

ABSTRACT

The purpose of this study is to investigate the utilization of power point presentation in teaching English language, compared to the traditional method of teaching. Another purpose is to examine the effect of power point in immediate and delayed achievement for two groups of second year secondary school students.

To achieve the above objectives, 90 students were selected and divided into two groups, 45 students in each one. They were given the names: 1- the experimental group 2- the Control group.

The experimental group was taught by the teacher aided by computer. The control group was taught without the help of computer. Each group took 15 teaching hours to finish their task...

The statistical analysis revealed the following results:

- 1- There was statistically significant difference at $\alpha = 0.05$ level between the means of the experimental group and the control group in immediate achievement. The difference was in favour of the experimental group.
- 2- There was statistically significant difference at $\alpha = 0.05$ level between means of the experimental and the control groups in delayed achievement, in favour to the experimental group.
- 3- There was no statistically significant difference at $\alpha = 0.05$ level in students achievement due to the gender factor.
- 4- There was statistically significant difference at $\alpha = 0.05$ between the means in immediate and delayed scores of the experimental group, in favor of the delayed achievement.
- 5- There was statistically significant difference at $\alpha = 0.05$ level between the means in immediate and delayed scores of the control group only in favour of the immediate Achievement.

On the basis of the above results, the researcher recommends, that there is a need for more studies in the area of power point presentation in teaching English language, and the possibility of introducing computer in learning English language.