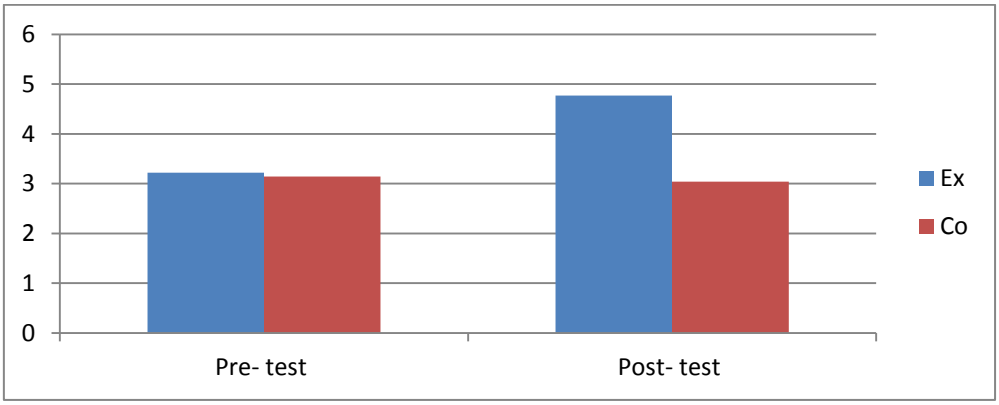
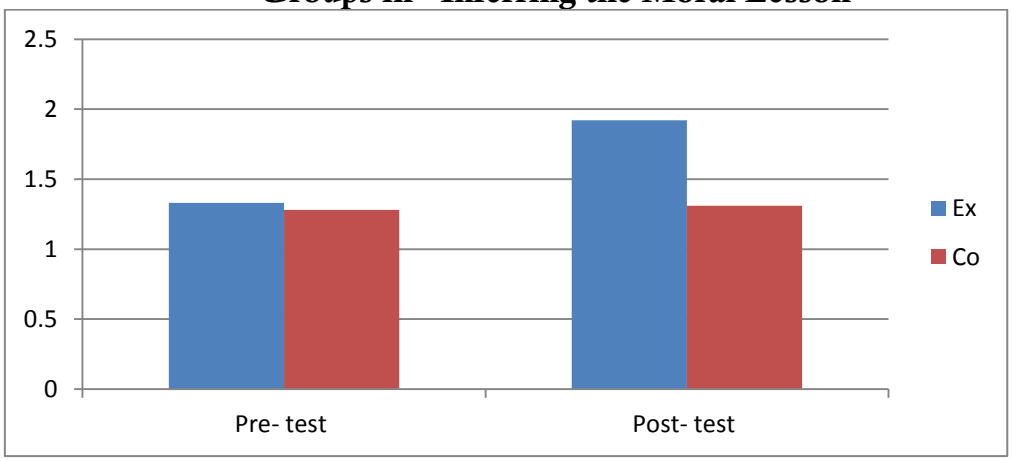


Table (7) Arithmetic Mean of the Experimental Both Groups in "Inferring the Moral Lesson"



4.1.3 Results of Question (3)

As for which of the two receptive skills (reading or listening) is more affected by the use of animation, the following question was formulated:

Is there any statistically significant effect volume on reading and listening skills between the experimental group and the control group, and what is the effect size?

To answer the above question, the researcher calculated the Level of Effect Volume (η 2) and (D) and the effect size of the animation program on the receptive language skills to show whether the impact was larger on reading or listening, the researcher used Eta square "η2" of the method by using the following equation

$$\eta 2 = \frac{t2}{t2 + df}$$

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

$$d = \frac{2t}{df}$$

Table (8) Level of Effect Volume (η 2) and (D)

Test	Effect Volume			
	Small	**Medium**	**Large**	
η 2	**0.01**	**0.06**	**0.14**	
D	0.2	0.5	0.8	

Table (8) shows that the effect volume for both skills was larger than the table value. The computed value of reading was (0.527) and listening was (0.912).

Table (9) Level of Effect Size, "t" Value, Eta Square "η 2" , and "d" for each scope and the total score

Skill	Level of Effect Size			
	"t" value	**eta square "η 2"**	**D**	Effect volume
Reading	6.311	0.527	3.69	Small
Listening	7.422	0.912	4.22	Large

Table (9) above explains the equation of the effect size, results of "η2" and " d " values which indicate a large effect of using animation movie program in improving the two receptive skills (reading and listening) in all their levels as shown in the total score for the experimental group.

10. Results Discussion (Findings)

Based on the data obtained from the mathematical calculations of the scores of the pre and posttest of both the experimental and control groups, some findings can be referred to:

- That there are differences between the average score of experimental group for pre and posttest at the reading skill at (8.20) while the average total score for the test achievement for all skills for the pretest is (19.55) and posttest for all levels is (22.85). This indicates that animation has positive effect on increasing student's achievement in reading subskills: skimming, scanning and inferring and in the total score of the test, the average score of pretest of scanning skill and the average posttest for the same level is at.
- The statistically significant differences found between the control and experimental groups in skimming, scanning and inference subskills in favor of the experimental groups precisely confirm the effectiveness of using animation movies in enhancing the students' above subskills.
- The average of pre-test of "Understanding the main idea" is (1.22) and the average post-test score of the same level is (6.02). The average of pre-test of "Pointing out specific ideas" and the average post-test scores of the same level is (1.29). In addition, the average total score for the test achievement for all skills for the pretest is (0.36) and posttest for all levels (Understanding the main idea, pointing out specific ideas, Deducing

meaning of unfamiliar lexical items, inferring the moral lesson) is (18.77) proves that the use of animation has positively and significantly developed the students' level.

- The significant difference between the mean of both groups in favor of the experimental group (experimental group is (7.85) control group is (4.81)) is evidence that using animation can have a significant effect on enhancing students' performance.
- The value of the posttest mean is larger than that of the control group which indicates that there is a significant impact of using animation of developing students' level of deducing the meaning of unfamiliar lexical items.
- There are significant differences at (0.05) between the experimental group and the control one in relation to the "inferring the moral lesson" favoring the experimental group. There is also difference in the mean of both groups in favor of the experimental group, which is again evidence of the significance of using animation in developing the students' listening skill.
- As for question (3) the effect size indicated the effect of animation movie program on developing the receptive domain for the experimental group is larger than those of reading one. There is also a large effect, for the total degree of each skill. This large effect can be attributed to the activities, techniques and the Variety of teaching aids used in the animation program which aimed at developing reading and listening receptive domains.

11. Conclusions

Based on the findings and discussion of results, the following conclusions can be drawn:

- Animation has proved its effectiveness on developing reading and listening skills on the

levels of skimming, scanning and inference. The gap between the experimental group in the pre and post test scores is wide. The gap is also wider between the scores of the control group and those of the experimental group in favor of the experimental group. Shortly, animation and any other teaching learning strategies should be employed to improve learners' abilities to learn.

- These results conform to those results of all theories of using animation in all the previous studies mentioned in this research. This means that using animation is influential on both receptive language skills.
- According to the statistical findings of the study, using animation left strong impact on developing the receptive skills of listening and reading. However, the impact was stronger on the listening skill in all its levels than that on the reading skill.
- Learners' ability to get the gist, the main idea and inference through using animation films allows them to achieve high results and scores.
- Teaching English listening and reading skills with multimedia encourages low-achieving students to actively participate since there are pictures, images and sounds that are designed according to their levels or strengths. Animation movies can provide a creative environment where the students' dormant abilities are triggered by the use of modern technology of moving picture and the audio visual effects.
- Animation technique can be also used to explain complex meaning and difficult terminology. In addition, classroom environment changes from boring to an interesting, active and warm classroom where there are technologies that can do a vital role in drawing the attention of the students and concentrating the materials being presented.

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