

فاعلية استخدام البوربوينت في تعليم اللغة الانكليزية لطلبة التعليم المفتوح في
كلية التربية ا جامعة البعث

**The Effectiveness of Utilizing PowerPoint in Teaching English
Language for the Open Learning Students in the Faculty of
Education \ Al-Baa"th University**

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Abstract

This research aimed at investigating the effect of using PowerPoint in teaching English language for the open learning students at the Faculty of Education \ Al-Baath University. The sample of the study, which consisted of (80) open learning students, were randomly distributed into two groups: experimental and control. The quasi – experimental design was applied. The instruments used included: PowerPoint presentation (for teaching the experimental group) and an achievement test. Outcomes of the study revealed the following:

1. The mean scores of the experimental group students' achievement in the post achievement–test were higher than those of the control group students.
2. Data analysis of the post achievement–test confirmed the effectiveness using the PowerPoint Presentation in improving the experimental group Open Learning students' achievement in English language in comparison with the traditional method of teaching.

Key words: PowerPoint presentation, Open Learning Students, Achievement, English Language

الملخص

هدفت البحث إلى تقصي فاعلية استخدام البوربوينت في تعليم اللغة الانكليزية لطلبة التعليم المفتوح في كلية التربية اجامعة البعث. شملت عينة الدراسة (80) طالباً من طلبة التعليم المفتوح في كلية التربية اجامعة البعث. تم تقسيم العينة عشوائيا إلى مجموعتين ضابطة وتجريبية. وتم تطبيق المنهج شبه التجريبي في هذه الدراسة. أما الأدوات فقد شملت برنامج العروض التقديمية (لتعليم المجموعة التجريبية) إضافة إلى اختبار تحصيل. وقد خلُصت الدراسة إلى النتائج الآتية:

1) كان متوسط درجات تحصيل طلبة المجموعة التجريبية في اختبار التحصيل البعدي أعلى من متوسط درجات تحصيل طلبة المجموعة الضابطة.

2) أكد تحليل نتائج الاختبار البعدي على فاعلية استخدام برنامج العروض التقديمية في تحسين مستوى تحصيل طلبة المجموعة التجريبية في اللغة الانكليزية بالمقارنة مع الطريقة التقليدية في التعليم.

الكلمات المفتاحية: برنامج العروض التقديمية، طلبة التعليم المفتوح، التحصيل، اللغة الانكليزية

The Effectiveness of Utilizing PowerPoint in Teaching English Language for the Open Learning Students in the Faculty of Education \ Al-Baath University

1. Introduction

The process of learning English as a foreign language is not so pleasant for students, and it might be dull and tedious for them. Therefore, teachers should be alert to the method they use in the teaching process. Furthermore, technology has become an essential component in the up-to-date education and it is advisable that teachers integrate it in their English language classrooms. Educational technology helps teachers in attracting students' attention and tutoring the educational content in an interesting way. Moreover, students learn better via visual tools and PowerPoint Presentation is one of the best educational technology applications that can make the content more appealing and simplify the process of teaching-learning a new language and make it more effective.

2. Research Problem

The researcher observed through her work as an instructor of English language in the open learning meetings in the Faculty of Education that the students' general level in English language was very low due to several factors. Firstly, many of them left school for many years, therefore their background related to the English language came to be very shallow. Secondly, they were not in the

same age and their ages ranged between (23) and (45) years. Moreover, the previous teaching method adopted for teaching English for the open learning students has been the “Translation–Method”. Furthermore, the whole teaching–learning process was instructor–centered, and there were no modern teaching methods nor evaluation styles applied. Therefore, the researcher felt that it was very essential to integrate computer, especially the PowerPoint, in teaching English language to meet the open learning students’ needs. Thus, the problem of the research could be summarized in the following question:

What is the effectiveness of utilizing PowerPoint in teaching English language for the open learning students in the Faculty of Education \ Al–Baath University?

3. Research Significance

- 3.1. The research highlighted English instructors’ new roles in the third millennium as a facilitator and a guide of the teaching–learning process.
- 3.2. Findings of this research might be useful to teachers of the open learning students in improving students’ achievement through English language computer–based instruction.
- 3.3. The research presented some well–designed lessons by means of the PowerPoint presentation (PPP) for the open–learning students in the Faculty of Education / Al–Ba’ath University. It presented an outstanding technology–based

method for teaching English language which respected students' individual differences by means of several media such as (static & dynamic) pictures, sounds, flashes, animation and video accompanied by the suitable feedback.

3.4. This research might be considered the first study in Syria which dealt with the open learning students, which formed a very special sort of research society.

4. Research Aim

This research aimed at examining the effectiveness of using power–point presentation (PPP) in classroom in improving the efficiency of teaching and learning compared to the traditional way of teaching. Secondly, the research aimed at investigating the effectiveness of utilizing (PPP) in improving the open learning students' English language achievement in the Faculty of Education/Al–Baa'th University.

5. Research Questions

The research addressed the following questions:

1. Did teaching English language using (PPPs) contribute to better learning compared to the traditional way of instructing?
2. Did the use of (PPPs) in classroom affect student's English language achievement?
3. What were the suggestions for developing English language Instruction?

6. Research Hypothesis

The following null hypothesis was tested at the significant level ($\alpha = 0.05$):

- . There was no statistically significant mean score difference between the Open Learning students in the experimental and control groups in the **immediate post-achievement test**.

7. Limitations of the Research

The research was carried out during the second semester of the academic year (2019/2020).

7.1. Human Limitations:

The population of the research consisted of all the Open Learning students in the Faculty of Education at Al-Baa'th University (298 students according to the Faculty of Education records) in the Faculty of Education at Al-Ba'ath University). They formed the population of the research. The sample was chosen purposefully, due to that fact that student's attendance of the periodical meetings was not obligatory.

7.2. Time Limitations:

The treatment of the research lasted from (27/6/2019) to (12/9/2021).

7.3. Spatial Limitations:

The research was delivered to both groups in the Faculty of Education auditoriums \ Al-Baa'th University.

7.4. Educational Limitations:

Both groups dealt with the same course content "**Early Childhood Education**". However, the difference was in the instructional methodology. Each group was taught twelve lectures

(they were called meetings in the open learning). Afterwards, both groups sat for the post achievement –test.

8. Terminology & Procedural Definitions

8.1. Effectiveness

It was defined as "the extent to which the activities stated objectives have been met" (OECD, 2002, p.1).

It meant "the standard of achievement which reflects the degree of fulfilling the knowledge, psychomotor and affective objectives" (Al-Kala & Naser, 2001, p.267).

The researcher defined "**Effectiveness**" as the ability of the PPP to improve the open learning students' achievement in the Faculty of Education at Al-Baa'th University in the English language course; that (80%) of the experimental group students were expected to obtain (80 %) in the post-achievement-test.

8.2. PowerPoint Presentation (PPP)

Theoretically, " it is a slide show presentation program of the Microsoft office, consisting of a series of separate pages or slides" (Hassan, 2001, p.156). Operationally: It is 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 (Shraim, 2019).

8.3. Open Learning

Open learning system was established in the Syrian universities under Decree No.383 of 29/7/2001. The Decree allowed for the admission of a certain number of students who hold the Syrian secondary school certificate (baccalaureate) or its equivalent into open

learning, e-learning, and distant learning systems or transfer students from other public or private universities.

It is a supporting system for education that enhances students' chances for admission into a variety of theoretical domains. The educational process takes place on campus during the two-day weekend. Thus, it offers new educational opportunities and partially solves the problem of the insufficient capacity of the general education system. Open learning programs give a chance to obtain a degree to students who were unable to enroll in higher education for one reason or another as well as to employees in various institutions who do not have degrees (Open Learning, 2020).

8.4. Open Learning Students:

They are the students who register in the Kindergarten Program (Periodical Meetings Program) which was opened in (2003–2004). The Kindergarten Program lasts for four academic years. In each year there are two terms. In each term, students attend fourteen meetings in each of the subjects. Moreover, students are allowed to sit for the exam in the subjects which they had freely chosen. They pass in each subject, if their score is 50 at least (Open Learning, 2020).

The researcher defined “the open learning students” as the students who studied the English language subject in the Kindergarten Program (Periodical Meetings Program) in the academic year (2019/2020).

9. Previous Studies

9.1. (Abu–Mansour, 2019):

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

This research aimed at investigating the impact of using PowerPoint presentations on students` achievement and the retention of information of the tenth graders from Um–Amara Public Secondary School in Amman. The researcher used the quasi–experimental design. An achievement test was applied on (66) female students who were selected purposively from Um–Amara Public Secondary School in Amman. The experimental group (34 students) was taught by means of (PPPs). Whereas, the control group (32) was taught conventionally. The findings of the study highlighted that there was statistically significant mean score difference between the means of scores of the experimental and the control group in the immediate post–test and the postponed post–test in favor of the experimental group.

9.2.Shraim (2019):

The Effect of the Using an Instructional Software on Developing the Direct and Deferred Achievement and Motivation in the English Language of Secondary Students in Zarqa Governorate

This research aimed at identifying the effect of using an instructional software on developing the immediate post–test, postponed post–test and on students` motivation towards learning English language. The researcher used the quasi–experimental design and the descriptive one. The tools included an achievement test and a motivation scale. The sample included (50) from the 11th graders in (That Al–NetaKeen) Secondary School for Girls in Zarqa governorate. This sample was divided randomly into two equal groups. The experimental group (25 students) was taught by means of the designed instructional software. Whereas, the control group (25) was taught traditionally. The outcomes highlighted the following:

1. There were statistically significant means score differences between the means of scores of the experimental and the control group in the immediate post–test and the postponed post–test in favor of the experimental group.
2. The application of the motivation scale pre and post the experiment revealed that there was a statistically significant

mean score difference between the mean of scores of the experimental and the control group in favor of the post-motivation scale application.

9.3.(Ogeyik, 2016):

The Effectiveness of PowerPoint Presentation and Conventional Lecture on Pedagogical Content Attainment

The research aimed at investigating the effectiveness of PowerPoint Presentation (PPP) lectures in comparison with the conventional lecture/discussion on the pedagogical content of student-teachers of English. The quasi-experimental design and the descriptive one were applied. The tools included an achievement test and a questionnaire. The participants were (89) ELT students enrolled in the third year of an ELT programme at a Turkish university. 43 of the participants were taught via conventional lecture/discussion and 46 were taught via PPP. The findings revealed that the treatment process was effective on both groups, but the control group achieved better in the post-test. Moreover, the efficiency of the applications was also tested by means of a questionnaire. The control group reflected more positive attitudes towards the conventional lecture/discussion in terms of the quality of instructional strategies, academic language use, professional development, professional perception and problem-solving.

9.4.(Akhlaghi & Zareian, 2015):

The Effect of PowerPoint Presentation on Grammar and Vocabulary Learning of Iranian Pre-University EFL Learners

This study aimed to identify 1).the effect of PowerPoint presentations on grammar and vocabulary learning of Iranian pre-university EFL learners, 2).learners' perceptions of the effectiveness of PowerPoint presentations in learning grammar and vocabulary. The researcher used the experimental design and the descriptive one. A multiple-choice test (of grammar and

vocabulary) was applied pre and post teaching and interviews were held with some members of the experimental group to highlight their viewpoints towards using PowerPoint presentations in teaching English grammar and vocabulary . The sample which consisted of 54 students was selected from Shahed High School in Ghabadin\Iran and it was divided randomly into two groups (control and experimental). Data analysis revealed the following:

1. The participants confirmed that using PowerPoints made them learn the vocabulary and grammar faster and better.
2. The majority of learners preferred PowerPoint presentations over the traditional method and likely had positive attitudes towards the use of PowerPoint presentation in English language classroom instruction.

10.Theoretical Framework

10.1.The Origins of PowerPoint

Microsoft PowerPoint was a presentation program created by Robert Gaskins and Dennis Austin in 1987 at a software company called Forethought. PowerPoint was originally designed to provide visuals for group presentations within business organizations, but had come to be vastly used in many fields including education.

For the time being, (PPP) is the most beneficial and used program in many fields especially education that it can be used as a multimedia and interactive tool (Nourdad, & Aghayi, 2017).

Description of PowerPoint Program

PPP consists of a number of individual pages or slides. The "slide" analogy is a reference to the slide projector. Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. PowerPoint, however, facilitates the use of a consistent style in a presentation using a template or "Slide Master". The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter. For larger audiences the computer display is often projected using a video projector (Idries, 2016).

The Use of PowerPoint presentations (PPPs) in Education:

(PPPs) are not good or bad for themselves. Teachers have to design them in a very attractive and effective way so the students will have benefits through the content comprehension and exam preparation (Weimer, 2012).

Students' imagery systems become more activated when instructional materials are presented in non-verbal methods and this can be achieved via integrating PPPs. Teachers should take into consideration that (PPPs) should be designed to encourage students' imagery system and help them to comprehend and improve short and long-term memory. Since, topics are presented in a hierarchical fashion with graphics, color, and animation, students can use a mental image of that outline to study, to retrieve the information on a test, to organize their answer for an essay question and to perform other educational tasks. Furthermore, breaking down the daily

routine of classes and providing some excitement might be attained by using (PPPs)(Nouri, & Shahid, 2005).

Moreover, (PPPs) enable teachers to increase the quality of written material and visuals they present to the students in the class. Replacing blackboard/whiteboard, and flip charts instead with(PPPs) saves time and increases the time of teaching that teachers can prepare the subject they want to teach in advance. Additionally, (PPPs) provide a much richer quality of visuals including multicolored complicated diagrams and pictures. In brief, PowerPoint program enables teachers to accomplish professional-looking presentations in EFL classroom(Lari, 2014).

Advantages and Disadvantages of PowerPoint Presentations:

1. Teaching supported by (PPPs) can be highly effective since it is provided by visual information such as photographs, charts, or diagrams. 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.
2. (PPPs) save time , effort and energy. They are flexible slides that can be easily shared among students at the same class or different classes (Abdallah, 2015).

3. (PPPs) support different multimedia as audio, video, images and animation. They can be used for supplying students with feedback after the class activity, and they can be utilized for e-tests. Moreover, they enables self-study and help learners to interact with websites to get extra information (Weimer, 2012).
4. (PPPs) are the most appropriate solution for classes with a large number of students.
5. (PPPs) involve learners in authentic language experience. Utilizing t(PPPs) in a stress-free-classroom environment facilitates the practice and integration of the four language skills.
6. On the other hand, (PPPs) may reduce the chance of participation or classroom interaction because they form primary method of presenting the information (Weimer, 2012).
- 7.(PPPs) might be the source of overload information that may let students feel confused. Additionally, (PPPs) may minimize the opportunity for creative thinking since it may drive the instruction (Nouri & Shahid, 2008).

10. Methodology and Procedures

10.1. Design of the Research:

The quasi-experimental design was utilized to implement the (PPPs) on a sample of the Open Learning students in order to

investigate its effectiveness in improving the experimental group students' achievement in the English language course.

10.2. Research Sample

Participants of this study were (80) females from the Open Learning students at the Faculty of Education /Al-Baa'th University. The sample was randomly distributed to two groups: experimental and control. The experimental group studied the English language course by means of PPP, whereas, the control group was taught according to the used methods.

10.3. Variables of the Research

10.3.1. The Independent Variable

10.3.1.1. Method: a) PowerPoint Presentations.

b) Traditional method of instruction.

10.3.1.2 The Dependent Variable

.Open Learning students at the Faculty of Education /AlBaa'th University students' achievement.

Research Instrument

A Pre –Post Test: The researcher has designed a test to measure Open Learning students' achievement in The English course.

Test Validity:

to ensure test validity, it was refereed by specialists at the Faculty of Education, Al-Baath university.

Test Reliability:

“Reliability refers to the consistency of the research and the intent to which the studies can be replicated” (Abu Alaam, 2004, P.429). To ensure the test reliability, it was piloted on a neutral sample of 20 Open Learning Students/Faculty of Education. The test was reapplied after two weeks to ensure the test reliability. By means of the SPSS version (22), the researcher used Pearson Coefficient to measure the degree of correlation between the first application and the second one, and the result ($R= 0,996$). The significance level was ($0.000 < a = 0.05$) and that confirmed the reliability of the test table (1).

Table (1): The Correlation between Students' Scores in Both Applications

Items in the Achievement Test	1 st Application	2 nd Application	Correlation Value	Sig.
20	0.822	0.819	0.996	0.000

The Pre-Test:

to ensure equivalence of the control and the experimental groups, the pretest was applied. The researcher used (t) test to identify the difference between mean scores of the experimental and control groups as shown in table (2).

Table(2): The Difference between the Mean Scores of the Experimental and Control Groups in the Pre-Test

Group	N	M	SD	Df	T	Sig.
Experimental	40	4.63	1.555	46	-1.063	0.294
Control	40	4.08	1.954			

Table (2) shows that the mean of experimental group scores is (4.63) and its standard deviation is (1.555), while the mean of the control group scores is (1.08) and its standard deviation is (1.954) and the number of freedom degree is (46). The value of the computed (t) is (1.063), and its statistical significance is (0.294), which is bigger than ($\alpha = 0.05$). This indicated the equivalence between the two groups.

The Post-Test:

The experimental group was taught the English course by the researcher who used the (PPPs), whereas the control group was taught traditionally.

Data Analysis:

Based on the research hypotheses, data was analyzed by means of the Statistical Packages of Social Sciences (SPSS) version 22.

Testing of the Research Hypothesis:

The following null hypotheses was tested at the significance level ($\alpha = 0.05$):

1. There are no statistically significant mean score differences between the Open Learning students in the experimental and control groups in the immediate post-achievement test.

Table (3): (t-test) of Means of Scores of Both Groups in the Immediate Post-Achievement Test

Group	N	M	SD	Df	T	Sig.
Experimental	40	7.38	1.279	46	-4.017	0.011
Control	40	5.38	2.39			

Table (3) showed that the experimental group mean of scores is (7.38), the standard deviation is (1.279), and the degree of freedom equals (46); while the control group mean of scores is (5.38), the standard deviation is (2.039), and the degree of freedom equals (46). The value of the computed (t) for both groups is (4.071), and its statistical significance is ($0.011 < a = 0.05$). This result rejects hypothesis (1) and accepts the alternative one that **“There are no statistically significant differences between the sixth-graders' means of scores in the experimental and control groups in the immediate post-grammar test”**. This confirms the effectiveness of the PPP in improving the learners' achievement in the English course.

The Research Questions

The research addressed the following questions:

1. Did teaching English language using (PPPs) contribute to better learning compared to the traditional way of teaching?

The analysis of the results of the hypothesis confirmed the effectiveness of using (PPPs) in teaching in developing the Open Learning students' English language learning.

2. Did the use of (PPPs) in classroom affect the open learning student's English language achievement?

Data analysis of the immediate post achievement–test confirmed the effectiveness of the (PPPs) in improving the experimental group Open Learning students' achievement, and the differences in the achievement scores were in favor of the experimental group students.

6.5.2. Discussion of Results:

The experimental group students recorded higher scores than the control group students in the achievement–test. Those results were due to the impact of the (PPPs) in improving the experimental group students' English language level. This was in line with the studies of Abu–Mansour (2019), Shraim (2019) and Akhlaghi & Zareian (2015) in which the results affirmed the significance of using PPP for teaching English language in improving students' achievement and retention of information. In other words, the use of the (static & dynamic) pictures, sounds, flashes, animation and video accompanied by the suitable feedback proved to be

significant factors for enhancing the experimental group students' English language level. Moreover, using the (PPPs) in teaching and learning developed the experimental group students' English language learning speed, that the majority of them did not need more than twenty minutes for answering the post-test questions.

However, the results did not associate with the results of Ogeyik (2016) study in which the outcomes highlighted that the control group achieved better in the post achievement-test.

3. What are the suggestions for developing English language Instruction?

1. The current research has dealt with two groups of open learning students. A future study is recommended to find out if (PPPs) will have similar effects on learners of upper or lower stages.
2. Revising the adopted methods of teaching English language in schools and motivating learners by providing them with more opportunities to integrate computer activities into EFL settings.
3. Adopting an independent course for training graduates of the English Departments in the Faculties of Arts and Humanities, who intend to become teachers, to design and apply (PPPs) in their future classrooms. In other words, teachers should be supplied with the theoretical and methodological knowledge about computer-mediated communication tools in order to help learners to communicate via computers and be more motivated towards language learning.

Appendixes

The Achievement Test

Read the questions carefully, then choose a, b, c, or d:

A schema is a cognitive framework or concept that helps organize and interpret information. Schemas can be useful because **they** allow us to take shortcuts in interpreting the vast amount of information that is available in our environment. The use of schemas as a basic concept was first used by a British psychologist named Frederic Bartlett as part of his learning theory. Bartlett's theory suggested that our understanding of the world is formed by a network of abstract mental structures.

1. People use schemas to understand information.
a. False b. True c. (a+b) d. Perhaps
2. The word(**they**) (line 3) refers to ...
a. framework b. schema c. (a+b) d. schemas
3.means a quicker or shorter way of getting to a place.
a. schema b. information c.(a+b) d. shortcut
4. Jean Piaget was the first to use schemas as a part of his learning theory.
a. False b. True c. (a+b) d. Perhaps
5. Fredric Bartlett's theory **suggested** that our understanding of the world is made by a network of abstract mental structures.
a. Fact b. Opinion c. (a+b) d. Maybe
6. All of the following are types of schemas **EXCEPT**..
a. physical-schemas b. object-schemas
c. social-schemas d. self-schemas
7. Schemas affect all the following **EXCEPT**..
a. things people are interested in.
b. the rate of individuals' learning
c. tourism movement in the world

- d. people's learning of the world around them
8. Old people can easily change their schemas.
 - a. False
 - b. True
 - c. (a+b)
 - d. Perhaps
 9. **Existing schemas** might be changed because a person
 - a. buys new things
 - b. eats burger
 - c. gains new experiences
 - d. plays basketball
 10. There are..... kinds of schemas.
 - a. five
 - b. six
 - c. seven
 - d. ten
 11. Assimilation represents post-existing schemas.
 - a. False
 - b. True
 - c. (a+b)
 - d. Perhaps
 12. Schemas form something that people have.
 - a. some
 - b. few
 - c. many
 - d. all
 13. Schemas can changed.
 - a. is
 - b. are
 - c. be
 - d. been
 14. **Social schemas** include knowledge about how people behave in certain social situations.
 - a. total
 - b. mineral
 - c. general
 - d. inner
 15. Piaget believed that the processes of adaptation, accommodation, and equilibration enable infants to build their schemas about the world around them.
 - a. Opinion
 - b. Fact
 - c. Perhaps
 - d. (a+b)
 16. After reading, the first review should be after 20 minutes.
 - a. True
 - b. False
 - c. Perhaps
 - d. (a+b)
 17. The idea tells the main point, or idea about the text.
 - a. main
 - b. moon
 - c. minor
 - d. milk
 18. It is the organ of the body that stores information and controls activity.
 - a. boat
 - b. brown
 - c. brain
 - d. ball
 19. Children are very much dependent on others satisfaction of their needs.
 - a. in
 - b. on
 - c. to
 - d. for
 20. If children that they are being left out, they may indulge in anti-social activities.
 - a. feels
 - b. feel
 - c. feeling
 - d. felt
 21.means negative or unpleasant.
 - a. Active
 - b. Ablaze
 - c. Adverse
 - d. Adequate
 22. Belongingness is an important social need of children.
 - a. False
 - b. True
 - c. (a+b)
 - d. Perhaps
 23. Conflicts in the family make children secure.
 - a. False
 - b. True
 - c. (a+b)
 - d. Perhaps

35. We shouldn't neglect the principle of development.
a. uneque b. unik c. unique d. onique

Jean Piaget was a Swiss psychologist and **genetic epistemologist**. He is most famously known for his theory of cognitive development that looked at how children develop intellectually throughout the course of childhood. Prior to Piaget's theory, children were often thought of simply as mini-adults. Instead, Piaget suggested that the way children think is fundamentally different from the way that adults think.

36. Piaget's observations of his neighbours' children formed the basis for many of his theories.
a. False b. True c. (a+b) d. Perhaps
37. Which of the following is closest in meaning to the phrase **(genetic epistemology)** ?
a. social education b. scientific education
c. general education d. inherited education
38. The word (He) (line 2) refers to ...
a. Jane Austen b. George Galway
c. Jean Piaget d. Jowl Jamal
39. Prior Piaget's theory, children were often thought of simply as mini-adults.
a. Fact b. Opinion c. (a+b) d. Perhaps
40. To avoid sleeping while studying, you should do all of the following **EXCEPT...**
a. read out loud b. Mark important points
c. Keep yourself hydrated d. Lay on the bed
41. Making flowcharts helps you to remember answers during exams.
a. False b. True c. (a+b) d. Perhaps
42. To avoid sleeping while studying, you should be mentally and..... attentive.
a. healthy b. logically c. physically d. slowly

Which of these pairs of words are antonyms?

43. a. Tremendous/ massive b. Merely/ purely
c. Brainy/ mental d. vast/ little
44. a. popularize/ generalize b. hide/ popularize
c. tremendous/ massive d. merely/ purely

Which of these pairs of words are synonyms?

45. a. career/ job b. social/political
c. tremendous/ silly d. before/ after
46. a. true/false b. sparrow/bird
c. childhood/falsehood d. poor / rich

What part of speech are the following underlined words?

47. You can take a **shortcut** across the field.
a. V b. Adj c. Adv d. N
48. You must revise the new information regularly.
a. V b. Adj c. Adv d. N
49. Children's development involves a series of orderly and
meaningful changes.
a. V b. Adj c. Adv d. N
50. Piaget received a Ph.D. in Zoology.
a. V b. Adj c. Adv d. N

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