The Effect of Using Power Point Programme as aTeaching Tool for Teaching English as a Foreign Language on the Achievement of University Students

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1- The Problem and its Significance:-

The methods of teaching English do not match the needs of modern life because these methods depend on the traditional techniques (explain/model) in teaching English.

According to the results of the final exam in general English ,for the first stages/ College of Basic Education (2008-2009), most students faced difficulty in English .Therefore, English is considered one of the most difficult subjects The present study deals with the teaching process in relation with the technology of teaching and computer and how it is affected by the modern technology.In addition to the importance of this study in using power point programme to teach general English, its use in classroom lectures has influenced investigations of power point's effect on student performance in comparison to lectures based on overhead projectors, traditional lectures, and online lectures. Not only it is a useful tool for introductory lectures, but it also has many functions that allow for review games, especially in the younger grades. (Savoy, 2009:2).The evidence that PowerPoint presentations influence Learning is largely anecdotal. Bryant and Hunton (2000) state that the degree of improved learning is a function of a complex set of interactions among learner and medium attributes. Mason and Hlynka (1998) state that PowerPoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint (Cook, 1998). Parks (1999) reports that students liked the lecture outline and graphs on the screen, and that the PowerPoint presentation had a positive influence on students. Power point is a wonderful tool for learning in both a student and teacher-directed situation. It can add a new dimension to learning allowing teachers to explain abstract concepts, while accommodating all learning styles. Used properly, power point can be one of the most powerful tools for disseminating information ever known. (1999-2010 Technology, Inc. :2).Power point is fun to watch and fun to make. It has a spell-check function, something our blackboards and overheads lack. It also motivates students when it is used in moderation and motivates staff. (Ibid:3)

2-The Aim of the Study:-

The study aims at investigating empirically the effect of using power point programme as ateaching device in teaching general English on the achievement of university students.

3- Hypotheses:-

It is hypothesized that there are statistically significant differences between the mean scores of the achievement of the students who are taught by using power point programme and those who are taught according to the material suggested in the syllabus of the first stage of the university .

4-Limits of the Study:-

1-Human Limits: The students of the first year in Computer Department, College of Basic U Education , niversity of Diyala (2009-2010).

2-Time limits: The period between 15/ 3/2010 to 15 /5/2010.

3-Place limits: The computer lap / classroom .

4-The material selected is taken from the textbook: Alexander L. G . (1967). *Developing Skills* .

5- Definition of Basic Terms:

1. Power point: is a commercial presentation programme developed by Microsoft. It is part of the Microsoft office suit, and runs on Microsoft Windows and Apple's Mac OSX operating system. (Lowenthal and White, 2008:1)

Power point presentations consist of a number of individual pages or slides. The slide analogy is a reference to the slide projector. Slides may contain texts, graphics, sounds, movies and other objects, which may be arranged freely. Power point facilitates the use of a consistent style in a presentation using a template or slide master. (Ibid:2)

The presentation can be printed , displayed live on a computer, or navigated through at the command of the presenter. (Ibid)

2. Foreign Language: Stern (1983:10) defines foreign language as a language which is not the L1, or a language which has no legal status within the national boundaries.
3. Achievement: The amount of learning that takes place during a definable course of instruction (Dwyer, 1982:12)

It is defined by Good (1973:7) as "the accomplishment or proficiency of performance in a given skill or body of knowledge".

"Achievement in learning a language refers to how much of a language someone has learned with reference to a particular course of programme of instruction" (Richard, etal. , 1985:2)

4. A University Student :

Is a student who is undergraduate, i.e, a university or college student who has not yet taken his/her first degree. (------- , 1999:806)

6- Procedures:

To realize the aim of the study, an experiment has been designed, "an experimental-group control group designe" is used (Lewin, 1979:45).

Two groups of students are chosen from the first stage/ Computer Department / College of Basic Education. They are divided into a control group (taught according the method suggested in the syllabus of the first stage) and an experimental group (taught by using power point programme). Both

groups are equalized in the mother tongue, age, level of education of parents and level of achievement in English in the Baccalaureate examination in the sixth secondary grade.

The two groups are exposed to instruction in English by the researcher, computer is used with the experimental group. The materials have been done on power point programme and shown by using data show , and the material suggested in the syllabus of the first stage is used with the control group. The same material, which is selected from the textbook (Developing Skills) is presented .

The material includes four passages (1. A Puma at Large 2. Thirteen Equals One 3. An Unknown Goddess

4. The Double Life of Alfred Bloggs), Nouns-Gender and Consonant Sounds.

They are studied in 9 weeks as shown in table (1):

Table(1)

The trimly plan of topics used in the study

Dates	Topics
March Mon. 15- Thurs. 18	a puma at large
March Mon. 22- Thurs. 25	a puma at large, nouns-gender
March Mon. 29- April Thurs. 1	thirteen equals one
April Mon. 5- Thurs. 8	thirteen equals one, nouns- gender
April Mon. 12- Thurs. 15	an unknown goddess
April Mon. 19- Thurs. 22	an unknown goddess, consonant sounds
April Mon. 26- Thurs. 29	the double life of Alfred Bloggs
May Mon. 3- Thurs. 6	the double life of Alfred Bloggs, consonant sounds
May Mon. 10- Thurs. 13	application of written test

The steps of power point programme working

Savoy (2009:2) states that power point provides three types of movements:

1- entrance, emphasis, and exit of elements on a slide itself are controlled by what power point calls custom animations.

2- transitions, on the other hand are movement between slides. These can be animated in a variety of ways.

3- custom animation can be used to create small story boards by animating pictures to enter, exit or move.

A presentation programme is used to display information, normally in the form of a slide show. it typically includes three major functions: an editor that allows texts to be inserted and formatted, a method for inserting and manipulating graphic images and a slide–show system to display the content (Ibid:11) According to the oral test , after each lecture the researcher asks both groups some

questions . This test of 15 items , the aim of this test is to continue the students training in the three skills : understanding , speaking and reading . The scoring scheme of this test is that one score is given to each correct answer , wrong answer is given no mark . The comparison of the both groups in oral test scores indicate that the experimental group gets the highest score . Written test of two questions (the first question is 15 items represented passages questions and vocabulary by using blanks form and the second question is 10 items , the first five items represented the consonant sounds by asking the students to write the number of the item and the word that carries the given sound and the second five items represented the gender by asking the students to give either the feminine or masculine form.(See appendix 1)The objectives of achievement test are based on the objective of the course (Harris, 1969)The test is exposed to the experts of the jury members, they are eight experts for the purpose of ascertaining its validity. The test retest method is used to estimate the reliability of the test. The scoring scheme of the test is that one score is given to each correct item, wrong or un answered items are given no mark. At the end of the period of instruction the written test is administered. The results are analyzed statistically.

7- Analysis of Results:

In order to find out whether there is any significant difference between the mean scores of the achievement of the students who are taught by using power point programme and those who are taught according to the material suggested in the syllabus of the first stage of the university on the written test . The T-test formula has been used. The comparison of the experimental and the control groups in written test scores indicate that there is a significant difference between the mean scores of the two groups.The mean score of the experimental group was (19,07) and the mean score of the control group was (12,87) the test formula used was that of independent samples.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(Glass and Stanley,1970)

The T-value was (2,320) ; it is compared with the T-critical value which was (2,000) at level (0,05) and a degree of freedom (58). It indicates that the achievement of learners in the experimental group was significantly higher in average than the achievement of learners in the control group in the written test scores (see Table2).

Table 2(mean, variance, standard deviation and T-value of the written test)

Group	Number of students	Mean	Variance	Standard deviation	T-test value	T-test critical
experimental	30	19.07	10.39	18.19	2.320	2.000
control	30	12.87	24.78	4.69		

It can be concluded that this experiment has turned out to demonstrate significantly more learning effects of power point programme. This can be interpreted to mean that the power point

programme is more favorable to learning than the method which is recommended in the syllabus of the first stage of the university.

8- Conclusions:

The analysis of the results has led to the following conclusions:

1. using the traditional techniques in teaching foreign language, students have displayed weakness.
2. power point programme is a great technique to motivate students towards a more active method to learning.
3. power point programme can accommodate all learners' needs.
4. power point programme can add a new dimension to learning allowing teachers to explain abstract concepts.
5. power point programme allows us to reflect on our lesson and correct any needed changes. Finally, we can create the perfect lesson.
6. when we come to enhancing learning, blackboards are good, overheads are better, but power point programme is the best, power point is a great tool for learning.

9- Pedagogical Implication and Recommendation:

In the light of the conclusions and in reference to the aim of the study ,the following pedagogical implications are drawn with recommendations :-

1. language teachers should be encouraged to use this technique in teaching the other aspects of English.
2. language teachers should be encouraged to use this technique in teaching English at Intermediate and preparatory stages.
3. a study on the role of using power point programme in teaching EFL from the point of view of supervisors, teachers, and students.

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Appendix1

The Written Test:-

Q1 A) Complete the following:-

1. ----------saw the Pume first.
2. The clock struck ---------- times
3. The body of one statue found among remains dated from the ----------.
4. Alfred Bloggs spent the day working as----------
5. ----------was heard at night.
6. The Vicar offered the grocer----------
7. The archaeologists found clay fragments in ----------.
8. Alfred Bloggs will be working in --------.
9. The goddess turned to be ----------.
10. ---------- woke the vicar up.

B/ Give the similar meaning of the following words

1. explored, ----------
2. storeys, ----------
3. convinced, ----------
4. privilege, ----------
5. status, ----------

Q2 A/ Write the number of the item and the word that carries the given sound:

1. /j/ join yet jump gem
2. /3 / mission passion expansion garage
3. / t / smooth health month wealth
4. / / clothe father cloth others
5. / / machine mechanics technical picture

B/ Give either the feminine or masculine form to the following nouns :-

1- manservant
2- hen-sparrow
3- count
4- bride
5- bull