

**The Impact of Using PowerPoint Presentations on  
Students` Achievement and Information Retention in  
Teaching English Language at Public Schools in Amman.**

أثر استخدام العروض التقديمية على تحصيل الطلبة الدراسي والاحتفاظ  
بالمعلومة في تدريس اللغة الانجليزية في المدارس الحكومية في العاصمة عمان

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the Master of Arts Degree in English Language and Literature**

**Department of English Language and Literature**

**Faculty of Arts and Sciences**

**Middle East University**

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## Authorization

I, **Fatima Suliman Odeh**, authorize the Middle East University to supply copies of my thesis to libraries or establishment or individuals upon request.

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**Date:** 29 / 5 / 2019

## Thesis committee decision

This thesis entitled " The Impact of Using PowerPoint Presentations on Students' Achievement and Information Retention in Teaching English Language at Public Schools in Amman." was successfully defended and approved in 2019, 29/5.

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## **Dedication**

I dedicate this thesis to the person who gave everything but asked nothing.

To the soul that inspired me and encouraged me. Through your strong working hands, I learnt that life is hard.

My dad who left this life but never left my soul and thinking. I miss you every minute.

To my mum who sacrifices, cares, guides, encourages, gives, and takes responsibility for us, all thanks to a heroic single mum like you.

My love for you will forever grow.

Whatever I write to thank you my mum, still you deserve more.

The one who accompanies me, helps and supports me, my husband.

My dear sisters and brothers, thanks for God to be my family.

To my sons, and daughters, who support me. Thank you because you are such a wonderful family. My life will never be complete without you. You are truly a gift from God.

God bless and keep you all.

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**The Impact of Using PowerPoint Presentations on Students`  
Achievement and Information Retention in Teaching English  
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**By:**

**Fatima Suliman Odeh Abu Mansour**

**Supervised by**

**Dr. Norma Al-Zayed.**

**Abstract**

This study aimed at exploring the impact of using PowerPoint presentations on students` achievement and the retention of information of the tenth grade students.

To achieve the goals of the study, the researcher applied a quasi-experimental method and constructed a pre and post test to achieve the reliability of the instrument.

The sample in this study comprised 66-female students who was selected purposively from Um Amara Public Secondary School in Amman. The students were divided into two groups, experimental and control. The experimental group ,which comprised 34 students, was taught English( Action Pack 10) by using PowerPoint presentations while the control group ,which comprised 32students, was taught by using the traditional techniques such as the blackboards and direct lectures(when the role of the students is just to sit, listen and have no space to participate). Data was analyzed by applying (T-test) and (ANCOVA). The result showed that there were statistical differences in the students 'achievement and their information retention in favour of using PowerPoint presentations.

An analysis of the results of the current study showed that PowerPoint presentations are an effective method in teaching English.

The study concluded with some recommendations, most important of which are the followings:

- 1-The Ministry of Education should work on the modern learning in the English language lessons that focus on developing the achievement, and the students different thinking.
- 2- Supervisors and teachers must emphasize students to the importance of multimedia in developing their thinking and raising their performance.

**Keywords: PowerPoint, students 'achievement, information retention, traditional learning.**

## أثر استخدام العروض التقديمية على تحصيل الطلبة الدراسي والاحتفاظ بالمعلومة في تدريس اللغة الانجليزية في المدارس الحكومية في العاصمة عمان.

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الملخص

هدفت الدراسة إلى تقصي أثر استخدام العروض التقديمية على التحصيل الدراسي والاحتفاظ بالمعلومة في تعليم اللغة الانجليزية لدى طالبات الصف العاشر الأساسي في المدارس الحكومية في العاصمة عمان.

لتحقيق أهداف الدراسة، قامت الباحثة باستخدام المنهج شبه التجريبي لبناء اختبار تحصيلي قبلي وبعدي. شملت عينة الدراسة 66 طالبة من مدرسة أم عمارة الثانوية للبنات الحكومية في عمان، اختيرت عينة الدراسة بطريقة قصديه ووزعت إلى مجموعتين (مجموعه تجريبية ومجموعه ضابطه). المجموعة التجريبية مكونه من 34 طالبة تم تدريسهم باستخدام العروض التقديميه ( PowerPoint)، والمجموعة الضابطة تم تدريسهم بالطرق التقليدية مثل الألواح التقليدية والمحاضرات المباشرة. تم تحليل النتائج باستخدام تحليل ( ANCOVA ) و ( T- test ) وأظهرت النتائج وجود فروق لصالح المجموعة التجريبية. كما أظهرت النتائج وجود فروق ذات دلالات إحصائية في احتفاظ الطالبات بالمعلومة لصالح المجموعة التجريبية. توصلت الدراسة الى بعض التوصيات من اهمها:

1- أن تعمل وزارة التربية والتعليم على اعتماد وسائل التعلم الحديث من اجل تطبيقها في العملية التعليمية.

2- أن يركز المشرفون والمعلمون على اهمية الوسائط المتعددة في تطوير تفكير الطلبة وتحسين ادائهم.

الكلمات المفتاحية: العروض التقديمية، التحصيل الدراسي، الاحتفاظ بالمعلومة، التعلم التقليدي.

## **Chapter one**

### **1.0 Introduction:**

#### **1.1 Background**

With the widespread use of technology in many life fields, the traditional methods could be considered as non-effective methods in teaching students. Terenzini and Pacarella (1994) stated that these conventional methods are not as effective modern and interactive methods. In the conventional methods, the students rely mainly on their textbooks and the teacher is the only source of the information. The role of students is just to sit and write what they have been taught and they have no chance to participate or express whatever they want.

Traditional methods are no longer responding to the needs of students nor increasing their cognitive progress. Learners need to master different scientific knowledge and English skills in particular which help them in communicating, solving problems, developing ideas, developing self-confidence and to be professional leaders in their future specializations. (Timmerman & kruepke, 2006) reported that the students who learnt by traditional ways get lower marks than those who learnt by using modern techniques like smart boards.

The modern methods depend basically on technology which most students use and prefer in their daily life. PowerPoint presentations have a basic and essential role in teaching the English language( Bryant and Hunton, 2000). Moreover, it increases the sense of fun and interest among students, and helps the teacher to achieve the goals. Additionally, PowerPoint presentations play a great role in providing the dynamic environment in teaching English language in the classes. As a result, this suitable

atmosphere increases the students achievement and helps them to keep the information for a long time.

PowerPoint is an excellent program that offers animation which other software cannot beat. It is a perfect and flexible solution that works with dozens of thirty-party tools." It is a type of presentation software that allows one to show coloured , bold text and images with a simple animation and sound."( Fisher, 2003, p.4). Many of these programs are free programs like Office Mix Plug- which helps the user creates and shares the prepared presentations among the students in the same school or in different schools. Students and teachers will find it as an exciting program which allows them to add beautiful timelines and many charts to the presentation right in the interface.

Moreover, you can easily convert a presentation into any of these popular format ( PDF, video, HTML5 to be embedded on your website, and word document). It is a very flexible technique in which the extra information or the answer could be hidden within files for predicting answering questions or for providing effective feedback to students. Mottley(2003) described the use of speakers' notes as an automated feedback system. He added that PowerPoint presentations are one of the most programs that save data in an effective way for both the teachers and the learners.

Using PowerPoint presentations may encourage students and improve their achievement. It may enhance learning by providing a better understanding and comprehension of the subjects as well as by providing different methods, ways, and techniques within the same slide. This variety of techniques within the same slide like adding pictures, sounds, colors, and animations could join all kinds of learners ( kinesthetic, auditory, and visual) and give them all the chance to be active learners and raise their interest in learning.

The general lack of interest or boredom is the main reason for the decline in attending class more than other circumstances such as transportation problems or family emergencies, Launius (1997). PowerPoint presentations merge the three groups of learners (auditory, visual and kinesthetic). While the visual students need to see photos and pictures, the auditory learners need to hear sounds. In addition, the kinesthetic learners need to engage in activities in order to grasp concepts and better understanding. PowerPoint presentations that include slides, animations, pictures, videos, clip arts, transition, change font, shapes, images and animating text or chart, provide flexible learning.

The first step in learning is transmitting the information from the sender (the teacher) to the receiver (the learner); to find its channel. This channel should be clear and obvious for the learners. As a result, the teacher should vary in techniques and choose the most effective ones which help students to raise their marks and to use the information for a long time in a better way. Obviously, The relation between the increase of academic achievement and the retention of the information is a direct correlation.

Motivation is basically considered the main factor in any educational process. As a result, teachers should vary their techniques according to the students' need. Some researchers found that students learn what they enjoy more. Student engagement has emerged as one of the principal cornerstones and objectives of learning and teaching in the higher education systems around the world (Shaun & Quaye, 2009).

PowerPoint presentations can offer fun and information at the same time. The more boring a lecture was rated, the more lecture time more students claimed to skip( Mann & Robinson,2009).

## **1.2 Statement of the problem:**

English is a universal language. It is the time that we use the English language in many aspects of our life because of that, teachers and educators are always seeking better techniques in teaching English. Moreover, they try to develop the school curriculum by supporting it with technology. Some believe that using the traditional ways in teaching English language is the main reason of the weakness of many students. Others believe that using PowerPoint presentations may promote academic achievement and connect students with real life. It encourages and motivates them to prepare and communicate in the class. Therefore, the researcher decided to investigate this issue and apply it in a Jordanian public school.

The researcher as an English teacher noticed weakness of students in the four skills( reading, writing, listening, and speaking) which lead to a decline in the skills of their thinking and their academic achievement. Therefore, it is worthy to investigate the impact and the effect of using PowerPoint presentations on students` achievement and the retention of the information in teaching the English language at public schools at Amman.

### **1.3 Objectives of the study:**

This study aimed at:

- 1- Investigating the impact of using PowerPoint presentations on student achievement .
- 2- Testing the ability of students in keeping the information that the students learn by using PowerPoint presentations in English classes for a long time .

### **1.4 Questions of the study:**

In order to accomplish the aforementioned objectives, the study tries to answer the following two questions:

- 1- To what extent do PowerPoint presentations affect students 'academic achievement ?
- 2- How do the PowerPoint presentations affect the retention of the information that the students learn?

### **1.5 Significance of the study:**

The significance of this study emerges from the widely available use of multimedia inside the English classroom. PowerPoint is one of these methods which facilitates learning. While using PowerPoint in the classroom has increased in recent years (Amare, 2006), few studies have investigated its impact on students learning, achievement, and the retention of the information in Jordan.

This study may reveal the importance of PowerPoint presentations on students' achievement and the retention of the information since it includes multimedia methods that help expressing ideas easily on the way the learners and the teachers need. It helps



students to use and prepare PowerPoint presentations that raise their achievement, as well as help them to remember the information for a long time.

## **1.6 Limitations of the study:**

The study is limited to the instruments that are implemented in this study, namely the pre and post tests that were given to the students from Tenth Grade in Um-Amara Secondary School. The period of teaching the students was one month during the second semester of 2018/2019. The findings are limited to the material used in the study of the fourth module(Journey) from their English book( Action Pack) and it was taught by using PowerPoint presentations. In addition, the findings of this study are limited to its sample and may not generalized beyond the sample of the study.

## **1.7 Limits of the study:**

The study was conducted in Amman during the second semester of the academic year 2018/2019.

## **1.8 Definition of terms:**

**PowerPoint:** Theoretically, " a slide show presentation program that`s of the Microsoft office, consisting of a series of separate pages or slides" ( Hassan,2001, p.156).

Operationally: A program which includes many slides that are used in teaching especially in English lessons. It also includes pictures , videos, animation, transition ,change font, shapes, clip art, and images .

**Achievement:** Theoretically, " it is a description for the student performance in the school or college measured through educational exam scores. " Thomas and Marshal,1999. P.61)

Algarabel and Dasi (2001) define achievement as the competence of a person in relation to a domain of knowledge through observing his performance.

Operationally: It is the amount of information or skills that a student acquires and develops through what s/he learnt and it is measured through marks as a result of the performance in the eligibility tests or/and continuous assessment.

**Information retention:** Theoretically, it refers to " the process of absorbing ( and ultimately retaining) information over time. Moreover, it is " An ability to retain things in mind specifically: preservation of the after effects of experience and learning that makes recall or recognition possible." Webster Dictionary(2002,p.76).

Operationally: It is the degree that a student gets in the eligibility test after three weeks from post-test to measure the ability to keep the information.

**Traditional learning( face to face learning):** Theoretically," it is the traditional kind of learning where instructors and students meet together in one place at the same time."( The World Bank Institute, 2008).

Operationally: The face to face element refers to the traditional way of teaching, which takes place inside the classroom and depends on the teacher for lecturing or discussing topics with the students.

## **Chapter two**

### **Literature review**

#### **2.0 Introduction**

This chapter aims at reviewing related theoretical and empirical literature. The study covered the following topics: The concept of PowerPoint, its advantages, challenges, slideshow construction, the presentation, the concept of achievement, the factors influenced by, the reasons for low academic achievement among students, the retention of information. In addition, the researcher reviews studies related to empirical literature that showed the impact of using PowerPoint presentations on students' achievement and the retention of information.

#### **2.1 Review of theoretical literature:**

##### **2.1.1 The concept of PowerPoint:**

PowerPoint is a software tool that has become a presentation staple in conference halls, lectures halls, and through the application of computer-based training. (Trindade, Fiolhais, and Almeida, 2002) propose that students learn better through visual, sensory, inductive approach (rule-discovering\bottom-up) and active processes, while lectures tend to be verbal, deductive (rules are given first\top-down), and passive processes. Multimedia presentations allow for graphical simulations, which provide much mental imagery, which lead to increased learning.

Stepp-geany (2002) thinks that many benefits for the students related to the general use of technology in their classrooms as increased motivation, improvement in self concept and mastering the four skills (reading, writing, listening, speaking).

Norvig(2003) indicates that the presentation supported by PowerPoint presentations can be highly effective since it is provided by visual information such as photographs, charts, or diagrams. Visual information can stay in the student`s memory for a long time more than unwritten information.

### **2.1.2 PowerPoint advantages:**

There is consistent evidence that PowerPoint presentation enhances students learning and improves their learning as a result, the students got high grades(Craig & Amneric,2006). In addition, PowerPoint presentations save time , effort and energy. It is flexible slides that can be easily shared among students at the same class or different classes. It supports different multimedia as audio, video, images and animation. Moreover, it provides tests and options for consideration during the sessions in the class and helps the learners to interact with web sites and information. It enables self-study with feedback after the class activity (Mottley,2003).

### **2.1.3 PowerPoint challenges:**

Weimer (2012) says that PowerPoint presentations are not good or bad for themselves. Teachers have to design them in a very attractive and effective way so the students will have the benefits through the content comprehension and exam preparation more(Hill,Arford,lubitow,&Smollin,2002). In addition, PowerPoint may reduce the chance of participation or classroom interaction because it is the primary method of information dissemination. The slides may be the source of overload information that may let students feel confused. It also may minimize the opportunity for creative thinking since it may drive the instruction.

Prescott & Oduyemi ( 2003) add that the students should be trained since many modules now require students to give presentations as a part of the course.

Unfortunately, most students depend on teachers to present PowerPoint presentations and they do not know how to use it perfectly.

### 2.1.4 Slideshow construction

To have an effective show, there are many steps the constructor or the teacher should follow (Theriault, 2013).

- **Plan your presentation structure carefully:** the key for any successful lecture is to have clear slides. Regard to the general rules of presentations, the key to a successful presentation is to have a clear structure and generally not more than five topic areas.

- **Text size:** text must be read from all students specially those who sit in the back. The perfect slide ignores too small a font or too much text.

- **Avoid too much text:** one common suggestion is to adhere to the 6\*6 rule.

This rule reveals that a slide should not have more than six words a line and no more than six lines per a slide. The "Takahasi Method" goes so far as to recommend only words and texts in the slide and to make them primarily headings or subheadings.

- **Contrast:** the contrast should be minimized since too much light in the dark background may strain the eyes. Students with dyslexia often find high contrast between text and background (as for instance black text on white background) very difficult to read.

- **Template:** the teacher should not change the templates often, it will distract attention.

- **Make sure that you speak at a normal pace** and do not allow the show to present the texts quickly. this is the most commonly encountered problems when converting to using PowerPoint.
- **A picture can be worth** a thousand words ( Beakes, 2003). Use graphs to enhance the presentations. Consider how you will make the diagrams available to the students so the students have time to copy during presentation.
- **Avoid using red and green combinations** for emphasis-the most common form of colour blindness prevents separation of reds and greens.
- **Do not use more than two text colours** in a presentation unless there is a serious reason for that.
- **Use clip and graphics** only if they support the content.
- **Add motions, sounds or music** only when necessary. Excessive movement within or between the slides can interpret the message.

### 2.1.5 Teaching with PowerPoint

According to the University of Minnesota, Center of Teaching and Learning(2006) there are many techniques that may be cooperated and emerged into PowerPoint presentation to increase the cooperation between the students themselves and the students and the instructor. To engage students more, each slide may have a separate technique:

- **Running Slide Show as Students Arrive in the Classroom.**

This techniques supports visual interest and provides a series of questions

While the students sit waiting for the class to begin.

- **Opening question:** construct an opening question to warm the students up.
- **Think-Pair-Share:** it is a way in which the students have an opportunity to think of the correct answer, and share the partner about then share the class what has been discussed with the partner.
- **Focusing listing:** in this slide, the instructor can list as many characteristics of the subject, or write down as many new words related to the topic. This technique will help the student to revise the previous knowledge and keep the information for a long time.
- **Brainstorming:** in this slide, the instructor means to know what the learners know about the subject. He should start with the clearest thoughts and then move gradually into what "out there". This technique stretches the mind flourished the deep thinking and recall of prior information.
- **Questions:** it is a technique for a schedule break that let the student master what they have been taught.
- **Note Check:** students have to compare notes with their partners to summarize, justify, analyze, clarify any sticking points.
- **If you could ask one last question what would it be?**

This technique allows students to think deeply and the most important, to apply what they have learnt in a question format.

### 2.1.6 The presentation

Alley, Schrieber, Ramsdell and Muffo (2006) suggest that PowerPoint presentation slide headlines design " affects audience retention" and say that " succinct sentence headlines are more affective". Slides with headlines help students better understand the content:

- PowerPoint presentations should provide key words, concepts, and images to enhance your presentations.
- Avoid reading from the slide- reading the material can be perceived as though you do not prepare or do not know the material.
- Avoid rapidly moving the laser pointer across the slide.
- Allow no more than one to two slides per minute of content.
- Stand to one side of the screen and face the audience while presenting.
- Leave classroom lights on and turn it off directly over the projection screen if possible.
- Learn to use PowerPoint efficiently and have a back-up plan in case of technical failure.
- Give yourself enough time to finish the presentation. Trying to rush through slides can give the impression of an unorganized presentation and may be difficult for student to follow.

Teachers should pay attention to the complexity of the multimedia presentations. For example, PowerPoint presentations can be as simple as having only text on a coloured screen. In contrast, it can be complex with tables, pictures, graphs, sound effects, visual effects, video clips, etc. Several researchers have demonstrated that



the material such as irrelevant sounds( Moreno &Mayer, 2001), interesting but extraneous text ( Schraw, 1998), and irrelevant pictures ( Mayer, 2001, p.113) can reduce comprehension

### **2.1.7 The concept of achievement**

Achievement is the amount of the knowledge that a student learns in a determined amount of time according to what teachers teach and how they teach . The main goal for any teachers is to improve the learners 'competencies` and performance level and encourage them to gain self- confidence. Hamdan( 2001) defines academic achievement as mastering a number of skills obtaining the needed knowledge offered by the educational experiences in a certain academic subject or group subject.

Wanger(2008) points out " if your goal is to improve student learning – and that is the only goal that really the matters-the first problem you have to work on is to improve teaching and the coaching on teachers."(p.128).

### **2.1.8 The factors that influence the students 'achievement:**

Harrison(1999) argues that using PowerPoint presentations enhance the reasons for low academic achievement among students. Daniyal et al.(2011) explains that there are several factors that may affect the student`s performance and achievement.

Some of these factors are related to the parents themselves. The educational background, their contribution to their children`s learning and the area which they belong to, are related to the parents. Other factors are related to the children`s teachers. How and what they teach, the techniques they use to deliver the message,

and more, how do they treat the students? There are other factors related to the amount of co-curricular and non academic activated that affect the students` achievements.

Additionally, there are **some factors that influenced students achievement:-**

- 1- School climate as a safe environment for learning.
- 2- Teachers professional development.(Fay,2012).
- 3- Well divided groups that equally represent all kinds of students(Blankstein,2010).

Meanwhile, Daniels (1999) reveals the effectiveness of PowerPoint in a college level economics class and finds no significant difference in student performance. Another study on engineering students by Savoy et al. (2009) show that there PowerPoint presentations cannot enhance students` performance. Similarly, Apperson et al. (2006); Bartsch and Cobern (2003); Beets and Lobingier(2001), Susskind(2005); and Szabo and Hastings (2000) show little effects of PowerPoint on students`academic achievement.

### **2.1.9 The Retention of Information.**

Hanna and Remington (1996) find that color that is used in the slides, as a stimulus, is a part of the way to preserve the information for a long time. Allen(1990) concludes that the use of colour in teaching, improves students learning as well as keeping information for a long time.

Theories that are related to human information processing focus on how human memory system analyzes, gathers, transforms, compacts, encodes, elaborates, retrieves, and uses information. The main three storage of the human brain is sensory register, short-term and long-term memory. First, the sensory register holds the knowledge until it is recognized or lost. Then, the short-term memory receives the information from the sensory register. Finally, long-term memory receives the information from the sensory register and the short-term memory system. It holds information in a permanent store system. Research showed that attention plays a crucial role in determining when and how information is kept( Moore et al., 1996). Presenting materials by using PowerPoint presentations and using printed information on computer increased attention as well as keeping the information for a long time( Reynolds and Baker,1987).

Alley, Schreiber, Rasmadell, and Muffo(2006) suggest that the design of PowerPoint slide headlines" affects audience retention". They notice that succinct sentence headlines are more affected and efficient in information recall than headlines of single words or short phrases.

Hossein Nouri ,The College of New Jersey (2015) believes that PowerPoint presentations affected the keep of the information for a long time as well as the stimulation of short-term memory. He found in his research that the students learned by PowerPoint sector reported higher understandability and higher marks more than those who learned by blackboards.

## **2.2 Review of the empirical literature**

### **2.2.1 Studies related to the impact of PowerPoint presentations on student`s achievement**

The researcher reviewed the foreign and Arab sources related to the subject of the current study and presented them in chronological order from the oldest to the most recent.

Shavelson, (1998) aimed to explain that PowerPoint presentations influenced students learning. His experiment consisted of two groups of students. The two groups met twice a week and each section lasted 80 minutes. The control group, which comprised 35 students, was taught by traditional techniques. The second group was 27 students and used as an experimental group and was taught by using PowerPoint presentations. The result of this experiment showed that the sections that the students were learnt by using PowerPoint presentation got high marks.

Corbeil, G. (2007) investigated the great efficient use of technology on teaching English (TEFL) process, the students` achievement and what is the students attitude toward using PowerPoint presentations in the class. The fifty- six female students enrolled in a school in Lar were the subjects of this study. The students were split into two groups, experimental and control. The control group was taught by traditional strategies while the experimental group was taught by using technology in the class like video-projector, and PowerPoint. The result showed that the experimental group learners performed better in the test and got high marks than the control group.

Michael Fedisson(2009) investigated the effect of using PowerPoint presentations on students` achievement and attitudes. The study stayed for two years, in the first year the seventh grade was divided into two groups, (28 males) and (31 females) spread into two groups experimental and control. In the year two, the groups were consisted of ( 32 males) and ( 32 females) divided into two groups, experimental and control. The experimental group for the two groups in the first and the second group was taught by PowerPoint presentations while the control group was taught by using the student`s book. The result showed that the groups that were taught by PowerPoint presentations on the first and the second year were gained high marks than more than the control group.

Yilmaz-soylu(2009) aimed to investigate the effect of learning styles on the students achievement in various learning environments. The study consisted of two groups, experimental groups and control groups. The control group was taught by the traditional ways like text based, narration based while the experimental group was taught by computer mediated. The result showed that the type of learning style affects students who were taught by computer mediated.

Gurbuz et al.(2010) investigated the effect of PowerPoint as a learning tool. The study consisted of two different groups from 109 freshman undergraduates taking a biology program- the experimental group(56 students), and the control group(53 students). The first group was taught by PowerPoint while the second one was taught by the traditional approach. The result showed that the students who learned through PowerPoint techniques may improve academic achievement among undergraduates enrolling biology program.

Ahmed (2011) examined the effectiveness of using videos and PowerPoint presentation on the students' achievement and the retention of information. The sample was 35 students from the first secondary school enrolled to the control group, while the experimental was 36 students from the first secondary class. The first group was taught traditionally such as blackboards and direct lectures. The second group was taught by using blended ways. The result showed that the students in the experimental section were positive and higher than the students in the control group.

Ozaslan and Meden(2013) ) examined the effectiveness of using PowerPoint presentation on the students' achievement. He concluded in their study that students prefer the visual material and they learnt better when they see pictures and photos. His experiments consisted of two groups one as the control that taught by using traditional techniques, and the second one is experimental that was taught by using PowerPoint presentation. The results showed that using PowerPoint presentations in the class may improve students achievement. However, the study showed that PowerPoint presentations do not improve short-term memory.

Kazu and Demirkol (2014) investigated the effect of PowerPoint presentations on high school students' academic achievement. The sample of the study consisted of 54 students, they were divided into two groups 19 males and 8 females for the experiment group and 18 males and 9 females for the control group, the researcher used Pre-test and post test. The results show that there was no significance difference found between the two groups at the end of pre-test but the averages of the final test grades, the experiment group has been found more successful than the 33 control group, female students have turned out to be more successful than the male students.

Lari (2014) investigated the effectiveness of using technology namely PowerPoint presentation on teaching Lar Secondary School. The study consisted of fifty-six students split out into two separated groups( experimental and control). The control group was taught by using traditional methods while the experimental one was taught by using PowerPoint, projector, and video. The result showed that the group that was taught by using the technology had a significant positive effect on learners who were taught by PowerPoint presentations.

Gamabri(2015) in his study tried to show that there is a great impact of using PowerPoint presentations in teaching. The experiment consisted of two groups, the control group (50 males and females), and the experimental group ( 53 males and females). The experimental group used PowerPoint in their learning, While the control used the chalkboard techniques. The result revealed that the sections that taught by PowerPoint presentations performed better than the students taught by chalkboards.

Motagi(2018) investigated the effect of using PowerPoint presentations on students` achievement. He divided the 100. 1<sup>ST</sup> MBBS students into two groups with 50 students as control group and 50 students as experiment group. The first group was not provided with handouts of PowerPoint presentations while the second group was provided with handouts of PowerPoint slides. The result showed good positive response regarding to the group that was taught by PowerPoint presentations provided by handouts.

### **2.2.1 Studies related to the impact of PowerPoint presentations on students 'retention of information in learning English.**

The researcher did not find many studies –as her knowledge –from Arabic or English studies dealt with the impact of PowerPoint presentation on student`s retention,

(Bulter and Mautz, 1996) examined the impact of using PowerPoint presentations on short-term memory. Sixty subjects were randomly assigned to one of two sections receiving traditional and multimedia techniques. The traditional and experimental group received a thirty-minute for each. The first one was taught by conventional ways as text-based, while the second one was taught by multimedia basically, PowerPoint presentations. The result showed that short-term memory improved because of multimedia techniques.

Lopez and Rodriguez (2013) examined the influence of the use of PowerPoint presentation on students thinking . The study sample consisted of 1,128 students, they organized into 17 groups during the academic year 2009–2010 and focused on the students 'voluntary use of online learning activities. The results show that the students' participation in these activities and the number of tasks completed both had a positive effect on the students' remembering and thinking.

Alseweed (2013) investigated the effects of the traditional learning, blended learning( using PowerPoint presentation) and virtual classes learning on university students' attitudes. Thirty- four male students studying at the English Language Program, Qassim University were divided randomly into three groups, (blended learning or traditional learning). Results indicate that there are significant differences among the instructional approaches in the achievement test 32 scores in favor of modern



learning. In addition, the results show significant differences in students' attitudes in favor of PowerPoint presentation learning.

In conclusion, the reviewed literature helped the researcher to show the impact of using PowerPoint presentations on students' achievement and the retention of information in teaching English among tenth grade students. Moreover, the present study is distinguished from other studies in that the study sample and the environment were different. The researcher gained a great benefit from reviewing all previous theoretical and empirical studies as they provide the researcher with clear insight about the methods, procedures, and types of questions which were used by previous researchers.

## **Chapter three**

### **Methods and procedures**

#### **3.0 Introduction**

The following part deals with the methodological approach used in the study and gives information about the population, the sample and the instruments: It also describes the validity and reliability of the instruments. At last, it accounts for data collection procedures and gives information about the research design, statistical analysis and procedures.

#### **3.1 Methodology**

##### **3.1.1 Method of the study**

The methodology approach adopted is the quasi-experimental method for the current study. Two groups of students were purposively chosen from a public for girls in Amman. The first one was the experimental which was exposed to PowerPoint presentations whereas the second was the control group and was exposed to the textbook in the traditional ways. The researcher used the same pre-post test for both groups to measure the goals of this study.

#### **3.2 Population and sample of the study.**

The population of this study consisted of the tenth grade students currently enrolled in Um Amara Secondary School in Amman, Jordan. A sample of 66 tenth grade students from the selected school was purposively selected to achieve the aim of the study.

The sample consisted of 32 students representing the control group, and 34 representing the experimental group. The control group was taught by using the traditional methods. The experimental group was taught by using the PowerPoint presentations to measure the goals of the study.

**Table (1)**

**The distribution of the two Groups in Um Amara Secondary School.**

| School                       | Group                 | Frequency | Percentage |
|------------------------------|-----------------------|-----------|------------|
| Um Amara<br>Secondary School | Control group         | 32        | 45%        |
|                              | Experimental<br>group | 34        | 55%        |
| Total                        |                       | 66        | 100%       |

### 3.3 Instrument of the study

The researcher used the (pre-post-test) method to ensure that PowerPoint presentations measured the goals of the study. The pre-tests were designed to control the variables, while the post test measured the differences in students achievement and the retention of the information for the two groups after applying the instruments. The test comprised 30 questions multiple choices, the questions measured the objectives of the study by applying Bloom`s taxonomy( knowledge, understanding, comprehension, application, analyzing, synthesis, and evaluation). After three or two weeks from the pre-test, the same test was given to measure the retention of the information.

### **3.3.1 The educational program:**

This program consisted of some topics from English grade tenth book. It consisted of two units from the textbooks, Action Pack 10, of the tenth grade. The material was prepared as follows:

A- Two units were chosen from the textbook, module(4) " Journeys , this module consists of two units, "Journeys, and polar bears."

B- The rules of the second conditional clause and the using of shall, how about and what about for suggestion and will for future planning were chosen and analyzed into concepts.

C- From these concepts, general and specific goals were driven concentrating on the students` acquisition of the fourth skills.

D- The concept of second conditional and suggestion expressions were developed by using PowerPoint presentations.

E- The concepts of new units and new information about polar life and South and North poles were developed by presenting it in the great PowerPoint presentations.

### **3.3.2 Procedures for applying PowerPoint presentation technique**

The students of control group were (32). Those students were taught by using traditional techniques such as the normal whiteboard, the textbook, and direct lectures. The students were scheduled to meet with their teacher five times a week.

The second group (the experimental) consisted of 34 students. The students were scheduled to meet with their teacher five times a week. They were constructed through PowerPoint presentations approach. Students used the computer labs provided with data show to present the PowerPoint presentations. The slides were well prepared and designed. The students were engaged in effective PowerPoint slides and had a chance to participate and share their knowledge online.

### **3.3.3 Achievement test**

A test was prepared to measure the students' achievement and the retention of the information in the English language through the four skills according to Bloom Taxonomy( knowledge, understanding, comprehension, application, analyzing, synthesis, and evaluation), the achievement test included 30 questions, each correct answer was given one mark. The test was out of 30 marks. The same test was given after two weeks to measure the retention of information.( see appendix E, p. 61).

The test was achieved through a set of phrases:

- 1- Content analysis of the English language subject taught for tenth grade for the school year 2018-2019.
- 2- Preparing the achievement test as well as the test of information retention. The test included the basic cognitive content distributed according to Bloom's levels. The test consisted of 30 items multiple choice, each item consisted of four choices all of them are wrong except one.

## **3.4 Validity of the test**

The researcher presented the test to a panel of seven jurors to find out whether the test examine what they are supposed to examine or not. The jurors found that the test was suitable for the student level in tenth grade. Names of the members of the jurors are attached in ( Appendix C, p.56).

### 3.5 Reliability of the test

To measure the achievement test, the statistic calculated the internal consistency of the test by calculating the coefficient of test stability( test-retest ). The test was given to 20 students from outside the sample of the study after two weeks, the same test was given to the sample.

The researcher used(posttest and re-test) to measure the retention of the information. The exam was given again to the selected sample (20 students from outside the sample) after two weeks from the post-test to measure the information retention.

**Table (2)**

#### **Reliability of PowerPoint presentation using the approach of test - retest**

pilot sample (n=29)

| Variable                           | Test  |      | Re test |      | R     | Sig   |
|------------------------------------|-------|------|---------|------|-------|-------|
|                                    | M     | SD   | M       | SD   |       |       |
| Test/Using PowerPoint presentation | 21.66 | 4.44 | 22.45   | 3.65 | 0.904 | 0.000 |

**M: Arithmetic Mean**

**R: Rate**

**SD: Standard Deviation**

**Sig: Significant**

Table ( 2 ) shows the reliability results of the test -retest. According to the results mentioned, the PowerPoint presentation had satisfied a reliability value of (0.904). This value was greater than (0.70) suggesting a high reliability.

In addition, reliability was measured through construct reliability. Equivalence of the two groups in their pretest was found as table (3) shows.

**Table ( 3 )**

**T- test for the significance of mean differences between the two groups in their achievement pre scores**

| Group        | n  | Mean  | SD   | T    | DF | sig   | Result             |
|--------------|----|-------|------|------|----|-------|--------------------|
| Experimental | 34 | 16.44 | 2.09 | 0.34 | 64 | 0.731 | Not<br>Significant |
| Control      | 32 | 16.63 | 2.23 |      |    |       |                    |

**n: Sample Size**

**SD: Standard Deviation**

**T: Transparency**

**DF: Degrees of Freedom**

**Sig: Significant**

Table (3) shows the results of the means' difference significance between the study groups in the pretest using independent samples T test. The value was (0.34) tells that the mean difference is considered to be statistically not significant; the observed sig value was  $(0.731) > 0.05$ . As these results a conclusion is the two groups have a similar baseline level can be made.

### 3.6 Procedures

- 1- After choosing PowerPoint presentation as a topic for this study, the researcher reviewed the related literature, both theoretical and empirical. It furnishes the researcher with additional information concerning the topic of the current study.
- 2- The researcher chose the population and identified the samples of the study.
- 3- The researcher developed the instruments of the study: the pre, post tests, and the re-post test.
- 4- The researcher wrote the questions depending on the review of literature, then the dimensions were established.
- 5- The researcher designed the post test of the current study.
- 6- The researcher verified the reliability and stability of the test for the current study.
- 7- After two units were taught by using the traditional techniques and PowerPoint for each group, the test was administered and corrected by the researcher in the second semester, between February to March 2019.
- 8- The results were analyzed and illustrated.
- 9- Many recommendations and suggestions were presented for future similar studies.
- 10- All references were listed in alphabetical order using the APA style.



## **Chapter four**

### **Findings of the study**

#### **4.0 Introduction**

The main purpose of the current study was to investigate the impact of using PowerPoint presentations on the students' achievement and the impact of retention of information in teaching the English language at public schools in Amman. Two questions were developed in accordance with this purpose.

The study design was based on two groups: the experimental group(34) which used the PowerPoint presentations in teaching the English language and the control group(32) which used the traditional approach in teaching the English language.

After data collection, SPSS software was used for the analysis. Several statistical procedures were used as means, standard deviations, person correlation for estimating the test retest reliability, paired samples test to perform means comparisons and one-way analysis of covariance (one -way ANCOVA)

The results of these questions were provided by the following tables:

#### **4.1 Results related to question number one:**

-To what extent do PowerPoint presentations affect students 'academic achievement ?

The statistic tries to find if there is a significant statistical effect at ( $\alpha=0.05$ ) of using PowerPoint presentations on teaching the Jordanian students English language?

In order to evaluate the properly answer for this question, means, standard deviations, standard error, and the analysis of covariance (ANCOVA) were used. To decide whether the means difference was statistically significant; two comparisons were performed; the first comparison was done between the pretest and posttest in the experimental group and the second comparison was performed between the two groups in their post achievement scores and this comparison is considered to be the important one. For the latest comparison one-way ANCOVA was conducted; the results are provided in table( 4 ) below. The results are covered by the following three tables:

**Table (4)**

Table( 4 ) means and standard deviations for the students' achievement in each group

| Group        | n  | Pre test |      | Post test |      |
|--------------|----|----------|------|-----------|------|
|              |    | Mean     | SD   | Mean      | SD   |
| Experimental | 34 | 16.44    | 2.09 | 25.18     | 2.50 |
| Control      | 32 | 16.63    | 2.23 | 20.78     | 3.73 |

**n: Sample Size**

**SD: Standard Deviation**

Table(4) indicates the results of means and standard deviations for the students' achievement in each group. It is clear that the post achievement mean score for the experimental group (which used PowerPoint presentations was (25.18) which is greater than the mean score of the control group (which did not use PowerPoint presentation) (20.78).

### 4.1.1 Comparisons between the pre test and posttest for the experimental group.

**Table ( 5 )**

**T-test for the significance of mean differences between the two groups in the achievement scores and differences between the Post test and Information Retention Scores in the Control Group**

| <b>Variable</b>              | <b>Mean difference</b> | <b>T</b> | <b>DF</b> | <b>Sig</b> | <b>Result</b>   |
|------------------------------|------------------------|----------|-----------|------------|-----------------|
| <b>Achievement</b>           | 4.40                   | 18.86    | 33        | 0.000      | Significant     |
| <b>Information Retention</b> | 1.59                   | 1.96     | 31        | 0.59       | Not Significant |

**T: Transparency**

**DF: Degrees of Freedom**

**Sig: Significant**

Table (5) illustrates the results of means' difference significance between the pretest and post test in the experimental group using the paired samples t test. The value is (18.86) which reflects that the mean difference is considered to be statistically significant; the observed sig value was  $(0.000) < 0.05$ . the mean difference was in favor of the posttest (25.18) compared to the pretest (16.44) .

Moreover, It illustrates the results of means 'difference significance between the posttest and information retention scores in the control group using the paired samples t test. The (T)value was (1.96) which reflects that the mean difference was considered to be not statistically significant; as the observed sig value was (0.059)  $> 0.05$  concluding that the students of the control group retain information for a longer time at the same level approximately.

#### 4.1.2 Comparisons between the two groups in their post-test.

**Table (6)**

**One- way-analysis of covariance (ANCOVA) to explore the significance of means difference in achievement between the study groups**

| Source                | Type III Sum of Squares | DF | Mean Square | F      | Sig. | Partial Eta Squared |
|-----------------------|-------------------------|----|-------------|--------|------|---------------------|
| Pre Achievement Score | 204.358                 | 1  | 204.358     | 29.661 | .000 | .320                |
| Group                 | 340.263                 | 1  | 340.263     | 49.387 | .000 | .439                |
| Error                 | 434.052                 | 63 | 6.890       |        |      |                     |
| Corrected Total       | 956.864                 | 65 |             |        |      |                     |

**DF: Degrees of Freedom**

**F: F-distribution variable**

**Sig: Significant**

Table ( 6 ) illustrates the results of means' difference in the students' achievement between the study group using one way-analysis of covariance (ANCOVA). The (F) value (49.387) shows that the mean difference is considered to be statistically significant;. This as the probability value (sig = 0.000) was  $< 0.05$ . The mean difference was in favor of the experimental group which recorded a greater adjusted mean (25.250) compared to the lower mean recorded by the control group students (20.703).

The last column in the table suggest the value of an important statistical indicator for the effect size (partial eta squared  $\eta^2$ ); this value was (0.439) and considered to reflect a high effect (greater than 0.14 according to Cohen) suggesting a high effect of using PowerPoint presentations.

**Table ( 7 )**

**Adjusted posttest & retention means and standard errors for the students  
'achievement sores& retention scores in each group**

| Group               | N  | Adjusted Post test |      | Adjusted Retention |      |
|---------------------|----|--------------------|------|--------------------|------|
|                     |    | Mean               | SE   | Mean               | SE   |
| <b>Experimental</b> | 34 | 25.250             | .450 | 23.270             | .660 |
| <b>Control</b>      | 32 | 20.703             | .464 | 19.932             | .619 |

**n: Sample Size**

**SE: Statistics Errors**

Table ( 7 ), which describes the adjusted posttest & retention means and standard errors for the students 'achievement sores& retention scores in each group, reflects the adjusted mean values for the students 'achievement scores in each group controlled for the pretest. It was mentioned earlier (table 5) that the mean difference was statistically significant in favor of the experimental group as it recorded the greater mean compared to the mean score observed by the control group.

It also reflects the adjusted mean values for the students' information retention scores in each group controlled for the posttest. It was mentioned earlier (table2) that the mean difference was statistically significant in favor of the experimental group as it recorded the greater mean compared to the mean score observed by the control group.

## **4.2 Results related to question two:**

### **2-How do the PowerPoint presentations affect the retention of the information that the students learn?**

This question was analyzed by two procedures, the first one was evaluated by using ( T-Test), using the paired samples test which was performed on each group separately and the second one was conducted using one way ANCOVA. the results were presented in the following sequence :

# 1. Retention in the control group and experimental groups:

**Table (8)**

**Means and standard deviations for the students' information retention in control and experimental group**

| Group        | N  | Post test |      | Retention |      |
|--------------|----|-----------|------|-----------|------|
|              |    | Mean      | SD   | Mean      | SD   |
| Control      | 32 | 20.78     | 3.73 | 19.19     | 5.11 |
| Experimental | 34 | 25.18     | 2.50 | 24.91     | 2.61 |

**n: Sample Size**

**SD: Standard Deviation**

Table(8) indicates the results of means and standard deviations for the students' information retention in the experimental group. Obviously, the information retention mean score was (24.91) lower than the post mean score (25.18).

In addition, it indicates the results of means and standard deviations for the students' information retention in the control group. Clearly the information retention mean score was (19.19) lower than the post mean score (20.78).

Paired samples test was performed in order to decide whether the means difference was statistically significant. The results are introduced in the following tables:

**Table ( 9)**

**T- test for the significance of mean differences between the post-test and  
information retention scores in the experimental group**

| Variable  | Mean<br>difference | T    | DF | Sig  | Result             |
|-----------|--------------------|------|----|------|--------------------|
| Retention | 0.27               | 1.50 | 33 | .141 | Not<br>Significant |

**T: Transparency**

**DF: Degrees of Freedom**

**Sig: Significance**

Table(9) illustrates the results of means' difference significance between the posttest and information retention scores in the experimental group using the paired samples (T-test).

The T-test value was (1.50) reflects that the mean difference was considered to be not statistically significant; the observed sig value was (0.141)  $> 0.05$  concluding that the students of the experimental group retain information for a longer time at the same level approximately.



**2- One -way-analysis of covariance (ANCOVA) to explore the significance of information retention means difference between the study groups.**

**Table (10 )**

**The retention comparison between the two groups (controlled for the posttest).**

| <b>Source</b>              | <b>Type III<br/>Sum of<br/>Squares</b> | <b>DF</b> | <b>Mean<br/>Square</b> | <b>F.</b> | <b>Sig.</b> | <b>Partial<br/>Eta<br/>Squared</b> |
|----------------------------|--|-----------|------------------------|-----------|-------------|------------------------------------|
| <b>Post score</b>          | 378.923                                | 1         | 378.923                | 36.463    | .000        | .367                               |
| <b>Group</b>               | 60.126                                 | 1         | 60.126                 | 5.786     | .019        | .084                               |
| <b>Error</b>               | 654.687                                | 63        | 10.392                 |           |             |                                    |
| <b>Corrected<br/>Total</b> | 1573.773                               | 65        |                        |           |             |                                    |

**DF: Degree of Freedom**

**F: F-distribution variable**

**Sig: Significance**

Effect size according to Cohen :0.01 weak, 0.06 moderate and 0.14 strong

The table illustrates the results of means' difference in the students' information retention scores between the study group using one-way-analysis of covariance (ANCOVA). The observed f value was (5.786) suggesting that the mean difference is considered to be statistically significant; as the probability (sig = 0.019) was  $< 0.05$ . the mean difference was in favor of the experimental group which recorded a greater adjusted information retention mean value (23.270) compared to the lower mean recorded by the control group students (20.932).

The last column in the table suggest the value of an important statistical indicator for the effect size (partial eta squared  $\eta^2$ ); this value was (0.084) and considered to reflect a moderate effect (up to 0.08 according to Cohen) suggesting a moderate effect of using PowerPoint presentations.

In conclusion , the results show that the group which was taught by using PowerPoint presentations learned better than the group that was taught by using traditional ways like blackboards.

## **Chapter five**

### **Discussion, conclusion, and recommendations**

#### **5.0 Introduction**

The current study aimed at showing the impact of PowerPoint presentation on the students' achievement and the retention of the information for tenth grade on public schools in Amman

This chapter shows a summary and discussion of the results and findings of the two research questions. The conclusion of this chapter recommends and suggests research to be conducted in the future.

#### **5.1 Discussion of the findings of question one:**

**Question number one is "To what extent do PowerPoint presentations affect the students' academic achievement?"**

After analyzing the results of this study, the findings showed the presence of difference with statistical significance between the means of the results of the control and experimental group on the post achievement test. The result showed the great impact of the PowerPoint presentations on student's achievement in the experimental group. It reflects positively on students' performance in the teaching of English. The experimental group has a great chance to visualize the learning materials by using the well prepared slides. This created a link between the theoretical and practical side that facilitate the way of learning.

PowerPoint presentations play a crucial role in the learning process since it emerges the three kinds of learning( visual, kinesthetic, auditory ). The flexible use of the slides in learning adds the knowledge and fun in learning. It allows students to participate in the class increasingly. This leads to a great change from teacher-centered learning to students-centered learning. A new road of self-learning increases the achievements and the information retention for students. In addition, it gives the students the ability to identify the problems and find effective solutions quickly. The students may gain other important skills such as self-assessment, time management, the ability to form great and smart questions related to a topic. The results go in agreement with empirical studies of Shavelson (1998).Yilmaz-soylu (2009), Gurbuz et al (2010), Ahmed (2011), Lari (2014),Isiaka Gamabri (2015) and Motagi (2018). All of these studies go in agreement with the fact that using PowerPoint presentations affect the student`s performance positively. Moreover, PowerPoint presentations help students to keep the information for a long time. It offers information, benefits and fun at once.

In contrast, the result of the study do not go in agreement with studies of Daniels (1999), Savoy et al. (2009), Apperson et al. (2006), Bartsch and Cobern (2003), Beets and Lobingier(2001), Susskind(2005); and Szabo and Hastings (2000). Their study find no significant difference in student performance or evidence that PowerPoint presentations can enhance students` performance or even students 'academic achievement.

## **5.2 Discussion of the findings of question two**

**Question number two is " How do the PowerPoint presentations affect the retention of the learners` information that the students learn? ".**

The results showed the presence of difference with statistical significance between the means of two group`s performance on the retention of information. The difference was in favor of the experimental group that was taught by using PowerPoint presentations. Using the PowerPoint affects the retention of information of tenth-grade students in public schools in Amman. PowerPoint presentations provided a chance for the students to participate and learn without restrictions. It encouraged, enhanced students and created an effective learning atmosphere. This helped students to enjoy learning and remember the information for a long time.

PowerPoint presentations affect the channel and the way that the students convey the data positively. It provides students with effective multimedia that facilitate the learning process. Moreover, it provides the students with self-confidence that let them feel proud of their performance and self-confidence. This will affect the period they will keep the information as they like the way they learn.

The results of the current study go in agreement with the empirical study of Bulter and Mautz (1996) which showed that short-term memory improved because of multimedia techniques. Moreover, Lopez and Rodriguez (2013) found that using PowerPoint presentation can affect the students` remembering and thinking.

### 5.3 Conclusion

An analysis of the overall results of the current study showed that generally PowerPoint presentations are an effective technology in teaching English and encouraging students to study English more. The innovative technology that uses PowerPoint presentation seems to be the answer. It was found to be effective in teaching Technical Drawing and of benefit to high, medium, and lower student achievers. It reflects positively on the students' performance in English subject. The importance of using PowerPoint presentations strategy comes from the flexibility and verity of this technique which the students prefer. PowerPoint presentations affect positively students' achievement and the retention of information. It encourages the students to participate and share ideas in a way that reflects the characteristics that they gain as self confidence.

PowerPoint strategy saves the time and the effort of both the student and the teacher. Technology, nowadays, plays a crucial role in all life aspects. Students use them easily insides their homes; they like it and prefer to learn by using similar technology. The modern ways turn the environment in the class into interactive learning that facilitates the way the students keep the information for a long time. This leads to improving the outputs, increasing self-learning, as well as raising the students' achievement in English, and the most important, keep the information for a long time so they build on it on the future. Today, students do not like the lectured lessons where the teacher-dominated the class. They prefer learning through games or activities that enable them to participate more. PowerPoint is a great program that could be a suitable technique for different grades starting from kindergarten until the secondary class. The

variety in the same slides gives this program the flexibility that the students and the teachers prefer.

## **5.4 Recommendations and Suggestions for Future Research**

After showing the impact of PowerPoint presentations on the students' achievement and the retention of information, this study recommends some points :

- 1- Schools should have extra labs so that the English teachers can use them whenever they need.
- 2- The Ministry of Education should build on modern curricula that are provided with PowerPoint presentations as a part of the curriculum so the teacher use them easily.
- 3- Supervisors and teachers must emphasize to the importance of multimedia in developing their thinking as well as in raising their performance.
- 4- English teachers should be trained by using specialized programs in a way that facilitate their mission in teaching the foreign language in public schools.
- 5- Since the findings of this study indicated that low and medium achievers benefited and performed better when taught with PowerPoint presentations, public schools should be equipped with necessary IT facilities to leverage the potentials of PowerPoint presentation and improve student performance.

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## Appendix (A)

### Plan unit( 5-7)

**Subject :** Action Pack 10

**Number of Classes:** 13

**Semester:** 2ed semester

**Duration :** from 12<sup>th</sup> of Feb to 30<sup>th</sup> of March

| Specific outcomes                        | Resources and assessment | Instructional strategies | Assessment    |              | Associated activities   |
|--|--------------------------|--------------------------|---------------|--------------|---|
|  |                          |                          | Strategy      | Tool         |   |
| To recognize the new words<br>Perfectly  | Data –<br>show           | PowerPoint presentation  | Communication | Rating scale | Pupils should use the difficult words in meaningful sentences |
| Make connection between prior knowledge  | PowerPoint Presentation  |                          |               |              |   |
| Differentiate between( p) and ( b) sound |                          |                          |               |              |   |

|  |            |              |             |        |  |
|--|------------|--------------|-------------|--------|--|
| Practice using second conditional  |            |              |             |        |  |
| Write many sentences by using the second conditional                       |            |              |             |        |  |
| Read functional material to extract information from the article           |            |              |             |        |  |
| Participate in groups by sharing ideas using the second conditional clause |            |              |             |        |  |
| Elicit the rule of second conditional                                      |            |              |             |        |  |
| Using target vocabulary in the context                                     |            |              |             |        |  |
|  | SB( 46-47) | Presentation | Observation | Rubric |  |



|  |                     |  |  |       |   |
|--|---------------------|--|--|-------|---|
| Use the text to guess the of new words   |                     |  |  | Scale | Pupils should use the difficult words in meaningful sentences |
| Transform words from text  |                     |  |  |       |   |
| Conversation by using second conditional clause                                |                     |  |  |       |   |
| Make suggestions by using direct, let`s---- and indirect suggestions how about |                     |  |  |       |   |
| Using shall we,<br>And how about,<br>to make a suggestion                      | SB(49-50)<br>WB(36) |  |  |       |   |
| Elicit the rule of making suggestion   |                     |  |  |       |   |

|  |                               |  |  |  |  |
|--|-------------------------------|--|--|--|--|
| Use pictures to use even direct or indirect suggestion             |                               |  |  |  |  |
| Engage students talking a trip and the Amazon River                | SB(52-53)<br>WB(37-38)        |  |  |  |  |
| Response to analytical questions before and after reading the text | Board<br><br>Glossary (70-71) |  |  |  |  |
| Write a description about the pictures                             |                               |  |  |  |  |
| Demonstrate understanding of a reading article                     |                               |  |  |  |  |
| Recognizing the new words  | SB(53)<br>WB(37-38)           |  |  |  |  |

|  |                  |              |  |  |  |
|--|------------------|--------------|--|--|--|
| Engage the students to participate in a discussion about a trip they had |                  |              |  |  |  |
| Write by using how about , and why do not we.....?                       | SB(56)<br>WB(40) | Presentation |  |  | Pupils should use " How about -----ing? " & " Why don`t we----base form?" correctly. |

## **Appendix ( B )**

### **Lesson plan**

#### **Lesson one**

#### **Second conditional clause**

First , teacher warms up , then the teacher uses the brainstorm to remind the students with the first conditional type. Then, the teacher shows slides that include first conditional clause. The teacher tells the students that they are going to have another kind of the conditional clauses which is the second conditional clause. The teacher asks the students whether they know what are the uses of the second conditional clauses. the teacher shows slides that explain the reason beyond using second conditional clauses such as for imaginary situation and for improbable occasions. The teacher presents slides have more examples and asks the students to work in pairs and try to elicit the rule in three minutes. After that , the teacher presents show the structure of the new rule. The teacher explains the negative form and asks the students to have examples from the text itself, then she shows the slides to illustrate extra examples. Finally, the teacher asks the students to answer the questions printed on the slide in 10 minutes, then she shows a slide that have the correct answers to check the answers. The teacher asks the students to write the information from the concluded slide and ask any questions about the new rule.

## Appendix ( C)

### Panel of jurors and validation committee

| NO | Name                              | Position               | Place of work                           |
|----|-----------------------------------|------------------------|---|
| 1- | Oraib Alfaoury                    | Assistant<br>Professor | Queen Raina<br>Centre                   |
| 2- | Buthyna Shaher AlFalogy           | Supervisor             | Ministry of<br>Education                |
| 3- | Mohamad Abdalqader<br>Alakhras    | Supervisor             | Ministry of<br>Education                |
| 4- | Abd Al Qader Ali<br>Waheed        | Doctor                 | Al Yarmouk<br>University                |
| 5- | Abd Alkareem<br>Hamad<br>Abu Juda | Doctor                 | Abdullah 2<br>Schools for<br>Excellence |

Dear professor and supervisor,

I am currently in the process of determining the face and content validity of the instruments of the current study that I am going to use for collecting data for my M.A thesis titled (The Impact of Using PowerPoint Presentations on Students` Achievement and Information Retention in Teaching English Language at Public Schools in Amman).

I truly appreciate your patience and your comments as experts who help me in determining the face and content validity of the achievement tests.

I am grateful to you for spending your time in commenting on the following questions:

**Q1-Are the questions of the current study related to its topic?**

.....

.....

.....

.....

**Q2-Does the test measure the goals that it is supposed to measure?**

.....

.....

.....

.....

**Q3- Is the language clear and does not have grammatical mistakes?**

.....

.....

.....

.....

**Q4- Are the items in the test appropriate for all students` levels?**

.....

.....

.....

.....

**Please be free to add any additional suggestions:**

.....

.....

.....

.....

.....

**Thank you for your caring and assistance in this matter.**

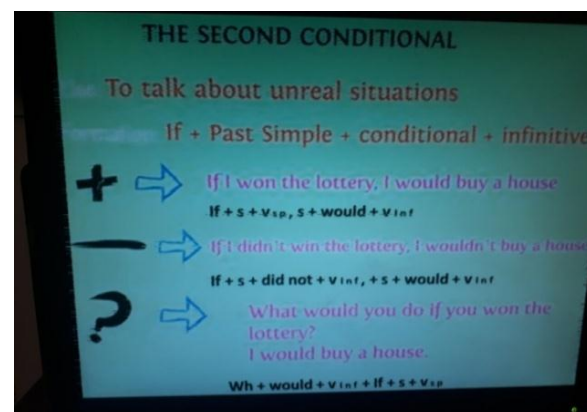
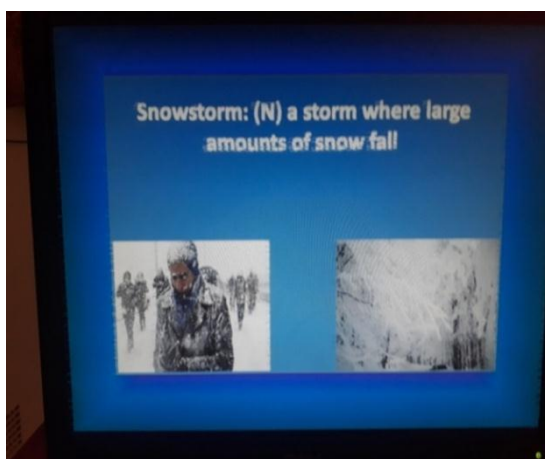
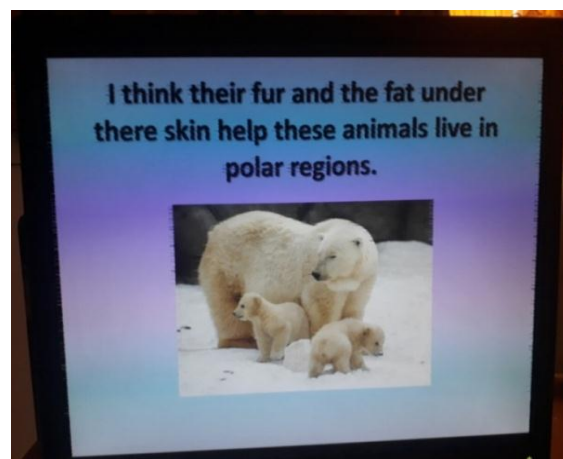
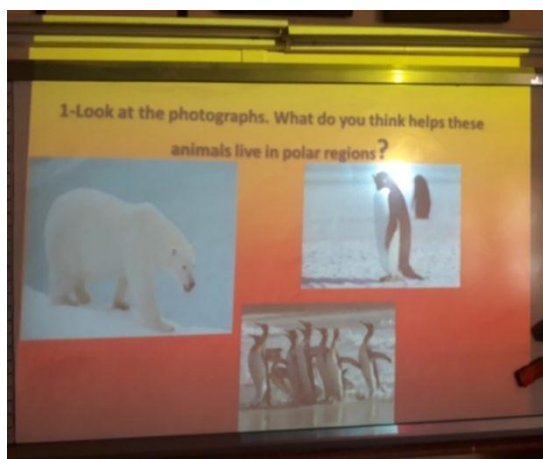
**Sincerely,**

**Fatima Mansour**

**M.A Student/MEU**

## Appendix ( D)

### Slides that show the studied subject





- Polar bears and penguins both like to swim and to eat small sea animals. They are excellent swimmers. However, Polar bears live in the North Pole, while penguins live in the South Pole.



**Sponge : (N)** a small round animal that lives in water and has a soft body .



Not many people have the chance to visit the North and South Poles ,However , if you had the opportunity to visit the Poles they would appear similar – both are places of extreme cold.



**Flipper : (N)** a part of the body that sea animals use in order to swim.



**Direct**

**let's**

**Let us**

**Let's watch a film**

**Let's visit Petra**

**Let us go on safari in Kenya**

## Appendix ( E)

### Achievement test

**Dear student:**

**This multiple choice test consists of (30) questions, each one has four choices, all of them are incorrect EXCEPT one.**

**Read the question carefully, then choose the correct one by putting ( / ) in front of the correct choice in the sheet paper .**

Here is an example:

**1- Sea turtles are considered as-----**

- a- huge animals
- b- tiny animals
- c- very small animals
- c- small animals



### The test

| NO | A | B | C | D |
|----|---|---|---|---|
| 1  | / |   |   |   |

**1- The animals that we can find in the North and South poles are:**

- a- Penguins and polar bears
- b- Leopards
- c- All kinds of turtles
- d- Bears

**2- The meaning of " seal " is**

- a- A kind of sea animal
- b- A part of the feet
- c- Holes in the nose
- d- Plants and animals

**3- The weather that we can find in the poles could be described as :**

- a- it is freezing cold.
- b- it is baking hot.
- c- much warmer.
- d- not so cold.



**4- The polar region is a good place to visit because :**

- a- There is no life.
- b- There is an amazing life.
- c- We could not see any seals.
- d- The polar bears are too dangerous.

**5- Polar bears and penguins are in danger because of :**

- a- hunters.
- b- global warming.
- c- its color.
- d- cold weather.

**6- The word " penguin" has the same initial sound as the word:**

- a- body
- b- physical.
- c- pole
- d- webbed



**7- The word that means a kind of fish that used for food is :**

a- sea turtles.

b- coral reefs.

d- shrimps.

c- sponge

**8- We can experience diving in Aqaba in:**

a- February

b- January

c- October

d- March

**9- One of the following belongs to the features of animals :**

a- Shell and flipper.

b- Sponge and seaweed.

c- Jellyfish and predator

d- Shell and sponge

**10- Do sea turtles live in the cold waters?**

- a- No, because it is too cold
- b- Yes, because they have hard shells
- c- No, because they do not have a thick layer of fat .
- d- Yes, because they have flippers.

**11- Sea turtles are:**

- a- Seven species .
- b- Six species.
- c- We do not know the number.
- d- Four species.

**12- Sea turtles can eat.....**

- a- sponges, jellyfish, snails and seals.
- b- seals, jellyfish, shrimps and seaweed.
- c-shrimps, sponges and seaweed.
- d- sea plants, sharks and snails



**13- Like other turtles, sea turtles can hide their legs and head inside their shells:**

- a- The sentence is true because they look like other turtles.
- b- The sentence is false because they do not have the ability to hide their legs and head.
- c- The sentence is false because they have flippers.
- d- The sentence is false because their nostril can close underwater.

**14- Sea turtles can live up to:**

- a- 10 years
- b-30 years
- c-50 years
- d- 80 years

**15- Sea turtles have flippers to:**

- a- direct them while swimming
- b- help them dig in the sand
- c- direct them while swimming and help them dig in the sand.
- d- catch their food

**16- One from the following does not belong to the marine life:**

- a- Leopard seas
- b- Sponges
- c- Turtles
- d-Coral reefs

**17- In writing an email to a friend , the correct way to start is:**

- a- dear muna,
- b- Dear Muna
- c- Dear Muna,
- d- Dear Muna.

**18- Holiday means:**

- a- Space
- b- Break
- c- A break or vacation from school or work
- d- Rest



**19- Look to this picture about the Amazon River and complete the suggestion,  
-----going to America to see the Amazon River? :**

- a- Why don't we?
- b- Can
- c- Shall we
- d- How about



**20- Your journey will begin in Vancouver in British Colombia . From there-----**

**-The underlined word "there" refers to :**

- a- British
- b- journey
- c- Colombia
- d- Vancouver in British Columbia

## Grammar

21- If I -----lost in the city, I would ask someone to help me.

a- gets

b- get

c- got

d- gots



22- Complete the second conditional clause to have the correct sentence:

-----, I would study hard.

a- If I was you

b- If I would be

c- If I were you

d- I were you

**23- If I found a valuable item on my way, I -----my mum.**

- a- will tell
- b- would told
- c- would tells
- d- would tell



**24- If she -----very well, she would not pass.**

- a- studied
- b- was not
- c- did not study.
- d- would not



**25- If I won a lot of money, I'd go on a Red Sea boat trip.**

- a- Rising intonation and falling intonation
- b- Falling intonation and falling intonation
- c- Falling intonation and rising intonation
- d- Rising intonation and rising intonation

**26- look to this sentence then complete by using the correct suggestion to start with: - -----taking the train?**

- a- Shall we
- b- We shall
- c- How about me?
- d- How about



**27- Shall we ----- sightseeing in Paris?**

- a- going
- b- go
- c- goes
- d- not go

**28- -----visit new places?**

- a- Why don't we ?
- b- Shall
- c- How about
- d- Why don't we

**29- Canada----- the second largest country in the world.**

a- was

b- is

c- are

d- will be

**30- I -----meet my friends because I have to study for my exams:**

a- won't

b- shall

c- will

d- would

The End

Good Luck

The researcher: Fatima Mansour

**The answer sheet paper**

| <b>No</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
|-----------|----------|----------|----------|----------|
| <b>1</b>  |          |          |          |          |
| <b>2</b>  |          |          |          |          |
| <b>3</b>  |          |          |          |          |
| <b>4</b>  |          |          |          |          |
| <b>5</b>  |          |          |          |          |
| <b>6</b>  |          |          |          |          |
| <b>7</b>  |          |          |          |          |
| <b>8</b>  |          |          |          |          |
| <b>9</b>  |          |          |          |          |
| <b>10</b> |          |          |          |          |
| <b>11</b> |          |          |          |          |
| <b>12</b> |          |          |          |          |
| <b>13</b> |          |          |          |          |
| <b>14</b> |          |          |          |          |
| <b>15</b> |          |          |          |          |
| <b>16</b> |          |          |          |          |
| <b>17</b> |          |          |          |          |
| <b>18</b> |          |          |          |          |
| <b>19</b> |          |          |          |          |
| <b>20</b> |          |          |          |          |

|           |  |  |  |  |
|-----------|--|--|--|--|
| <b>21</b> |  |  |  |  |
| <b>22</b> |  |  |  |  |
| <b>23</b> |  |  |  |  |
| <b>24</b> |  |  |  |  |
| <b>25</b> |  |  |  |  |
| <b>26</b> |  |  |  |  |
| <b>27</b> |  |  |  |  |
| <b>28</b> |  |  |  |  |
| <b>29</b> |  |  |  |  |
| <b>30</b> |  |  |  |  |

### Typical answer paper

| No | A | B | C | D |
|----|---|---|---|---|
| 1  | / |   |   |   |
| 2  | / |   |   |   |
| 3  | / |   |   |   |
| 4  |   | / |   |   |
| 5  |   | / |   |   |
| 6  |   |   | / |   |
| 7  |   |   | / |   |
| 8  |   |   | / |   |
| 9  | / |   |   |   |
| 10 | / |   |   |   |
| 11 | / |   |   |   |
| 12 |   |   | / |   |
| 13 |   |   | / |   |
| 14 |   |   |   | / |
| 15 |   |   |   | / |
| 16 |   |   | / |   |
| 17 |   |   | / |   |
| 18 |   |   | / |   |
| 19 |   |   |   | / |



|           |   |   |   |   |
|-----------|---|---|---|---|
| <b>20</b> |   |   |   | / |
| <b>21</b> |   |   | / |   |
| <b>22</b> |   |   | / |   |
| <b>23</b> |   |   |   | / |
| <b>24</b> |   |   |   | / |
| <b>25</b> | / |   |   |   |
| <b>26</b> |   |   |   | / |
| <b>27</b> |   | / |   |   |
| <b>28</b> | / |   |   |   |
| <b>29</b> |   | / |   |   |
| <b>30</b> | / |   | / |   |