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*	"T"	(60= )		(60 = )			
0.795	0.261	1.095	2.767	1.649	2.833	6	
0.548	0.603	2.441	4.850	2.703	5.133	11	
0.676	0.418	1.439	2.617	1.610	2.500	8	
0.509	0.662	1.398	1.250	1.061	1.400	6	
0.577	0.559	1.052	1.750	1.519	1.617	9	
<b>0.780</b>	<b>0.280</b>	<b>4.155</b>	<b>13.233</b>	<b>5.534</b>	<b>13.483</b>	<b>40</b>	

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MANOVA		-3
	.Wilk's Lambda	
.Sidak post- hoc test		-4

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Wilk's Lambda

MANOVA

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2.783	4.100	2.767	
5.683	6.650	4.850	
3.300	5.083	2.617	
3.183	3.417	1.250	
4.483	5.283	1.750	
<b>19.433</b>	<b>24.533</b>	<b>13.233</b>	



MANOVA

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Wilk's Lambda

			<b>F</b>		
*0.00001	58	2	34.767	0.455	
*0.00001	58	2	13.082	0.689	
*0.00001	58	2	72.652	0.285	
*0.00001	58	2	36.071	0.446	
*0.00001	58	2	79.143	0.268	
<b>*0.00001</b>	<b>58</b>	<b>2</b>	<b>199.061</b>	<b>0.127</b>	

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Sidak post- hoc test

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0.0167-	*1.333-			
*1.317				
0.833-	*1.800-			
*0.967				
0.683-	*2.500-			
*1.817				
*1.933-	*2.167-			
0.233				
*2.733-	*3.533-			
*0.800				
*6.200-	*11.333-			
*5.133				

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Wilk's Lambda

MANOVA

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2.867	3.883	2.833	
6.233	6.533	5.133	
3.400	4.250	2.500	
2.217	2.667	1.400	
3.483	4.267	1.617	
18.200	21.600	13.483	

MANOVA (7)

: Wilk's Lambda

			F		
*0.00001	58.00	2.00	9.444	0.754	
0.306	58.00	2.00	1.209	0.960	
*0.001	58.00	2.00	8.587	0.772	
0.056	58.00	2.00	3.309	0.905	
*0.00001	58.00	2.00	12.207	0.704	
*0.0001	58.00	2.00	12.809	0.694	

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(Sidak post -hoc test)

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0.005	*0.967-			
*0.917				
0.867	*0.850-			
*1.717				
0.717	*1.517-			
*0.800				
2.333-	*5.583-			
*3.250				

(0.05 = $\alpha$ )

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Independent t-test

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*	"T"	(60= )		(60 = )		
0.523	0.640	2.233	3.883	1.374	4.100	
0.823	0.224	3.275	6.533	2.349	6.650	
*0.042	2.059	2.729	4.250	1.788	5.083	
*0.009	2.648	1.612	2.667	1.487	3.417	
*0.016	2.441	2.510	4.267	2.026	5.283	
<b>*0.046</b>	<b>2.019</b>	<b>9.287</b>	<b>21.600</b>	<b>6.573</b>	<b>24.533</b>	

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Independent t-

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*	"T"	(60= )		(60 = )		
0.822	0.226	2.004	2.867	2.034	2.783	
0.281	1.083	2.971	6.233	2.581	5.683	
0.831	0.214	2.644	3.400	2.479	3.300	
*0.001	3.519	1.627	2.217	1.372	3.183	
*0.009	2.650	1.935	3.483	2.190	4.483	
<b>0.397</b>	<b>0.851</b>	<b>8.324</b>	<b>18.200</b>	<b>7.536</b>	<b>19.433</b>	

(1.96)

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(0.05 =  $\alpha$ )

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.(2005).

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(1)

<b>%100</b>	<b>%22.5</b>	<b>%15</b>	<b>%20</b>	<b>%27.5</b>	<b>%15</b>	
9		6		3		Past simple-ed is / was
3			3			Yes, he did No, he didn't
5			3	2		Was/were Yes, I was No, I wasn't
2	2					Were you...? On/in + place
5	3				2	Parts of body
3				3		Possessive adjectives His/here
4					4	Numbers How many....?
5			2	3		Must/mustn't
4	4					Cousequence
40	9	6	8	11	6	

$$.15 = \%100 \times 40 \div 6 =$$

$$.275 = \%100 \times 40 \div 11 =$$

$$.20 = \%100 \times 40 \div 8 =$$

$$.15 = \%100 \times 40 \div 6 =$$

$$.225 = \%100 \times 40 \div 9 =$$

(2)

- Complete these sentences using, ***his or her:***

1-It's ----- bag.



2-It's ----- apple.



3-It's ----- book.



- Choose the correct numbers:

	Books	bags	apples
January	25	34	41
February	42	52	69

Example:

In February, we sold **fourty two** books

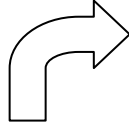
1-In January, we sold ----- ----- bags.

2-In February, we sold ----- ----- apples.

3-In February, we sold ----- ----- bags.

4-In January, we sold ----- ----- books.

- Complete these sentences using, must or mustn't:



You ----- turn right.



You ----- ride a bike.



You ----- eat.

- Use these two words in two sentences:

Today: -----.

Can't: -----.

• Answer these questions:

1- Did you go to school yesterday?

2- Did you visit your aunt yesterday?

3- Did you watch TV yesterday?

• Choose and complete:

Murad ----- (crash/crashed) into a tree,  
he ----- (bange/banged) his knee,  
Ali ----- (bange/banged) his elbow.



• Make sentences:

1- Was my I bike on. ----- .

2- Nablus in was Salma. ----- .

• Answer the following questions:

1- Were you in Ramallah yesterday?

2- Were you in Jerusalem yesterday?

3- Were you in Nablus yesterday?

• Complete using Yes, I was or No, I wasn't:

1- ----- happy yesterday.

2- ----- sick yesterday.

• Order these sentences:

Today I am better

Yesterday I was tired

Dear friend

I can't come to the party

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• Compare between these two verbs by saying, past or present:

1- Was ----- is -----

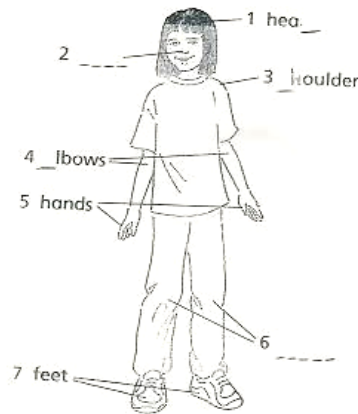
2- Cook ----- cooked -----

3- Happen ----- happened -----

• Write the missed letters:

What is number 6?

What is number 2?



### ملحق رقم (3)

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0.74	.33
0.73	.34
0.79	.35
0.53	.36
0.62	.37
0.53	.38
0.57	.39
0.72	.40

(4)

0.40	.1
0.33	.2
0.33	.3
0.40	.4
0.33	.5
0.40	.6
0.33	.7
0.33	.8
0.20	.9
0.40	.10
0.26	.11
0.40	.12
0.20	.13
0.20	.14
0.33	.15
0.33	.16
0.20	.17
0.33	.18
0.33	.19
0.20	.20
0.33	.21
0.40	.22
0.33	.23
0.20	.24

0.40	.25
0.40	.26
0.33	.27
0.40	.28
0.33	.29
0.20	.30
0.33	.31
0.40	.32
0.33	.33
0.33	.34
0.20	.35
0.40	.36
0.33	.37
0.40	.38
0.40	.39
0.40	.40

## ملحق رقم (5)

.	.
.	.
.	.
.	.
.	.
.	.

(6)

:

:

.Unit 5\_ lesson 1

:

.(past events)

:

:

:

:

:

Did you visit your aunt yesterday?/ Did you study yesterday?

:

- Did Murad crash into a tree?
- Did Murad bang his eye?
- Did Ali crash into the tree?
- Did you visit your sister yesterday?
- Did you play football yesterday?
- Did you bang your head yesterday?
- Did you come to school yesterday?

:

. Unit 5\_lesson 2

:

Were you in school      were you.....?



- -

yesterday?

(at the market, in the park, at school, in Nablus)

:

School, park, Market, )

( Nablus

:

:

:

:

at school, on the bike, in the park, at the market, in a car, in Nablus

:

Were you in Nablus yesterday?, Were you on the bike yesterday?

No, I /Yes, I was)

(wasn't

Nablus

:

..... Market

:

Nablus

were you on the bike?

were you in the car?

.....

.

:

.Unit 5\_ lesson 3

:

his/her

.

:

-1

.

-2

her

his

-3

-4

Hand

:

:

:

Point to your head

It's her head

It's his head :

:

Her/his

nose

nose

nose

. Unit 6\_ lesson 1

Thirty-six(36)

One(1)

-1

- -

-2

flashcards

.....fourty, thirty, twenty

nine

one

twenty

two

twenty two

22

one

thirty – six

How many stones did you need to build the home?

.Unit 6- lesson 2

don 't turn left, turn left, turn right, stop

Read .....

. -  
:  
:  
:

Please stand up

Please dont eat, please count to ten

You mustn't wear your hat

Read

.

Please

start

You

go on

turn left

You must sit down

must stand up

You must turn right

You mustn 't drink water

No radios

Read

You mustn 't turn left

. Unit 6- lesson 3

:

:

:

:

:

:

good

Oh !

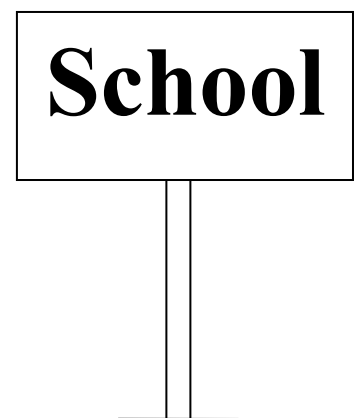
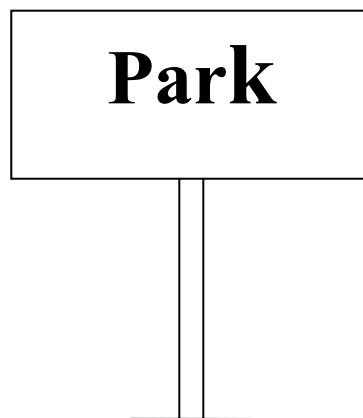
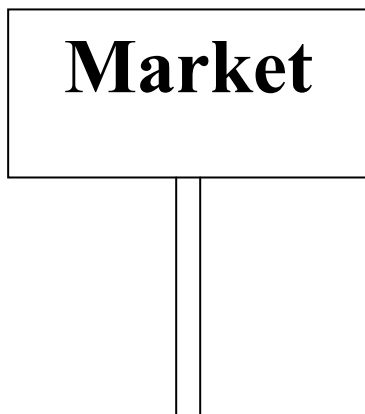
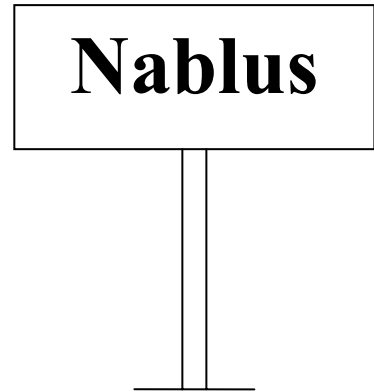
No thats not right

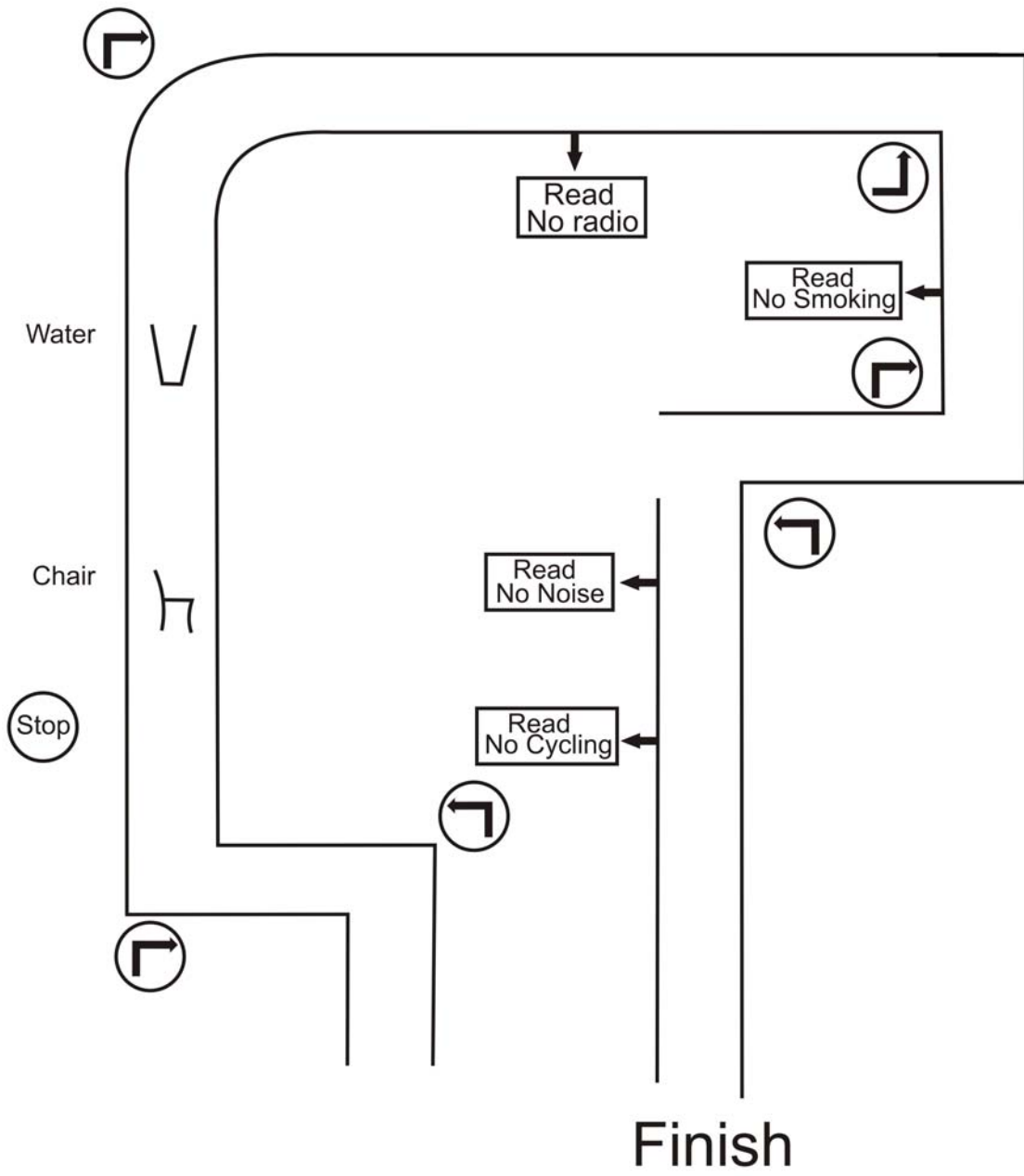




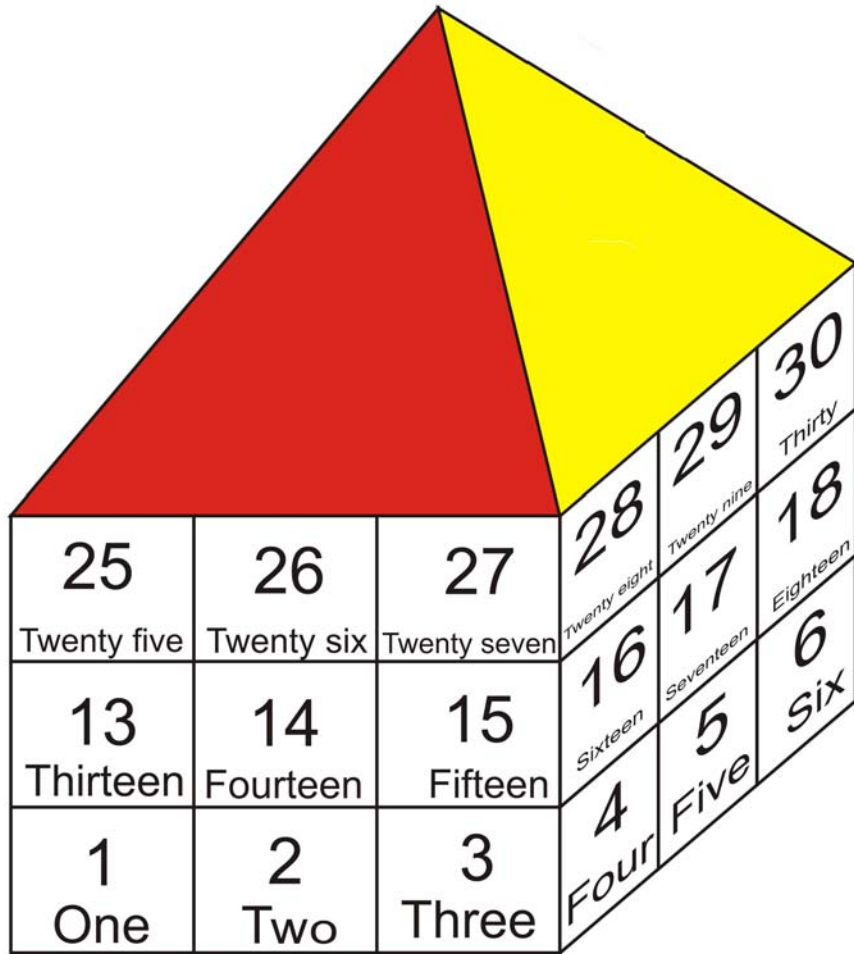
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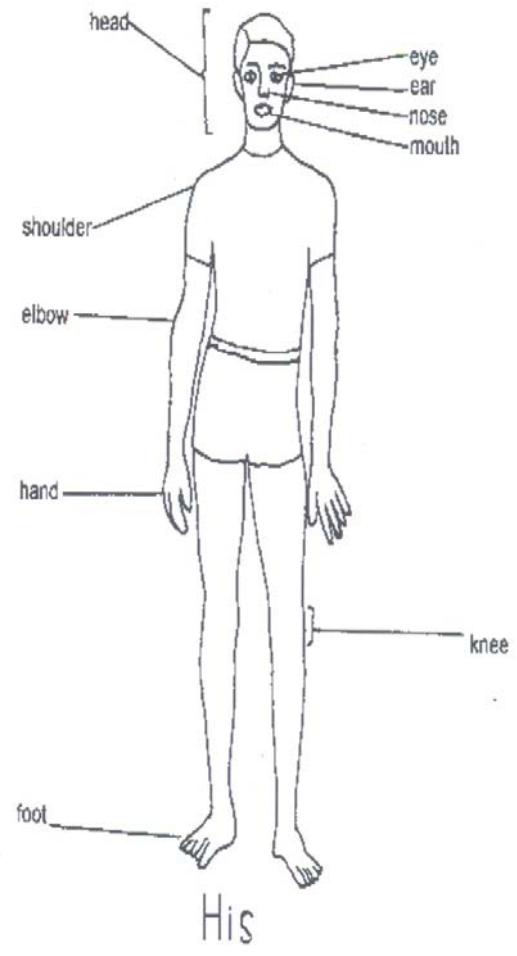
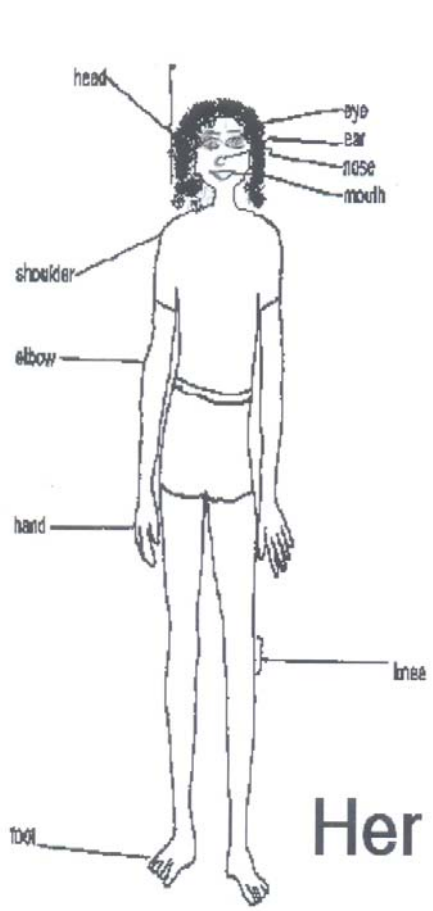




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:



(8)

English Test

32  
40

Name: محمد أبو غزالة  
Date: 3 Nov. 2005

Grade: الرابع ب  
School: فروع طوقان

• Complete these sentences using, his or her:

1-It's his bag.



2-It's her apple.



3-It's his book.



• Choose the correct numbers:

	Books	bags	apples
January	25	34	41
February	42	52	69

Example:

In February, we sold **fourty two** books

1-In January, we sold ~~thirty four~~ bags.

2-In February, we sold ~~sixty nine~~ apples.

3-In February, we sold ~~fifty two~~ bags.

4-In January, we sold ~~twenty five~~ books.

• Complete these sentences using, must or mustn't:

You ~~mustn't~~ turn right.



You must ride a bike.



You must eat.

②

• Use these two words in two sentences:

Today Today is Monday

Can't ~~Can't~~

①

• Answer these questions:

1- Did you go to school yesterday?

Yes, I did

2- Did you visit your aunt yesterday?

No, I didn't.

3- Did you watch TV yesterday?

Yes, I did

③

• Choose and complete:

Murad ----- ( crash/crashed ) into a tree,

he ----- ( bange/banged ) his knee,

Ali ----- ( bange/banged ) his elbow.



③

• Make sentences:

- 1- Was my I bike on. on was I my bike x  
2- Nablus in was Salma. Nablus in was salm x

• Answer the following questions :

- 1- Were you in Ramallah yesterday? No, I wasn't ✓  
2- Were you in Jerusalem yesterday? No, I wasn't ✓  
3- Were you in Nablus yesterday? Yes I was ✓

• Complete using Yes, I was or No, I wasn't:

- 1- Yes, I was happy yesterday.  
2- No, I wasn't sick yesterday.

• Order these sentences:

- ④ Today I am better
- ② Yesterday I was tired
- ① Dear friend
- ③ I can't come to the party
- ④

Dear friend  
Yesterday I was tired. I can't come to the party.  
Today I am better.

• Compare between these two verbs by saying, past or present:

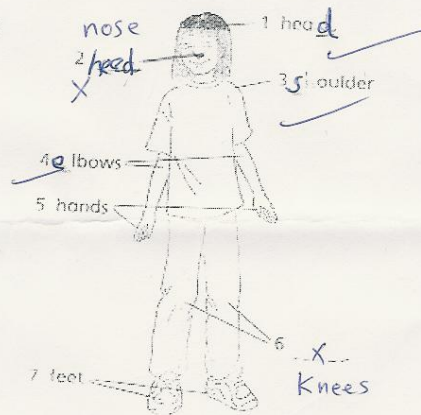
- 1- Was <sup>past</sup> ~~present~~ X is <sup>present</sup> ~~past~~ X
- 2- Cook ~~present~~ ✓ cooked ~~past~~ X
- 3- Happen ~~present~~ ✓ happened ~~past~~ X

(4)

• Write the missed letters:

What is number 6?

What is number 2?



Good luck



**(9)**



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

**The Effect of Using Educational Games in the  
Academic Achievement and Retention  
for the Fourth Grade Students at  
Nablus Governmental Schools.**

**Prepared by:**  
**Taghreed Abdel-Raheem Qaddoumi**

**Supervised by:**  
**Dr. Fawaz Aqel                      Prof. Abdel-Naser Qaddoumi**

**Submitted in partial Fulfillment of the Requirements for the Degree of  
Master in Curriculum & Methodology, Faculty of Graduate Studies, at  
An-Najah National University, Nablus, Palestine.**

**2007**

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**Abstract**

The purpose of this study was to examine the effect of using educational games in the academic achievement and retention of English for the fourth grade students at Nablus governmental schools, in comparison with traditional method.

The study tool (exam of achievement) was prepared after having a look at the fifth and sixth units of the English curriculum for the fourth basic grade. The educational essence of these units was analyzed. The vocabularies of the exam of achievement were defined. Also six educational games were designed to teach the context. To make sure of the availability of the tool (exam of achievement) it was shown to six experienced university professors who teach at the faculty of educational college at An-najah National University, besides, the researcher calculated the exam's stability which was (0.89) and this is a good value that achieves the aims of the study. In addition to that, the factors of difficulty and distinction for each of the exams items were calculated.

The sample was consisted of 120 students, of the fourth basic grade at Nablus governmental schools. They were divided into two groups, the experimental group which was taught with the educational games, and the

control group which was taught traditionally. The application lasted for two weeks. The researcher used the ( SPSS) program to analyze the data .

**The results of the study have shown the followings:**

1- There were statistically significant differences at ( $\alpha=0.05$ ) between the pre, post and retention measures, of achievement of the experimental group.

The differences between levels were as follows:

- Pupils' achievement concerning the level of remembering, comprehension and application in the post measure was better than their achievement concerning the same level in the pre and retention measures.

- Pupils' achievement concerning the level of analysis and construction in the post and retention measures was better than their achievement concerning the same level in the pre measure. In addition to that, the pupils' achievement concerning the level of construction in the post measure was better than their achievement in the retention measure.

- Pupils' achievement in the post and retention measures was better than their achievement in the pre measure. Besides, the pupils' achievement in the post measure was better than their achievement in the retention measure.

2- There were statistically significant differences at ( $\alpha=0.05$ ) in the control group, between the pre-post and retention measures, the differences were shown on these levels, (remembering, application, construction, and the total degree), The pupils' achievement concerning these levels in the post measure was better than their achievement of the same level in the pre and retention measures.

3- There were no statistically significant differences at ( $\alpha = 0.05$ ) between the two groups in the post measure at the remembering and comprehension levels, also results have shown that the experimental group did better than the control group at the application, analysis, construction and the post measure levels.

4- There were no statistically significant differences at ( $\alpha = 0.05$ ) in retention between the two groups concerning these levels: remembering, comprehension, application, and the total degree, while there were statistically significant differences concerning the levels of analysis and construction in the retention measure for the benefit of the experimental group.

The researcher recommended to use the educational games in teaching English as an integrated strategy to facilitate the students understanding, and to achieve the desired educational goals.

