SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

College of Graduate Studies and Scientific Research

Investigating the Use of Power Point in Teaching English Vocabulary at Secondary Schools

A thesis submitted in partial fulfillment of the requirement for a M.Ed degree in E.L.T.

Prepared by

Hashim Babiker Idries

Supervised by

Dr. Muntaser Hassan Mubarak

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0

بسم الله الرحمن الرحيم

Dedication

To the soul of my father.

To my family.

To my friends*:-* **Sabir Elkhair, Malka Bashier,** **Abd elmonem** **Izz eldin** **, Dr.** **Sofyan Abdalla Osman**

I dedicate this work.

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I am most grateful to my helpful supervisor*; Dr, Montasir HassanMobarak*for his much exerted and valuable advice, encouragement, guidance and support.

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I am especially indebted to my friends for their continuous assistance and encouragement.

Finally, my thanks and appreciation to my family and all teachers who taught me at different educational levels.

Abstract

This study aims to investigate the role of using computer power point in teaching English vocabulary at the Sudanese secondary schools. To achieve this goal, the researcher followed the analytical descriptive approach. The community of this research is the teacher who uses Power Point in teaching vocabulary in Khartoum state schools as a study case . The researcher designed a comprehensive 25 item –questionnaire divided into four categories to serve the four objectives of the study. The researcher obtained 120 responses nine were excluded and 111 were classified and analyzed by using the statistical methods of the SPSS . The researcher has come to the following findings and recommendations:

Computer and Power Point should be a mandatory in all levels of the mainstream educational institutes.

Studies should be carried out to investigate the feasibility of introducing technology as well as possible and the best way to carry out this task with possibility of implementing technological hardware and software apparatus in our schools step by step.

Computer efficiency should be included within the main universities that graduate most teachers.

مستخلص

هدف هذا البحث لدراسة دور برنامج عرض الشرائح لجهاز الحاسوب (بور بوينت) في تدريس المفردات اللغوية للغة الانجليزية في المدارس الثانوية السودانية- ولاية الخرطوم كوحدة دراسة. اتبع الباحث المنهج الوصفي التحليلي لتحقيق غايته.مجتمع ا لبحث هو مجموعة من المعلمين الذين يستخدمون تقنية عرض الشرائح – بوربوينت- في تدريس اللغة الانجليزية في ولاية الخرطوم. صمم الباحث استبانة شاملة ذات خمس وعشرون عبارة مقسمة على اربع وحدات لتغطية اهداف البحث الاربع. تلقى الباحث 120 استجابة استبعد منها 9 اجابات وتم حصر وتصنيف وتحليل 111 استجابة . مستخدما برنامج التحليل الاحصائي للعلوم الاجتماعية وقد حصل على النتائج التالية:

1- كل المعلمين وخاصة معلمي اللغة الانجليزية يجب أن تكون لهم معرفة ولو قليلة بمهارات الحاسوب.

2- يجب ان يكون الحاسوب وبرنامج عرض الشرائح وسيط رئيسي للتعليم في كل المستويات في أي مرفق تعليمي.

3- يجب أن تعمل الدراسات لتقصي إمكانية إدخال التكنولوجيا في التعليم وإمكانية التدرج في تطبيق برامجها وأجهزتها في مدارسنا.

4- يجب أن تضمن معرفة الكمبيوتر والالمام بعلومه في البرامج الدراسية في الجامعات المسئولة عن تخريج كثير من المدرسين.

5- يوصي الباحث بعمل دراسات اضافية ونشرها على العلن لنشر الوعي بين الاساتذة ، الطلاب وأولياء الامور.

List of content

CHAPTER ONE
INTRODUCTION

CHAPTER TWO
LITRETUTRE REVIEW

CHAPTER THREE
METHODOLOGY

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS
Part One

Part Two

CHAPTER FIVE
RECOMMENDATIONS, SUMMARY OF THERESULTS, AND CONCLUSIONS

List of Tables
Responses to statements

Chapter One

Introduction

1.0 Overview

The word vocabulary refers to the words we try to learn in language, it is as important as grammar and pronunciation in language teaching process. Because, in order to speak in a certain language, it is necessary to acquire an adequate amount of vocabulary that enables you effectively to communicate your thought with others who share the same language.

Although, traditionally word cords and word parts are used as base techniques in vocabulary teaching they have been frowned on by most of teachers due to the limited efficiency and time they consume to prepare. In recent years, the most advanced teaching technique which has been introduced in the field of language teaching is a computerized power point which would certainly capable for catering for all individual differences and requirements.

It is acknowledged that power point is widely used as the most advanced means of teaching lessons in various fields as we can present a lesson while incorporating both the image and sounds that allow us permanent and effective learning outcomes.

It is conceivable that computer as a learning tool may be superior to human beings in the speed with which data can be processed, in amount of data which can be stored and reliably retrieved. They cannot compete with human beings in the processing of natural language.

As far as power point use is concerned, the most obvious and accessible benefits to be gained from it, is its capacity to provide personalization and self-paced learning; this allows students varying ability

enough flexibility to find their own level which is a boon to slow learners and fast learners who need remedial and extensive exercises respectively. Meaning of vocabulary can be presented by various methods.

Kenneth Chastain (1976-341)points out that

"visual can establish the meaning which as the same time presents an image that the learner can associate with the word."

There is evidence that the combination of aural, visual and textual modalities complement the language learning process, moreover, rage a given multimedia's capacities to provoke or encourage.

Learners use of schemata and opportunity for learners to work with which contextualized chunks appears to be a strategy well suited to providing learners with effective vocabulary teaching technique.

1.1. The Research Problem:

This study claims that the chief characteristic of English vocabulary is very large. Consider for example, the set of objects and actions that in English are labeled as: book, write, read, desk letter, secretary and scribe. These words are all related semantically in that, they refer to written language, but, it is impossible to tell this simply by looking at the words and this means that learners of English have to acquire seven separate words to cover all these meanings. In Arabic, for example all seven English words are already marked as belonging to the same semantic set and the learning load is correspondingly reduced.

In fact, some historical reasons which contribute to the complexity of English vocabulary. A great number of English words are basically, Anglo-Saxon in origin but after the Norman invasion in (1066) huge numbers of Norman – French found their way into English.

However, in 18th century scholars expanded English vocabulary by introducing words based on Latin and Greek. This means that English vocabulary is made up of layers of words which are heavily marked from the stylistic points of view.

Lexical bars on the other hand add a further difficulty to vocabulary learning because opaque terms for example are expected to be known by educated speakers and be able to use them appropriately. Trainee doctors, for example need to master a set of familiar words for body parts i.e. (eye, ear, back, etc.) as well as a set of formal words of the same body parts which are regarded as a stomach, belly, bum, arise, bottom…etc.).

The basic problem seems to be that English vocabulary consists of a large number of different items which are layered according to the context in which they appear. This study is therefore inspired by the great significance of computer power point in vocabulary teaching.

1.2. The significant of the study:

This study, however, draws its legitimacy from the previous efforts done on the area it specifically attempts to investigate the impact that power point will have in teaching vocabulary at secondary schools. Thus the findings it presents may be of use to those who try to achieve the goal in the language learning process. It is also trying to add a new dimension in language by emphasizing the role being played by computerized power point in the field of language teaching. Finally, students will readily get informed as a result, that power point can generate both vital and durable learning outcomes as they meet all the cognitive and psychological acquirements of the learners.

1.3. Objectives of the study

1. To investigate whether Power Point is an effective technique in learning English vocabulary at the secondary schools .
2. To study whether Computer PowerPoint motivates the students to learn vocabulary in a better than traditional methods.
3. To investigate the potentials of Power Point in helping students and teachers to adopt creative and interesting methods of learning vocabulary.
4. To know if Power Point caters for individual differences of the students or otherwise.

1.4. Questions of the study

1. Is Power Point an effective technique in teaching English at the secondary schools .

2. Does Power Point motivate the students to learn vocabulary in a better than traditional methods.

3.Can Power Point help students and teachers to adopt creative and interesting methods of learning vocabulary.

1. Does Power Point cater for individual differences .

1.5. Hypotheses of the study

1. Computer power point is an effective technique in vocabulary teaching at the secondary schools.
2. Computer PowerPoint motivates learners to learn in a better way than traditional method.
3. Power Point helps teachers and students to adopt creative ad interesting methods in vocabulary learning.
4. Power Point caters for individual differences of the students.

1.6. Limitation of the study:

The study is particularly limited to the investigation of the use of Power Point in teaching vocabulary in the secondary schools.

1.8. Methodology of the study:

The methodology that the researcher is going to adopt is the analytical and descriptive methods. The tools for data collection and analyzing will be the following:

1- A questionnaire for teachers.
2- In the analysis, the researcher will use different statistical methods.

CHAPTER TWO

LITRETUTRE REVIEW

2.0. Introduction:

This chapter reviews literature on vocabulary, using computer to teach vocabulary and previous studies carried in this area of language. Generally this section is of three parts: vocabulary, its definitions, and the importance of vocabulary, the acquisition of vocabulary and the classification of vocabulary into productive and receptive. The second part is about power point, its out features, and its effects on acquiring vocabulary. The third part will be about the previous studies that were done on this field.

Language is a means of communication. People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. English is the first foreign language in Sudan which is important to transfer knowledge, science and technology, art and culture, and establish international relationship. Moreover, English is considered as a difficult subject for Sudanese students, because English is completely different from Arabic language being look at from the system of structure, pronunciation and vocabulary. English teaching involves four language skills: Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Introducing a foreign language to children is challenging and is not as giving a toy to the crying child. It happens because children are unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around them and also

6

experienced things. Through these periods of acquiring, children develop their vocabulary. As cited by Schmitt

"One of language elements in learning a foreign language is mastering the vocabulary"(2000:19).

Students sometimes find some difficulties in the process of learning vocabulary in this case in English word; they may be confronted by words that are totally unfamiliar with them so their problem is that they have to produce language due to their lack of vocabulary. English teachers should be creative to find good ways to help students enrich their vocabulary so they will not feel bored in the class.

Teacher can use variety of teaching aids to explain language meaning and construction through engaging students in a topic or as the basic of whole activities. The most effective of all, is power pointwhich widely used nowadays. It is a presentation programme that originated in the world of business but has now become commonplace in the world of educational technology. However, its use is far from controversial in this educational context and opinions as to its use range from highly supportive to significantly negative (Szabo& Hastings, 2000; Lowry, 2003). One of the major problems is that its current use is frequently limited to an information transmission mode, often with excessive content, a usage that obscures the wider potential for diverse professional and pedagogically-sound presentations. PowerPoint has been used to deliver all appropriate classes since 1996, as well as delivering staff development sessions on both the programme and the pedagogy of its use. It is my contention that it is a valuable aid to presentation providing that its use has been carefully considered in terms of pedagogy. This paper examines some of the key

issues that must be considered at both an individual and an organizational level.

Part of the difficulty in objectively evaluating the use of PowerPoint in education stems directly from one of its most favorable features, namely the ease of use and the relatively shallow learning-curve required to achieve basic-level usage. This has resulted in, often questionable, practices within educational contexts. It becomes simply an alternative form of presenting largely text-based material that used to be delivered using 'old technology' (chalk and talk): this makes little use of the new and flexible opportunities offered by use of PowerPoint within the educational field.
This study provides an overview of both the benefits and the problems associated with its use and suggest some keys pedagogical decisions that should be considered when adopting its use. It will not discuss the nature of the academic content since that will be discipline-specific and must remain an issue for the academic staff alone. The researcher also wishes to emphasize that not advocate its compulsory adoption under all circumstances and by all staff. However, by providing information and direction on best practice, the researcher may persuade those currently contemplating use when the benefits appropriately used. They outweigh the potential negatives for both staff and students and that it offers an excellent and powerful tool to facilitate the improved delivery of many courses and modules.

As cited by Wendy Russell. (2000:17).:

"*The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation*".

The researcher has several reasons for choosing this topic. First, the researcher thinks that pupils need a way to help them learnand use words

easily and one of the effective ways that support pupils in learning and increasing their vocabulary as a kind of media technology teaching in the classroom. PowerPoint can increase pupil's vocabulary achievement earlier especially for the new words because it consists of colorful pictures and words. Researcher concerned to the process of teaching vocabulary through PowerPoint to improve pupil's learning. Then, the researcher wants to find out whether there are any difficulties faced by teachers during the teaching and learning process using PowerPoint as a media technology teaching aid in classroom and also to find out the causes of teaches difficulties in improving their vocabulary through PowerPoint. The vocabulary can take from the dictionary or text book based on the English teaching curriculum.

2.2. What is Vocabulary?

Broadly, vocabulary isdefined as knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil&Hiebert, in press).

Adding further complexity, in education, the word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with "sight vocabulary," by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the "hard" words that students encounter in content area textbook and literature selections.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.so far; PowerPoint is a kind of wonderful media technology teaching aids on tools that can be used by the teacher in teaching vocabulary

2.2.1. Vocabulary Definition

"Words are the starting point. Without words, children can't talk about people, places, or things, about actions, relations, or states "Clark, 1993."Rupley, Logan, & Nichols, (1998/99)define vocabulary as**(a glue)**saying

> *"…vocabulary is the glue that holds stories, ideas, and content together…making comprehension accessible for children."*

2.3. The Importance of a vocabulary

(Stahl & Nagy, 2000).State that, Words serve different purposes in language. Function words are words that cue a reader or speaker to the structure of the sentence: are, those, a, to, or, the, of, and so forth. Function words make spoken language meaningful and written language coherent

and readable. They also state that, content words are the words that communicate meaning in text. Clearly, students must know both kinds of words to understand what they read. Fortunately, the number of function words in English is fairly limited – 107 words have been found to account for approximately 50 percent of the total words in texts (Zeno, Ivens, Millard, &Duvvuri, 1995) – and most students learn these words as part of their oral language development. Therefore, beyond beginning reading, these words are not good candidates for intentional instruction (Kamil&Hiebert, in press). Unfortunately (for instructional purposes), the number of content words is virtually unlimited. Because of this, the second criterion for word selection, the usefulness of a word – the frequency with which it is likely to appear in text – must be considered. An extensive vocabulary aids expressions and communication. Vocabulary size has been directly linked to reading comprehension. A person may be judged by others based on his or her vocabulary.

2.3.1. The Central Importance of Vocabulary

It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in the education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. The Report of the National Reading Panel (2000pp. 4–15).), for example, "concluded, "The importance of vocabulary knowledge has long been recognized in the

development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge"

It is so important to better understand the process of learning vocabulary, firstly, increasing vocabulary is a key learning need identified by most learners. Secondly, because the world as we know it is changing quickly, we now seem to have less time each year, while the demands placed upon us mount up; the result of which is an ever-increasing demand on the faculty of the mind. The implications on this situation on teaching are such that teachers must actively seek out new, less time-consuming, more effective ways to teach vocabulary. In particular, there needs to be a focus on productive language and plenty of repetition. Teachers need to expose learners to different learning strategies and to encourage experimentation in order to enable the learners to discover a particular strategy or mix of strategies that works best for them. Measures also need to be taken to utilize time outside the classroom, and to this extent time in the classroom needs to be set aside to develop good learning habits, such as reading and dictionary use. All in all, encouraging learners to take greater responsibility for their learning is the key.

2.4. Native-language vocabulary

A 1995 study estimated the vocabulary size of college-educated speakers at about 17,000 word families, and that of first-year college students (high-school educated) at about 12,000. (E.B. Zechmeister, A.M. Chronis, W.L. Cull, C.A. D'Anna and N.A. Healy, Growth of a functionally important lexicon, Journal of Reading Behavior, 1995, 27(2), 201-212) .the study has clearly shown that , Native speakers' vocabulary varies widely within a language, and especially dependent on the level of the speaker's education.

2.5. Foreign-language vocabulary

The effects of vocabulary size on language comprehension Francis and Kucera studied English texts totaling one million words and found that the learning of the most frequent words in an English text provides a comprehension of most of the words in that text:

The knowledge of the 2000 most frequent English words provides a comprehension of 80% of English words. The figures look even better than this if we want to cover the words we come across in an informally spoken context. Then the 2000 most common words would cover 96% of the vocabularythese numbers should be encouraging to beginning language learners, especially because the numbers in the table are for word lemmas and knowing that many word families would give even higher coverage. However, the number of words needed may differ substantially between different languages.

2.6. Second Language Vocabulary Acquisition

Learning vocabulary is one of the first steps of learning a second language, yet a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Many methods can help one acquire new vocabulary.

2.6.1. Memorization

Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is considered one of the best methods of vocabulary acquisition. By the time students reach adulthood, they

generally have gathered a number of personalized memorization methods. Although many argue that memorization does not typically require the complex cognitive processing that increases retention (Sagarra& Alba, 2006 p228-243), it does typically require a large amount of repetition, and spaced repetition with flashcards is an established method for memorization, particularly used for vocabulary acquisition in computer-assisted language learning ,vocabulary via computer point . Other methods typically require more time and longer recalling.

Some words cannot be easily linked through association or other methods. When a word in the second language is phonologically or visually similar to a word in the native language, one often assumes they also share similar meanings. Though this is frequently the case, it is not always true. When faced with a false cognate, memorization and repetition are the keys to mastery. If a second language learner relies solely on word associations to learn new vocabulary, that person will have a very difficult time mastering false cognates. When large amounts of vocabulary must be acquired in a limited amount of time, when the learner needs to recall information quickly, when words represent abstract concepts or are difficult to picture in a mental image, or when discriminating between false cognates, rote memorization is the method to use. A neural network model of novel word learning across orthographies, accounting for L1-specific memorization abilities of L2-learners has recently been introduced (Hadzibeganovic& Cannas, 2009pp.- 732-746).

2.6.2 The Keyword Method

One useful method to build vocabulary in a second language is the keyword method. When additional time is available or one wants to emphasize a few key words, one can create mnemonic devices or word associations. Although these strategies tend to take longer to implement and may take longer in recollection, they create new or unusual connections that can increase retention. The keyword method requires deeper cognitive processing, thus increasing the likelihood of retention (Sagarra& Alba, 2006).(Sagarra, Nuria, & Alba, Matthew,(2006) This method uses fits within Paivio's (1986) dual coding theory because it uses both two verbal and image memory systems. However, this method should be used only with words that represent concrete and imaginable things. Abstract concepts or words that do not bring a distinct image to mind are difficult to associate. In addition, studies have shown that associative vocabulary learning is more successful with younger aged students (Sagarra& Alba, 2006). As students advance and age, they tend to rely less on creating word associations to remember vocabulary.

2.7. Basic English vocabulary

Several word lists have been developed to provide people with a limited vocabulary either quick language proficiency or an effective means of communication. In 1930, Charles Kay Ogden created Basic English (850 words). Other lists include Simplified English (1000 words) and Special English (1500 words). The General Service List(West (1953) 2000 high frequency words compiled by Michael West from a 5,000,000 word corpus, has been used to create a number of adapted reading texts for English language learners. The knowledge of 2,000 English words

provides a comprehension of most of the English language, enough to render one literate.

2.8. Teaching Vocabulary

Teaching vocabulary is presenting new words. Teaching vocabulary can help the students learn the meaning of the words, understand the connection between the form and the meaning and how to use them. Student always deal with vocabularies in learning English because it appears in any language skills. Having enough vocabulary can make them able to listen, speak, read and write and paint. It also can make them easily to product the words without enough vocabulary, knowledge and the language skills seem to be useless. As cited by Schmitt(2000:45)

> *"Because without the ability to recognize or product a word, any other kind of knowledge and language skill are virtual useless"*
> *When teaching vocabulary, it is quite useful to have some ideas of what makeswords relatively easy or difficult to learn.*

As cited Schmitt(2000:148).

> *"Factors can be related to the word itself (intra lexical factors) or they can involve how well the first language learners match the second language learners (cross linguistic factors)".*

It means that when teachers teach vocabulary, they probably face the problem from many factors related to the word itself and also the first language learners matches the second language learners.

The writer has assumption to fit explanation on some principles of teaching vocabulary, there are:

16

1- The teaching of vocabulary should be based on the students' ability.

2- The teaching of vocabulary should be suitable with student's capability.

3- The words are taught from easiest to the difficult. One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom. According to the assumption above, explains that to know a word in a language as well as the native speakers knows it needs the ability to:

1- Recognize it in its spoken or written form.

2- Recall it will.

3- Relate it to an appropriate object or concept.

4- Use it in the appropriate grammatical form.

5- In speech, pronounce it in a recognizable way.

6- In writing spell it correctly

7- Use it with the words it correctly goes with i.e. in the correct collocation.

8- Use it at the appropriate level of formality.

9- Aware of its connotations and associations.

2.9. Vocabulary to teach

How do you currently decide what vocabulary to teach? When fresh teachers first started to teach they remember what a panic they were to face in trying to decide what to teach. The only guide for teaching vocabulary at that time was high school teachers who used to hand out a vocabulary list of twenty words at the start of each week, to be memorized and tested the following week.. It was a puzzle to fresh teachers to possibly select any finite list of words with authority from the seemingly infinite list. But they finally decide upon a list. What they do, is the approach taken by many teachers,

basically entailed reading through a given text, that was to be used in class, and selecting words to focus, words that new teachers thought they are problematic. It wasn't particularly systematic, but it was the best they could do.

Since early days of teaching, fresh teachers learn much more about the art of teaching vocabulary, believing strongly in the effectiveness of a student-centered approach, which places much of the onus of decision making in the hands of the learners. Of course it is true that the teacher often knows what is better for a learner than the learner does, however, it is believed that it is important for teachers to be sensitive to the learner' needs. Therefore, in answering what to teach, it is assumed to determine the real needs of the learners on an ongoing basis, the researcher will use both formal and informal means of assessment: questionnaires, classroom observation, pre/post- tests.

To determine the real needs of the learners, it is useful to draw a distinction between productive and receptive vocabulary.

2.10. Knowing a word

"Vocabulary is commonly defined as "all the words known and used by a particular person".Cambridge Advanced Learner Dictionary]Unfortunately, this definition does not take into account a range of issues involved in knowing a word.

Establishing exactly what it means to know a word is no easy task. "Knows" a word being able to recognize what it looks and sounds like? Is it being able to give the word's dictionary definition? Researcher suggests that, in general, the answer to these questions is no. Knowing a word by sight and sound and knowing its dictionary definition are not the same as

knowing how to use the word correctly and understanding it when it is heard or seen in various contexts (Miller &Gildea, 1987).

Nagy and Scott (2000) identify several dimensions that describe the complexity of what it means to know a word. First, word knowledge is incremental, which means that readers need to have many exposures to a word in different contexts before they "know" it. Second, word knowledge is multidimensional. This is because many words have multiple meanings (e.g., sage: a wise person; an herb) and serve different functions in different sentences, texts, and even conversations. Third, word knowledge is interrelated in that knowledge of one word (e.g., urban) connects to knowledge of other words (e.g., suburban, urbanite, urbane).

What all of this means is that "knowing" a word is a matter of degree rather than an all-or-nothing proposition (Beck &McKeown, 1991; Nagy & Scott, 2000). The degrees of knowing a word are reflected in the precision with which we use a word, how quickly we understand a word, and how well we understand and use words in different modes (e.g., receptive, productive) and for different purposes (e.g., formal vs. informal occasions).

Knowing a word also implies knowing how that word relates to other knowledge (sometimes called word schema). The more we know about a specific concept, for example, the more words we bring to our understanding of that concept. Because we have individual interests and backgrounds, each of us brings different words to shape that understanding.

Finally, knowing a word means being able to appreciate its connotations and subtleties. When we know a word at this level, we

can use and recognize it in idioms, jokes, slang, and puns (Johnson, &Schlicting, 2004).

2.11 How many Words do Students need to know?

Over the years, estimates of student vocabulary size have varied greatly, hindered in part by issues such as the types of vocabularies being considered (e.g., receptive/ productive or oral/print). Depending on how they approached such issues, early vocabulary researchers reported figures ranging from 2,500 to 26,000 words in the vocabularies of typical grade 1 students and from 19,000 to 200,000 words for college graduate students (Beck &McKeown, 1991). As researchers began to define more clearly what they meant by vocabulary size, the estimates became more precise. At the present time, there is considerable consensus among researchers that students add approximately 2,000 to 3,500 distinct words yearly to their reading vocabularies (Anderson & Nagy, 1992; Anglin, 1993; Beck &McKeown, 1991; White et al., 1990).

Perhaps a more useful way to approach the issue of vocabulary size is to consider the number of different, or unique, words in the typical texts that students read in schools. But this approach also raises questions. For example, what counts as a unique word? Is the possessive form of a word different from the original word and therefore unique? Can it be assumed that a student who knows the word laugh also knows the words laughed, laughing, and laughter? Drawing on a database of more than 5 million words taken from a sample of school texts used in grades 3 through 9, Nagy and Anderson (1984) grouped unique words into families. The students' knowledge of the root word would help them determine a related word's meaning when they encounter that word in a text. To be included in a family, the relationship of a word had to be "semantically transparent." That is, the meaning of the related word can be

determined by using knowledge of its root word and the context of text. Therefore, words within a family related to the root laugh can include laughed, laughing, and laughter but not laughingstock. Based on this definition, Nagy and Anderson estimated that school texts from grades 3 through 9 contain approximately 88,500 distinct word families. Clearly, acquiring meanings for this many words is a formidable task.

Yet somehow most students do steadily acquire a large number of new words each school year. To understand the magnitude of this accomplishment, consider what learning this number of words would require in terms of instruction. To directly teach students even 3,000 words a year would mean teaching approximately 17 words each school day (e.g., 3,000 words/180 school days). Estimates vary, but reviews of classroom intervention studies suggest that, in general, no more than 8 to 10 words can be taught effectively each week. This means no more than approximately 400 words can be taught in a year (Stahl & Fairbanks, 1986). Using a simple calculation, 3,000 - 400 = 2,600, produces the conclusion that students must find ways other than direct classroom instruction to learn words.

So how do students acquire so many new words? An extensive body of research indicates that the answer is through incidental learning – that is, through exposure to and interaction with increasingly complex and rich oral language and by encountering lots of new words in text, either through their own reading or by being read to (National Reading Panel, 2000). However, such incidental encounters cannot ensure that students will acquire in-depth meanings of specific words (Fukkink& de Glopper, 1998). For some words, such as those that are crucial for understanding a literature selection or a content area concept, most students need to have intentional and explicit instruction. We discuss each of these ways to

acquire vocabulary in later sections. First, however, we examine what "knowing" a word means.

2.12. Productive language or Passive language

In general, we can define productive language is that which a person uses to speak or write and passive language as that which is used in the process of listening or reading. In the case of L1 acquisition, the natural progression is from passive language, listening, to productive language, speaking, with reading and writing coming later. In regard to leaning a second language, there is strong argument for the learning process to follow a similar path. (Krashen, S. 1981)However, due primarily to commercial and time constraints, and taking into account the fact that learners have already learnt the concept of many words in their L1 that can be easily transferred to their L2, it is common practice for there to be a considerable focus on productive language from the very start of L2 acquisition, with a natural shift toward passive language occurring as the learner progresses toward L2 proficiency. (Thornbury, S. 2002) Therefore, when deciding what vocabulary to teach, teacher's first need to be able to distinguish between passive and productive vocabulary to ensure that priority is given to productive language.

Do you focus on productive or passive language in the classroom? How can you determine whether a particular word is productive or passive vocabulary?

2.12.1 Productive language

As a general rule of thumb, teachers need to ask themselves, when selecting vocabulary to focus on in class, "Is this vocabulary of practical

use to the students?" which is to say, "Can the students use this vocabulary in their everyday lives?" If the answer is yes, then more than likely this vocabulary can be classified as productive vocabulary. Alternatively, you could follow the advice of Beglar and Hunt, who advises starting with the GSL (General Service List), which lists the 2000 most frequently, used words in the English language; (Krashen, S. 1981) which is, consequently, the same number of words that native speakers use in their daily conversation. (Beglar, D. & Hunt, A. January, 1998.) A sound knowledge of the word families in the GSL will, therefore, provide an excellent platform from which to achieve oral fluency and at the same time will enable the learners to understand nine out of ten words in most written textsstates:

> *"This last point is extremely important when viewed in the light of comments made by Liu and Nation, who indicate that a 95% coverage of any given text is required if students are to guess new words from context.(Liu and Nation. 1985) It is vital, therefore, in the interests of learner autonomy, that students acquire what Thornbury refers to as the core vocabulary. (Thornbury, S. 2002)*

2.12.2. Productive and Receptive vocabulary.

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called active) or receptive (also called passive) and even within those opposing categories, there is oftentimes no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well-known to barely known (see degree of knowledge below). In most cases, a person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to

follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used correctly or accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge.

2.13. Degree of knowledge

Within the receptive / productive distinction lies a range of abilities which are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:

1. Never encountered the word.
2. Heard the word, but cannot define it.
3. Recognize the word due to context or tone of voice.
4. Able to use the word but cannot clearly explain it.

5. Fluent with the word – its use and definition.

2.14. Depth of knowledge

The differing degrees of word knowledge imply a greater depth of knowledge, but the process is more complex than that. There are many facets to knowing a word, some of which are not hierarchical so their acquisition does not necessarily follow a linear progression suggested by degree of knowledge. Several frameworks of work knowledge have been proposed to better operationalize this concept. One such framework includes nine facets:

1. orthography - written form
2. phonology - spoken form
3. reference - meaning
4. semantics - concept and reference
5. register - appropriacy of use
6. collocation - lexical neighbours
7. word associations
8. syntax - grammatical function
9. morphology - word parts

2.15 Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three, though in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written.

2.15.1. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

2.15.2. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

2.15.3. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

2.15.4. Focal vocabulary

"Focal vocabulary" is a specialized set of terms and distinctions that is particularly important to a certain group; those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception on things, the Sapir–Whorf hypothesis. For example, the Nuer of Sudan has an elaborate vocabulary to describe cattle. The Nuerhas dozens of names for cattle because of the cattle's particular histories, economies, and environments. This kind of comparison has elicited some linguistic controversy, as with the number of

"Eskimo words for snow". English speakers can also elaborate their snow and cattle vocabularies when the need arises.(Miller 1989).&(Lenkeit)

2.16. Vocabulary growth

During his/her infancy, a child builds a vocabulary by instinct, with zero effort. Infants imitate words that they hear and then associate those words with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on his/her ability to self-express in a gesture-free and babble-free manner. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.

In first grade, an advantaged student (i.e. a literate student) learns about twice as many words as a disadvantaged student. Generally, this gap does not tighten. This translates into a wide range of vocabulary size by age five or six, at which time an English-speaking child will have learned about 2,500–5,000 words. An average student learns some 3,000 words per year, or approximately eight words per day. (Sebastian Wren, Ph.D. BalancedReading,1989)

After leaving school, vocabulary growth reaches a plateau. People usually then expand their vocabularies by engaging in activities such as reading, playing word games, and by participating in vocabulary-related programs.

2.17. History of PowerPoint.

Originally designed for the Macintosh computers, the initial release was called "Presenter", developed by Melody Austin and Thomas Rudkin of Forethought,(Gaskins, Robert (1984-08-14). In 1987, it was renamed to "PowerPoint" due to problems with trademarks, the idea for the name

coming from Robert Gaskins.(Atkinson, Max (19 August 2009). In August of the same year, Forethought was bought by Microsoft for $14 million USD ($27.1 million in present-day terms and became Microsoft's Graphics Business Unit, which continued to develop the software further. PowerPoint was officially launched on May 22, 1990, the same day that Microsoft released Windows 3.0.

PowerPoint changed significantly with PowerPoint 97. Prior to PowerPoint 97, presentations were linear, always proceeding from one slide to the next. PowerPoint 97 incorporated the Visual Basic for Applications (VBA) language, underlying all macro generation in Office 97, which allowed users to invoke pre-defined transitions and effects in a non-linear movie-like style without having to learn programming

PowerPoint 2000 (and the rest of the Office 2000 suite) introduced a clipboard that could hold multiple objects at once. Another noticeable change was that the Office Assistant, whose frequent unsolicited appearances in PowerPoint 97 (as an animated paperclip) had annoyed many users, was changed to be less intrusive.(Swartz, Luke (2003-06-12).

2.18. Definition of PowerPoint

PowerPoint is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel.

Wendy Russell (2000:17) claims.

> *"The software allows users to create anything from basic slide shows to complex presentations. PowerPoint is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation".*

However, overusing sound effects and transitions will probably do more to annoy your audience than draw their attention.

2.18.1 Power Point operation

PowerPoint presentations consist 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. Slides can also form the basis of webcasts.

PowerPoint provides three types of movements:

2. Entrance, emphasis, and exit of elements on a slide itself are controlled by what PowerPoint calls Custom Animations
3. Transitions, on the other hand, are movements between slides. These can be animated in a variety of ways
4. Custom animation can be used to create small story boards by animating pictures to enter, exit or move.

2.18.2. Cultural impact

Supporters say that (Allan, Jones (2008-08-18)) and (Lowenthal, P. R., & White, J. W. (2008, January). The ease of use of presentation software can save a lot of time for people who otherwise would have used other types of visual aid—hand-drawn or mechanically typeset slides,

blackboards or whiteboards, or overhead projections. Ease of use also encourages those who otherwise would not have used visual aids, or would not have given a presentation at all, to make presentations. As PowerPoint's style, animation, and multimedia abilities have become more sophisticated, and as the application has generally made it easier to produce presentations (even to the point of having an "AutoContent Wizard" (discontinued in PowerPoint 2007) suggesting a structure for a presentation), the difference in needs and desires of presenters and audiences has become more noticeable.

The benefit of PowerPoint is continually debated.(Savoy, April (2009-01-30).Its use in classroom lectures has influenced investigations of PowerPoint's effects on student performance in comparison to lectures based on overhead projectors, traditional lectures, and online lectures. Not only is it a useful tool for introductory lectures, but it also has many functions that allow for review games, especially in the younger grades. There are no compelling results to prove or disprove that PowerPoint is more effective for learner retention than traditional presentation methods.(Lowenthal, P. R., & White, J. W. (2008, January)The effect on audiences of poor PowerPoint presentations has been described as PowerPoint hell.

Although PowerPoint has the aforementioned benefits, some argue that PowerPoint has negatively impacted society. Many large companies and branches of the government use PowerPoint as a way to brief employees on important issues that they must make decisions about. Opponents of PowerPoint argue that reducing complex issues to bulleted points is detrimental to the decision making process; in other words, because the amount of information in a presentation must be condensed,

viewing a PowerPoint presentation does not give one enough detailed information to make a truly informed decision.

A frequently cited example is Tufte's Edward. Analysis of PowerPoint slides prepared for briefing NASA officials concerning possible damage to the Space Shuttle Columbia during its final launch. Tufte Edward. states that,

> *"The slides, prepared by the Boeing Corporation, had the effect of oversimplifying the situation, and provided false assurance that the ultimately fatal damage to the shuttle was only minimal".*

Tufte Edward. argued:

- The most critical information was consigned to the lowest level of importance in the outline style.
- The low resolution of the slides encouraged the use of acronyms and undescriptive pronouns instead of specific, descriptive terms and language.
- PowerPoint's limited font styling obscured proper notation of key scientific measurements.

Tufte Edward. Concluded that:

> *"The language, spirit, and presentation tool of the pitch culture had penetrated throughout the NASA organization, even into the most serious technical analysis, the survival of the shuttle".*

2.18.3. PowerPoint Viewer

The Microsoft Office PowerPoint Viewer is a program used to run presentations on computers that do not have Microsoft PowerPoint installed. The Office PowerPoint Viewer is added by default to the same

disk or network location that contains one or more presentations you packaged by using the Package for CD feature.

The PowerPoint viewer is installed by default with a Microsoft Office 2003 installation for use with the Package for CD feature. The PowerPoint Viewer file is also available for download from the Microsoft Office Online Web site.

Presentations password-protected for opening or modifying can be opened by the PowerPoint Viewer. The Package for CD feature allows you to package any password-protected file or set a new password for all packaged presentations. The PowerPoint Viewer prompts you for a password if the file is open password-protected.

The PowerPoint Viewer supports opening presentations created using PowerPoint 97 and later. In addition, it supports all file content except OLE objects and scripting. The PowerPoint Viewer is currently only available for computers running on Microsoft Windows.

2.19. Why Power Point?

We can use Microsoft PowerPoint to create interactive presentations containing text, art, animation, and audio and video elements. It is probably the best-known presentation graphics program available. If your computer arrived pre-loaded with Microsoft Office, you most likely have PowerPoint too. Just click **Start** and select Programs to find it.

PowerPoint's widespread availability isn't the only reason for its popularity, however. "We use it because we like technology and the choices it allows," LuAnn Kaiser, a teacher at Nebraska's Wausa Public School, told Education World. "With PowerPoint, you can animate words

and graphics, add sound effects, include a QuickTime movie -- it's just awesome! PowerPoint captures the students' attention and helps keep them interested!"

"*The kids like it," Kaiser added, "because it's so easy to use and because the ability to integrate graphics and text means there's always something new to learn and do."*

2.19.1. Terrific Student Project

Kaiser generously agreed to share some of her favorite PowerPoint projects with Education World users.

> *"One of my students' favorite projects is Today in History," she said. "Students research an event that happened on [a particular] day in history and then create a ten- to 15-slide presentation about it. They find graphics online or create their own. Most students incorporate sound effects in their presentations as well. One of the best ones was about the St. Valentine's Day massacre with Al Capone. The kids loved it!"*

> *"We also use PowerPoint during creative writing classes," Kaiser noted. "For example, in the Visual Poetry activity, students read a favorite poem and create a PowerPoint presentation depicting a visual interpretation of the images in the poem".In addition, students are currently writing and illustrating children's stories."*

Kaiser explained,

> *"Students create resume-style presentations that have even included pictures of them working at their job sites. In speech class, they create slide shows to accompany their oral presentations*."

2.19.2. It's not Just for Kids

PowerPoint works well in the classroom in a number of ways.

- Present information or instruction to an entire class.
- Create graphically enhanced information and instructions for the learning centers.
- Create tutorials, reviews, or quizzes for individual students.
- Display student work and curriculum materials or accompany teacher presentations at parent open houses or technology fairs. You can set PowerPoint presentations to run automatically during such events, providing a slide show of classroom activities and events as parents tour your classroom or school.

2.19.3 Rants and Raves

Although most of the applications we will cover in this series will be as new to me as they are to you, I did have some minimal (although not recent) experience with PowerPoint. Because I rarely find, however, that using software applications is as "unforgettable" as riding a bike, I was surprised at how quickly I learned enough to create a reasonably attractive, interactive presentation.

PowerPoint was both easy to learn (or relearn) and to use. The toolbar tools are easily accessible, clearly labeled, and relatively foolproof. Some of the shortcut icons seemed less intuitive than others -- I never would have "guessed," for example, that the star icon indicated the animation tool. The rollover labels for the icons cleared up any momentary confusion, though. Most important, no action is "undoable," so you can correct your mistakes easily -- even if you save them. (Do remember to save often!) In other words, you won't spend several hours creating the perfect presentation only

to find you can't correct a typo, insert an additional slide, or add an animation.

2.19.4 Use the Tutorial

As I explored the PowerPoint software, I used it to create a brief tutorial introducing new users to the basic functions of the program.

Follow the directions below to view the presentation.

2.20. The Start of Using PowerPoint

PowerPoint has evolved over the past 10 years to the point where it has many desirable features as a course-authoring system. PowerPoint was the second most popular tool for creating computer-based training applications, cited by 48 percent of 3,500 training professionals in a 2003 study conducted by Bersin& Associates learning. Although PowerPoint presentations can be converted to HTML (Hypertext Markup Language), we have found it more useful to store the actual PowerPoint presentations on the course Web site. This preserves all of the entrance/exit effects, including timed sequences as well as automatic updating capabilities. Availability of the free Microsoft PowerPoint viewer enables users to interact with the study material at home, without requiring the student to own the Microsoft Office software.

The PowerPoint "Master Slide" can serve as a template, providing consistent graphic appearance and text for all of the slides in the presentation. However the Master Slide can also contain any other object accepted by PowerPoint, including action settings that hyperlink to other slides, PowerPoint presentations, or (via URL [Uniform Resource Locator]) any Web resource. Anything set onto the Master Slide becomes

available on all of the slides in the presentation. Thus embedding a link to the class discussion forum in the Master Slide means that students can seamlessly bring up the discussion forum while they are reviewing the class material and raise questions or share observations with other class members and faculty. The material presented in class can be highly interactive, through the use of dynamic links to supporting information, which the professor can access during class discussions and students can access during follow-up study.

By definition, all textbooks are outdated compared to research literature. Therefore, faculty often supplements textbook information with more recent information, images, and movies. Faculty can embed video segments, charts, photographic images, and tables in PowerPoint slides; these can also be linked to source documents so that the slide is automatically updated whenever the source documents change. This is particularly useful when presenting the results of research experiments that will evolve as the course progresses.

PowerPoint is used by the professor in the Biochemical Systematic course primarily as a means of moving directly from class discussion on a particular point within the context of the subject of the moment to the relevant databases or visual materials that enhance access to an understanding of these materials. Figure 1 is an excerpt from a presentation on The Citric Acid Cycle, showing links to relevant databases. Access to electronic journals in the molecular biosciences at George Mason University makes it easy for the instructor to focus on current research articles pertinent to the class subject under discussion as a core element of the lecture. Thus, PowerPoint serves more as a means of mapping and directing the flow of a classroom discussion on a topic than as a means of presenting the materials themselves. As molecular bioscience becomes ever

more complex in both its depth and breadth, discussions of current studies of the cellular and sub cellular processes that provide and drive cellular function become more revealing of the molecular structures and mechanisms involved. In so doing, molecular representations, pathway presentations, gene regulatory networks, and signaling cascades are described and represented graphically to enable a better view of the process and facilitate understanding of the phenomenon.

2.20. PowerPoint in Education

Although whiteboards and overhead projectors are not still widely used in education, PowerPoint has recently made educational mutation as it makes a much more entertaining and efficient alternative. Presentations can be saved on any secondary storage device at home, such as flash memory cards, and then used in a class project by students. Teachers can also use the software when presenting a new subject to a class. One convenient feature of PowerPoint is that you can change it at any time within seconds, which is not as easy with transparent slides or messy whiteboards.

2.21. **Some good reasons to use PowerPoint in education**

So why should you consider using PowerPoint for your teaching and learning activities? There are many reasons but the key ones include:

• Appropriate use of PowerPoint can enhance the teaching and learning experience for both staff and students

• It provides encouragement and support to staff by facilitating the structuring of a presentation in a professional manner. The templates provided have been designed to default to good presentation criteria such as the number of lines of information per slide and appropriate font sizes and types, etc: using the styles of the default templates can significantly

improve the clarity and structuring of a presentation. This helps to avoid the common use of excessive text often found on overhead transparencies.

• By careful mixing of media, a presentation can appeal to a number of different learning styles and be made more stimulating. You are encouraged to incorporate more sophisticated visual and auditory media into presentations although care is required because of the inevitable increase in file sizes and the danger of excessive use. Incorporation can be done, either directly from within the programme or, sometimes more successfully, by appropriate pausing of the PowerPoint presentation and using alternative technology (e.g. tape player or VCR). Note that this does not require switching off either the computer system or the projector system, one of the most common perceptions that restrict use – instead, use the 'B' character toggle switch during a slide presentation to 'blank' the screen temporarily while using other media.

• The electronic file format allows distribution and modification for/by students unable to be present or who have impaired visual or auditory difficulties. PowerPoint comes with a free viewer programme that can be distributed with the files so that the reader is not required to have PowerPoint on their personal system. However, if they do have it, they are able to perform a greater variety of manipulations on the PowerPoint file provided, such as editing the text, etc before printing it out. Most Virtual Learning Environments (VLEs) are now capable of including PowerPoint presentations if required.

• Editing of each PowerPoint file is very easy with minimal associated reprinting costs. This ease and potential immediacy of revision facilitates reflection upon, and evolution of, teaching materials by staff whilst minimizing the consequences of any revision in terms of either workload or time. This was a major reason for my own extensive switch of teaching

materials to PowerPoint, even when the end-product was required to be an overhead projection slide. I also find that I can add a new slide whilst in a lecture if so required: I often use this method to present notices or create a record of the outcome when collecting information from the class so that it can subsequently be made available to the entire class.

• The printing of handouts in a variety of formats is facilitated with a number of embedded options to print either the slides themselves (useful if there are graphics involved) or the text from the slides (outlines). The outlines may be saved as .rtf format and opened for further modification within an appropriate word processor. This allows the easy development of more sophisticated handouts based on the PowerPoint presentation but with extra interactive elements such as readings and questions added where appropriate.

• Extra information can be 'hidden' within files for answering predicted questions or for providing feedback to students using the file in a distance-learning context. The use of speakers notes as an automated feedback system was described by Mottley (2003) who also describes other ways to use PowerPoint for development of self-study materials

• The portability of the files, especially on compact disks (CDs) with their large capacity, allows presentations to be given wherever the technology is available or distributed where appropriate. Presentations can also be set up to run automatically if required e.g. as demonstrations/instructions within a laboratory

2.21. The importance of Power point to the teacher

Power point is a just like the name says a powerful tool for learning. It is basically electronic slides where a person can embed files such as texts, music, pictures, diagram, or whatever else a teacher likes.

The benefit that a teacher engages students is not just through words, but also through visuals. Some students learn better by hearing, but other students learn better by seeing.

So, immediately you can see the benefits of engaging students through the visual means. Also, it provides for some excitement in that it breaks down the daily routine of lectures.

Recently, I wrote a review on a book by Mary Douglas. It is a pretty heady book, but if I were giving a presentation on it, I would have used many slides instead. In my review, I had one diagram, but in a power point presentation I would have had many more. Below is a link to my review.

PowerPoint presentations enable teachers to increase the quality of written material and visuals they present to the students in the class. The alternative to PowerPoint presentations are using blackboard/whiteboard, and flip charts. Though to completely eliminate the use of blackboard, the PowerPoint offers some distinct advantages. First the PowerPoint presentations can be made in advance, thereby effectively increasing the time available to the teacher to teach. Also the PowerPoint makes it possible to provide a much richer quality of visuals including multicolored complicated diagrams and pictures.

Flip chart and overhead projection of transparencies provide some of the features of PowerPoint, but there are relatively more difficult to make. Also their quality usually does not match that of Power Pointpresentations.

2.22. Beyond Power Pointlessness

What exactly do I mean by the misuse of PowerPoint? "Power Pointlessness," a term first coined by Jamie McKenzie in 2000, is defined

as "any fancy transitions, sounds, and other effects that have no discernible purpose, use, or benefit" (Mc Fedries, 2001). Focusing on graphics, animations, or sound effects more than course content, classroom discussion, or effective communication is a pitfall into which many educators and students fall when giving a PowerPoint presentation. The excessive bells and whistles of the program do not provide information, but instead, distractions that misdirect an audience's attention from the purpose of the presentation. Visual aids are important for all audiences, especially young students. However, if a presentation is more "visual" and less than an "aid" in helping an audience understands material, then it is simply inappropriate to use such technology to communicate ideas. Presenters may be seduced into spending more time on the appearance of the slides than on the organization of their thoughts or the sequence in which ideas should be presented. Thus, users may give a talk containing superficial, incomplete, or incoherent ideas that are masked by bold colors, fancy fonts, or abundant animations.

2.23. Common Barriers to its Use

As Allan M Jones in an essay BEE-j Volume 2: November 2003 hands-on claims Staff is often reluctant to invest the time required to convert materials to an appropriate PowerPoint format. Those that do convert current materials may not do so in a very acceptable way, simply using PowerPoint as an alternative way to provide text-based notes. Appropriate use of PowerPoint involves using its features to enhance the teaching and learning experience and this is daunting to some who do not wish to spend significant time developing their understanding of the pedagogical opportunities and limitations offered by PowerPoint. Most of those who do decide to develop their use of this technology, however, find

that for a relatively short-term investment of time at the start, they receive a long-term benefit in both the quality of their presentations and in the ease of maintaining and updating their teaching. Seen as an investment for the future, using Power Point is a very positive activity.

The learning curve for the technology is often perceived to be too steep. There is always reluctance, particularly among the older and less technology-orientated staff, to adopt the new technologies: the adage that "you can't teach an old dog new tricks" is an appropriate perception for some. However, there is no absolute requirement for all to use this technology, simply an opportunity for those who are so inclined to become involved in this new form of delivery of material. Experience from running staff development sessions aimed at developing appropriate PowerPoint skills, using both BEE-j Volume 2: November 2003 hands-on and seminar formats, suggests that it is actually a remarkably easy process compared to learning to use some of the other, commonly used software frequently found on modern computer systems.

There may be a shortage of the key technological elements required, namely computers, the PowerPoint programme and the delivery technology, particularly the computer projector system. This is a significant resource issue for many institutes. Equipping lecture rooms with the technology is becoming increasingly common but it is still a problem for many. However, even using PowerPoint to create transparencies is still an important advance on the common practice of using a word processor for this purpose and allows easy transference to electronic distribution and presentation methods when this becomes available within an organization.

There are, of course, several risk factors associated with using the technology that make some reluctant to commit to its use, the main ones being:

- Equipment failure: refusal of any component of the system to work as expected. Bulb failure in the projector is rare but possible. The solution here is to have alternative activities, etc prepared.

- File corruption caused by magnetic or physical damage so that the presentation will not run. Best countered by having alternative media files available. CDs are a fairly robust medium, unaffected by magnetic fields, etc.

- Incompatible media: arriving and finding your files are incompatible with the system available. Best solution is to be aware of the systems you plan to use or carry your own laptop.

- Lack of appropriate training in both the programme and the technology. This is a significant problem in many institutes but is beyond the topic of this paper. I favour departmentally-orientated staff development activities where both seminars and hands-on sessions can be very successful.

2.24. Learning Vocabulary through Power Point

In building up students' vocabulary achievement, the students must learn it well. PowerPoint is fun to watch and fun to make as Wendy Russell states

> *"PowerPoint is a wonderful tool for learning in both a student and teacher-directed situation". (2007: 76).*

It means that the teacher can use the PowerPoint to help the children to memorize the word easily. The PowerPoint can be more effective if the student can interact with the PowerPoint; this interaction includes the activities that can expand the students' understanding of the words and the use of them in any language

Skill. In addition, PowerPoint can add a new dimension to learning allowing teachers to explain abstract concepts, while accommodating all learning styles. Used properly, PowerPoint can be one of the most powerful tools for disseminating information ever known. Employed inappropriately, PowerPoint could potentially confuse students and make learning a difficult process. The student he teacher have to assist student in developing their vocabulary of transportation through power point by taking the following steps. Firstly, assist the students in choosing the words from the reading text about transportation and suggest them to choose the words which are unfamiliar name of transportation for them. Secondly, ask them to write the words on the book. Thirdly, involve the students in interactive activities.   During the activities the student can see, say, hear, write and paint will be the result in greater vocabulary retention and enthusiasm for learning vocabulary. In addition, using PowerPoint can help the teacher teach vocabulary more interestingly.

2.25. How should teachers use Power Point?

The use of PowerPoint has caused much debate since its increasing use has corresponded with a period when attendance at lectures has declined noticeably throughout Higher Education, largely independent of discipline or institution. This has led to some implicating the availability of PowerPoint files to the student population in this decline. However, it is evident from the widespread observations that courses not using PowerPoint have suffered similar declines in attendance to those that do use it, that the problem is not specific to the technology. It is much more closely related to the quality of lectures in general and more general difficulties encountered by the student population such as having to undertake paid term-time employments. Where PowerPoint is considered a

negative factor, it is usually as a result of the 'misuse' of the technology through inappropriate pedagogical approaches. So how should it be used? The following is a review of some of the key issues that need to be resolved before PowerPoint can be used optimally within a course/module. A key issue is 'when' it can be used. 'When' may be a curriculum issue that is discipline dependent or it may be a resource issue in terms of using in computer projection mode. However, its wider adoption for the production of BEE-j Volume 2: November 2acetate overheads, even when computer projection mode is restricted, would unify the presentations strategy and produce files/materials that are ready for the projection technology once it becomes available. Even if delivery is by overhead, it would be sensible to produce PowerPoint files as a student resource that can be distributed or adapted for disability requirements. They are normally compatible with VLEs such as Blackboard and webCTso that an overhead presentation can usefully be provided in PowerPoint format.

In terms of its use within the curriculum, there are many potential options available, limited only by the nature of the subject and the creativity of the user (e.g. Mills 2003). Clearly it is most commonly used in lecture/seminar situations, often largely in information transmission mode. Here the potential improvements in structure and clarity, especially when appropriate graphics are used, are very significant positives although there are dangers too: such presentations can e.g. become gimmicky; overloaded with material and effects; encourage students to be passive during lectures; be delivered too quickly, etc. The linear structuring typical of many lectures can be made more flexible by using hyper linking options, both within and out with the PowerPoint presentation, and by using the methods for jumping to particular slides that are not part of the linear sequence. Non-linear use of PowerPoint, however, is mainly a pedagogical issue that

PowerPoint can be adapted to provide. There are diverse ways that it can be used, even during lectures and seminars, including:

- delivering automated instructional protocols in laboratory sessions

- gathering the outcomes of discussions and polls during class activities

- providing tests and options for consideration during class sessions

- question and answer sessions

- interacting with web sites and information

- provision of self-study sessions with feedback after the class activity e.g. Mottley (2003)

- requiring student presentations (group or individual)

- building complex visuals, with or without animation

So familiarization with the technology provides a whole range of pedagogical options (Forsyth et al, 1995: Maier et al, 1998) that can be incorporated in the curriculum to facilitate learning by those with different learning styles. It should, if integrated and used properly, encourage and support more professional delivery of teaching and learning materials and thus facilitate student learning.

Perhaps the most significant potential negative effect, especially where 'complete' presentations are made available to students, is the danger of encouraging students to sit passively through the session since they may perceive that they have 'got the notes'. This is a particular risk where PowerPoint presentations are the primary teaching medium in, for example, distance learning situations. It is also true where 'full' handouts are provided for lectures/seminars and in both cases, it represents poor pedagogical BEE-j Volume 2: November 2003 practice since all presentations should require some active participation by the students. The

development of note-taking skills is a vital transferable skill and careful use of PowerPoint can encourage this by, for example, providing students with only outline structures that require annotation or handouts that are 'interactive' as suggested by Race (1999). There are good reasons to encourage students to listen to a presentation rather than spend all their time writing notes but totally passive behavior (listening but not taking notes) does not encourage processing and gaining ownership of information: a sensible balance is required. It is correctly argued that a 'chalk and talk' presentation slows the lecturer down, allowing students to catch up with notes and even provides time for students to think, but all of this is equally possible within a pedagogically-sound PowerPoint presentation.

2.26. The Usage of PowerPoint

Most PowerPoint presentations are created from a template, which includes a background color or image, a standard font, and a choice of several slide layouts. Changes to the template can be saved to a "master slide," which stores the main slide theme used in the presentation. When changes are made to the master slide, such as choosing a new background image, the changes are propagated to all the other slidesThe steps to use PowerPoint there are:

1. Prepare the tools such as laptop or computer and projector on the table.
2. The teacher r may choose to have the slides change at preset intervals or may decide to control the flow manually. This can be done using the mouse, keyboard, or a remote control. The flow of the presentation can be further customized by having slides load completely or one bullet at a time.
3. PowerPoint presentations can be created and viewed using Microsoft PowerPoint.

4. Collect up the picture related to any vocabulary are you want to teach or revise.

5. Reading, this step to the teacher asks to the students to read the reading text about transportation.

6. A purely inspirational presentation, like a pep talk you would give your students, has very few points you need the students to remember, perhaps only one key point. Wendy Russell said that

> *"To help the students remember your message, you should use recall aids. A recall aid is something that the students can use to recall the points you have made after you are finished the presentation". (2007: 26).*

There are many different forms of recall aids, including handouts, workbooks, cards, and yes, PowerPoint. PowerPoint can be a recall aid because it can give visual reminders of the points we are making.

2.27. Hints for Good Power Point Presentations

The following are some general tips and suggestions for preparing presentations, creating materials, and giving presentations.

2.27.1. Preparing for the Presentation:

a. Consider the theme.

- What is the purpose of the presentation?

b. Know the audience.

- Gear the information to what is known about the audience.

- Try to take the audience's perspective.

2.27.1.1. Select materials.

- What is the best way to present the theme?

- What is the time frame?

- How much time to prepare?

- How much time for the presentation?

- What materials are needed?

- What will the materials cost? Is it cost-effective?

- Will there be visual elements such as photos, logos etc.?

- Will they need to be scanned?

2.27.2. Preparing the Materials:

Many desktop publishing tips hold true when creating materials for presentations. The following are some things to consider:

2.27.2.1. Contrast

-Use dark text on a light background when producing overhead transparencies.

-Use light text on a dark background when producing slides for a computer slide show. (Yellow text on dark blue background works well.)

2.27.2.2. Balance (Proportion)

-Each slide should be balanced within the slide, just like a written document should be balanced, to make it easier to read.

-Text with bullets should be left-justified.

-Graphics should be off-center to leave room for text. This helps to lead the eye to the text.

-Center titles only and an occasional quote.

2.27.2.3. Capitalization

-Use in moderation.

-Seldom use all caps, except in short titles.

-Capitalize the first letter of important words for a more formal look.

-Capitalize the first letter of each line for a less formal, more open look.

2.27.2.4. Simplicity

-Six to eight words to a line.

-Six to eight lines per slide.

-No more than two fonts per page. (Avoid the "Ransom Note" affect.)

-Use Sans serif fonts when using projection.

-Use large font sizes. (32, 24 points).

2.27.3 Font Notes:

There are two types of fonts: Serif and Sans Serif. Serif fonts have little "wings" on the characters (such as the font this document is written in). Sans serif fonts do not have "wings". (This is a Sans Serif font called Arial.) Serif fonts are easier to read because the wings allow the eye to follow the flow of characters and should be used when there isa lot of text. (The best serif font to use is Times-Roman when dealing with a lot of text. This is a font used by most newspapers for the main body of text.) Serif fonts are good headlines, effects and for projection.

When choosing a font, think about the following: aesthetics (how it looks); who the audience is; what kind of impression or idea is to be achieved; and, how much text is involved.

2.27.4. Emphasis

Never underline, unless necessary.

- Use italics to emphasize a single word or passage of text or for showing humor or irony.
- Use **bold** for headings, to add emphasis and authority to a word or phrase, or to add contrast of light and dark.
- Use color, if possible,

2.27.5. Color notes:

Color draws attention to and increases a willingness to read the information.

It also helps to increase motivation and participation. When using color, stick to a common set of colors throughout the entire presentation and limit the number of colors used. Lighter colors on a dark background work well when using projection facilities.

- Dark blue conveys a conservative but credible feeling. Blue is a soothing color and can reduce the viewer's blood pressure and heart rate. The combination of a blue background with yellow or white foreground text and graphics is the easiest to read.

- Red or orange backgrounds heighten emotions. These colors can signal excitement or alarm and increase blood pressure and heart rate. However, reds and oranges don't translate well to the TV screen. Use them with caution. They cause images to "bleed" on the screen. Maroon or burgundy might be a better choice.

- Green stimulates interaction. Deep forest green, olive green, or teal green will illicit opinions and is useful in education and training oriented presentations.

- Gray is neutral. Neutrality may be advantageous or not depending on the content and context of the visual.

2.27.6. Graphics

- Graphics should be off-center to leave room for text. This helps lead the eye to the text.

- Charts and graphs should be large enough to read from anywhere in the room.

- To show trends, use a line graph.

- To compare information, use a bar graph.

- To compare parts of a whole, use a pie chart.

- When using charts and graphs, use six or fewer items to be compared per chart.

2.27.7. Authoring

There are many software applications called "authoring" or presentation packages that can be used to create presentations. Many of the packages come complete with graphing and charting capabilities; a

built-in outliner; and, print capabilities for the screens to be used by the author or the audience. With a computer and a projection device, transparencies are not necessary. The presentation can be driven by a keyboard, mouse, or set to run automatically at specific timed intervals. Some of the more widely used applications are:

Microsoft PowerPoint, Harvard Graphics, Asymetrix Tool book, and Gold DiskAstound. Netscape and word processors, such as Microsoft Word and WordPerfect can also be used.

2.27.8 Notes

- Notes to assist in a presentation can be written on the paper parts of the transparencies or on printouts of the software application presentation screens.
- Always print out copies of each "slide" on paper to test the view.
- When using transparencies, number them in order of their use.

2.27.9. To create "slides/transparencies"

- Slides may be defined as overhead transparencies, computer screen pages, or actual camera slides. Transparencies may be created by printing directly to a transparency created for use with a laser or inkjet printer; by printing the information onto a piece of paper and using a transparency or by obtaining transparencies created for a copy machine and using a copier.

2.27.10. Be consistent

From slide to slide and in everything throughout the presentation, be consistent.

2.27.11. Giving the Presentation:

1) If possible, test runs the presentation in the room it is to be given, with all of equipment necessary.

2) Review the topic before beginning the presentation.

3) Maintain eye contact with the audience.

4) Keep the lights on as much as possible.

5) . Keep the presentation as interactive as possible.

6) Do not read the visual to the audience—the audience should be able to read.

2.27.12. Control with the visual:

▪ Use color.

▪ Reveal one point at a time, if possible.

▪ When using an overhead, turn off the projector to get attention.

▪ Review what has been covered to end the presentation.

2.28.The Merits of PowerPoint

1. PowerPoint is fun to watch and fun to make.

2. Used correctly, PowerPoint can accommodate all learners' needs.

3. It has a spell-check function! Something our black boards and overheads lacks.

4. It motivates students when used in moderation.

5. It motivates teachers

6. PowerPoint allows you to reflect on your lesson and correct any needed changes. Finally, you can create the perfect lesson.

7. Imagine being able to print out what you did in class for students that were absent.

8. PowerPoint is not hard to learn. Our technology staff rates it a "B+" for ease of use. It should take about one hour to learn the basics.

2.28.1. The demerits of PowerPoint

1. Content can sometimes take a back seat to flash.

2. Computers crash, networks go down, viruses can plague computers. Always have a back-up plan.

3. Overuse can bore learners and diminish PowerPoint's effectiveness.

4. Classrooms need large monitors or projectors to display presentations. Make sure your technology plan furnishes this. With simple TV-out cards or VGA-TV converters, this can be easily accomplished.

5. A successful presentation can take several hours to develop.

The students remember your powerful stories more than any other part of your presentation. She can burn the points in their memory even more by showing a picture, telling a story related to that picture, and then making the point that the story and picture illustrate. In this way, the emotional impact of the picture will add weight to the point you make through the story.

3.1. Previous Studies

Abuzaid (2009) conducted study that attempted to assess the possibility altered by the integration of the computer as a teaching tool with the old techniques of teaching English vocabulary. The study examines the potential of technology to enhance vocabulary learning.

The researcher adopted descriptive and experimental methods to analyze data. The study sample includes 60 students, randomly chosen and divided into two groups; and 30 teachers at Khartoum state. Furthermore, the questionnaire and tests subjected to (SPSS) to analyze data.

The findings of this study, revealed that lack of using computers in teaching vocabulary in secondary schools. Students' capability in vocabulary post-test, students, who used computers, is better than the

students who used traditional methods. Students can practice self-learning inside the classroom.

The researcher recommended that computers should be used, and teacher ought to interact with the students in real classrooms. Computers could be integrated to English curriculum to enhance teaching and learning. Motivation is the most important element in learning language, so teachers are strongly recommended to present their students with appealing and attractive materials. Teacher should be thoroughly qualified in presenting English vocabulary through computer.

Abdelbasit (2004) accomplished study that investigates the utilization of power-point presentation programme in teaching English language compared to traditional methods of teaching and to examine the of power point in immediate and delayed achievement for two groups. The candidates of this study were selected and divided into groups; experimental group which taught by computer-aided, control group which taught by traditional methods. The data collected and analyzed.

The results revealed that there is a significant difference between the means of the experimental and control group in many aspects such as immediate achievement, delayed achievement, etc.

On basis of his findings the researcher recommended that there is a need for more studied in the area of power point presentation in teaching English.

Hai HU, (2007) conducted a research which studied the application of motivation for students' vocabulary acquisition in multimedia environment. Firstly, it gave a brief introduction of the current situation of vocabulary learning and teaching in China and abroad, and then introduced

vocabulary acquisition with CALL and CALT, together with psychological and multimedia hardware and software foundation for vocabulary learning. The paper presented the feasibility of enlarging one's vocabulary through the enhancement of word recognition ability under the condition of multimedia environment. It proposed that enhancement of word

Recognition ability is of vital importance for the enlargement of one's vocabulary.

Chapter Three

Methodology

3.1 Introduction

From the beginning the researcher has stated clearly the problem of the study, that learning English language corresponds directly with the English language vocabulary, which is made up of many layers vary from the old Anglo-Saxon stem words to Franco based vocabulary, that made their way into English vocabulary after the Norman invasion, in addition to the promotion made by scholars by introducing Latin and Greek based words to English vocabulary crop. All these factors make learning English vocabulary something other than going on a picnic. This study, inspired by the huge potential of PowerPoint as an effective means of learning tool to help solve great problems facing English Language learners in tackling vocabulary as the backbone of language learning.

3.2 Study Design:

3.2.1. Introduction

A. This study is presented in five chapters. In chapter One, the researcher stated the problem of the study after a brief introduction followed by the significance of the study. Then the researcher cited the questions of the study and finishing this chapter with the hypotheses of the study.

B. Chapter two is the research literature review, where the researcher had defined the vocabulary after giving a comprehensive introduction reciting the importance of vocabulary from different aspects native and foreign..etc. The researcher has discussed the foreign vocabulary acquisition introducing a variety of techniques such as memorization keyword method..etc. referring to English language vocabulary and what vocabulary to teach where hence. The researcher previewed the use of PowerPoint in teaching as the core of this research

and the flexibility of PPT, animation, colors, photos , pictures ..etc., and the impact of PowerPoint on teaching vocabulary, not ignoring the various benefits that students can get. The researcher pointed out the difficulties that may be encountered when using PowerPoint and how to overcome them. The researcher mentioned some ways of using PowerPoint in the classroom, and how should the teacher use it, giving some hints for good usage of PowerPoint, including preparation and designing of a PPT lesson, that teachers may cater for when using this tool.

C. In this chapter the researcher gave a brief account of three previous studies that were carried out in the same topic. Abuzaid (2009). Abdelbasit (2004), and Hai Hu (2007). The researcher has found that the three studies have come up with similarly the same results, summed up in the significance of their findings, which are all in favor of using PowerPoint in teaching new language. The lack of technology use within mainstream educational institutes and the good gains that were harvested by learners who received PowerPoint or any other technologized method of teaching. Finally, the three researches recommended a vast adoption of PowerPoint and other means of technology in mainstream educational institutes.

D. Chapter Three

Chapter three is giving a brief account of this research methodology, design, sampling and tools and discussing the questionnaire as a sole means for collecting the data and how the data is sorted and analyzed.

E. Chapter Four

Chapter four presenting the data collected in two forms of presentation (tables and graphs)- figures and percentage- with commentary as first part of the chapter and discussion and validation in the second part, followed by the researcher's findings.

F. Chapter Five

The researcher made his recommendations, concluding by giving a loud cry in the valley of teaching English Language to jump into the boat of technology before it is too late.

3.3 Sampling

The researcher has targeted the teachers who really use PowerPoint in carrying out the vocabulary lessons in particular, so the researcher faced many difficulties reaching his target community who are scattered throughout the capital city of Khartoum and other big cities. As the researcher depends solely on investigating teachers through his questionnaire, he had to concentrate on both levels to be reliable, efficient and comprehensive. Therefore the researcher has designed a 25 items questionnaire in order to investigate all aspects of using PowerPoint in teaching English Language vocabulary.

The target community is estimated by 600-700 teachers, approximately 650 teachers who use PowerPoint as a teaching tool, centered mainly in Khartoum private Secondary Schools and a few of them are located in the mainstream secondary school and about 4-5% in Wad Medani and Sennar combined. The researcher strived hard to reach as many of them as possible, making tremendous and time consuming efforts, he has reached 120 teacher most of them in Khartoum and a handful of them was reached in Wad Medani and Sennar towns. These 120 respondents represent about 18.4% of the whole estimated target community, which the researcher belief is a comfortable portion to rely on. All of the respondents have carried out the task willingly at normal atmosphere inside their teaching compounds during the working days, which add to the reliability of the results.

3.3.2 The Questionnaire

The questionnaire consist of 25 statements to cover the four research hypotheses efficiently from all aspects with three options that the respondent has to tick whether he/she Agrees, Neutral or disagrees. Then

the data will be classified, analyzed and discussed using the SPSS analytical method. The researcher adopted the analytical and descriptive approach to carry out his research.

3.3.3 Validation and reliability of the Questionnaire

After the researcher had designed his questionnaire, he submitted it to his supervisors and then to Dr Tag elsir H Baashawm and Dr Eanas for rating and revision, validation and reliability test. The supervisors have approved the questionnaire valid and reliable after they had revised it thoroughly advising some amendments and rearranging some of its components. See appendix 1.

3.3.4. Statistical Procedure

The researcher has adopted the analytical, descriptive method using the SPSS measurement to analyze and discuss his data. As presented in Chapter Four.

Objectives of the Study

1. To investigate the effectiveness of PowerPoint technique in teaching English language vocabulary at Secondary School.

2. To study PowerPoint potentials in motivating students to learn better than in traditional methods.

3. To study the potentials of PowerPoint in helping teachers and students to adopt creative and interesting methods in learning vocabulary.

4. To insure that PowerPoint caters for individual differences.

5. To raise teachers awareness of the importance of PowerPoint in teaching English language as a whole.

Questions of the Study

1. Does PowerPoint an effective technique in teaching English Language in Secondary Schools?

2. Does Computer PowerPoint motivate students to learn better than in traditional methods?

3. Could PowerPoint help teachers and students adopt creative and interesting methods in learning vocabulary?

4. Does PowerPoint cater for individual differences?

Hypotheses of the Study

1. Computer PowerPoint is an efficient technique in vocabulary teaching at the Secondary Schools.

2. Computer PowerPoint motivates students to learn in a better way than in traditional methods.

3. PowerPoint can help teachers and students to adopt creative and interesting methods in learning vocabulary.

4. PowerPoint caters for individual differences of the students.

Chapter Four

Data Presentation and Analysis

Part One
4.1 Introduction

This chapter presents the data collected and analyzed according to the objectives, the questions and hypothesis of the study.

The researcher faced a multitude of obstacles when collecting this data since technology, especially PowerPoint is not widely adopted in the mainstream educational institutes, so the researcher had to travel all through Khartoum and other big cities in search of teachers who are using PowerPoint as a means of teaching tool, the researcher hardly collected 120 responses to his questionnaire, nine of them were excluded for not being carried correctly and 111 responses were qualified enough to be presented and analyzed.

The 111 respondents vary in terms of qualifications and experience as follows:

- **Qualifications**:

a. PhD holders   07 respondents.

b. Master degree   12 respondents.

c. Bachelor   84 respondents.

d. Diploma   08 respondents.

       Total   111

- **Years of experience:**

a. 5 Years   13 respondents.

b. 6 – 10 Years   37 respondents.

c. 11 – 15Years   22 respondents.

d. Above 15   39 respondents.

Total   111

The questionnaire consist of 25 statements covering the objectives of the study, the questions of the study and the hypothesis of the study respectively in which the respondent has to decide whether he agrees, neutral or disagrees according to his own point of view.

The following tables and graphs show the rating, frequency and percentage of respondents to the statements accompanied with the researcher's commentary on each item.

**Table 1: As a teacher I feel happy with my PowerPoint (PPT) when I introduce new vocabulary using (PPT).**

Rate	Frequency	Percentage
Agree	110	99.09 %
Neutral	01	00.01 %
Disagree	0	0
Total	111	100 %
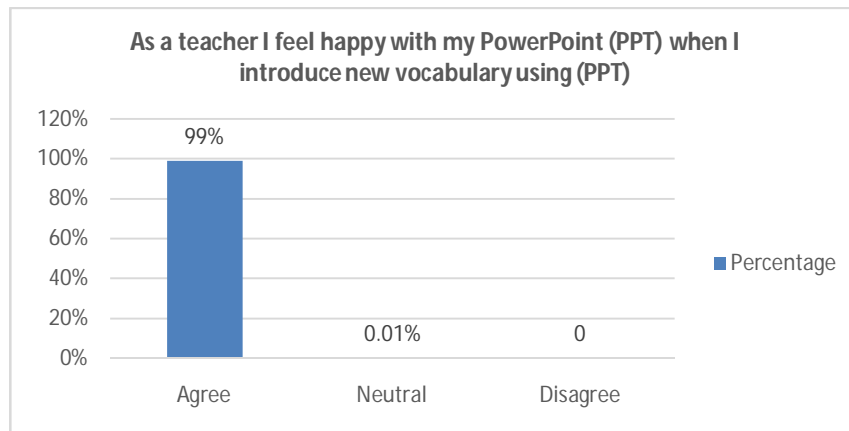
From the table, we notice that a great majority of the respondents (99.01%) agreed that the teacher feels happy when he introduces new vocabulary using (PPT) with only one respondent stood neutral, which shows that using (PPT) in presenting new vocabulary is a source of delight for both teachers and learners as well.

Table 2. Statement 2:- Using (PPT) slides in introducing new vocabulary is more interesting.

Rate	Frequency	Percentage
Agree	108	97 %
Neutral	3	3 %
Disagree	0	0
Total	111	100 %
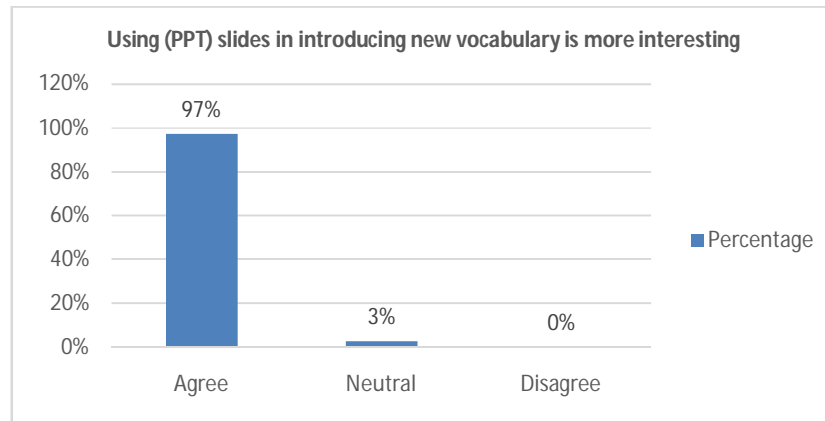
The table shows that a great majority of the respondents (97.2 %) have agreed that using (PPT) in presenting new vocabulary is more interesting. Only three of the respondents (2.8%) have stood neutral

Table 3.Statement 3:- (PPT) helps my pupils interact and work together
which helps them in improving acquiring new vocabulary.

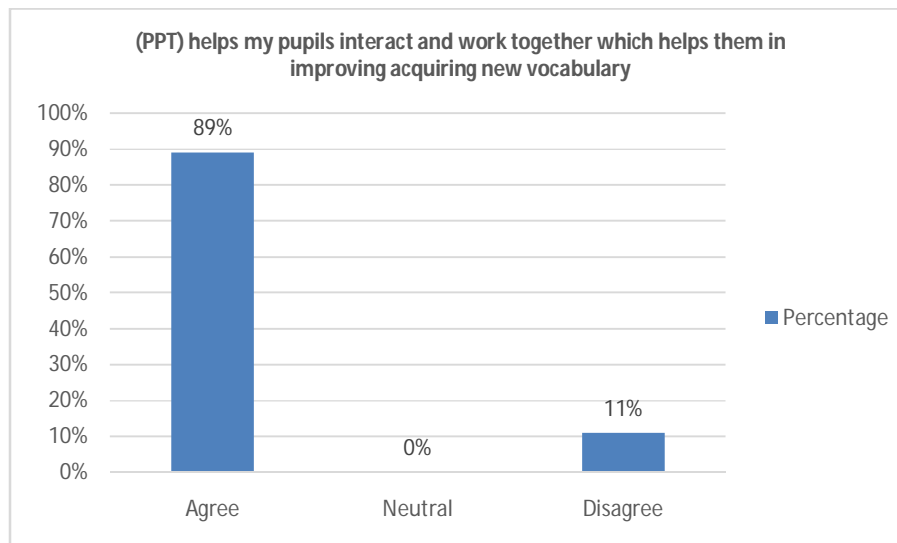| Rate	Frequency	Percentage
Agree	99	89.1 %
Neutral	0	0
Disagree	12	10.9 %
Total	111	100 %

Table number three shows that 99 of the respondents (89.1) have agreed
that (PPPT) helped their students to interact and work together which
helped them to acquire new vocabulary, but 12 of the respondents (10.9)
disagreed and nobody is neutral.

Table 4.Statement 4:- (PPT) allows my students to consolidate newly
learnt words through the possibility of repetition.

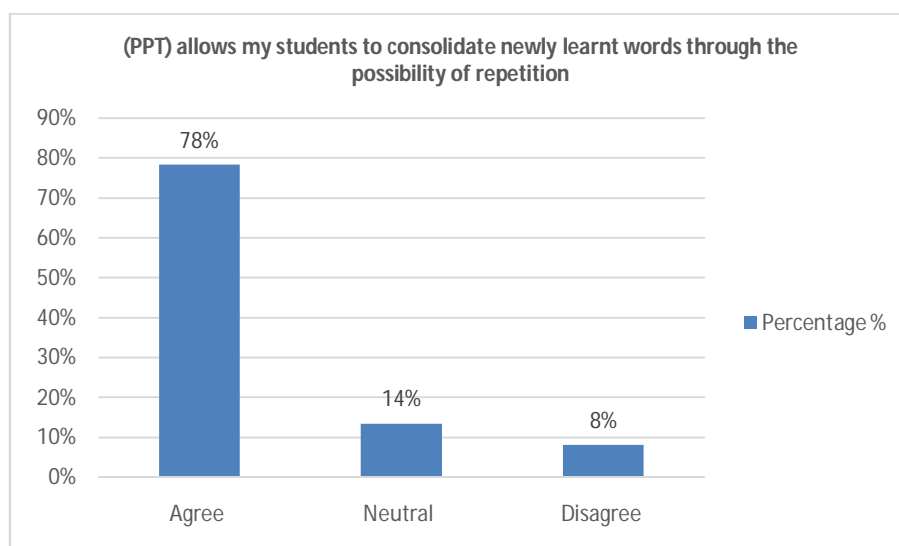| Rate	Frequency	Percentage %
Agree	87	78.3 %
Neutral	15	13.5 %
Disagree	09	08.2 %
Total	111	100 %

Table 4 shows that 87 of the respondents (78.3 %) agreed that (PPT)
allowed their students to consolidate newly learnt vocabulary through
repetition and 15 of them (13.5%0 have a neutral point of view, but 9 of
them (08.2%) disagreed.

Table 5:Statement 5:- (PPT) is easier for the teacher and doesn't need physical effort.

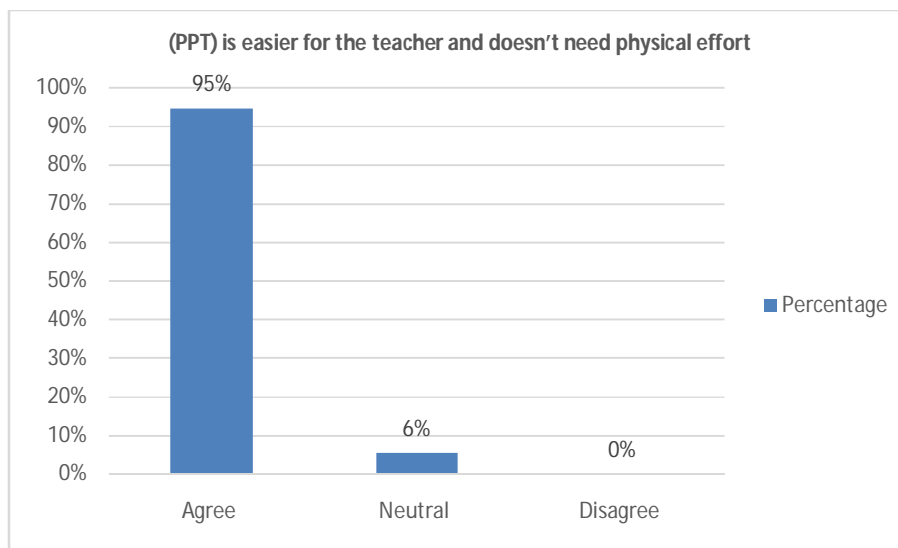| Rate	Frequency	Percentage
Agree	105	94.5 %
Neutral	6	05.5 %
Disagree	0	0
Total	111	100 %

Table number 5 shows that 105 respondents (94.5%) have agreed that (PPT) is easier and spares physical efforts for teachers, while 6 respondents (5.5%) said that they were neutral and no one disagreed.

Table 6:Statement 6:- (PPT) confidently encourages students to take an active role in the class activities to maximize participation.

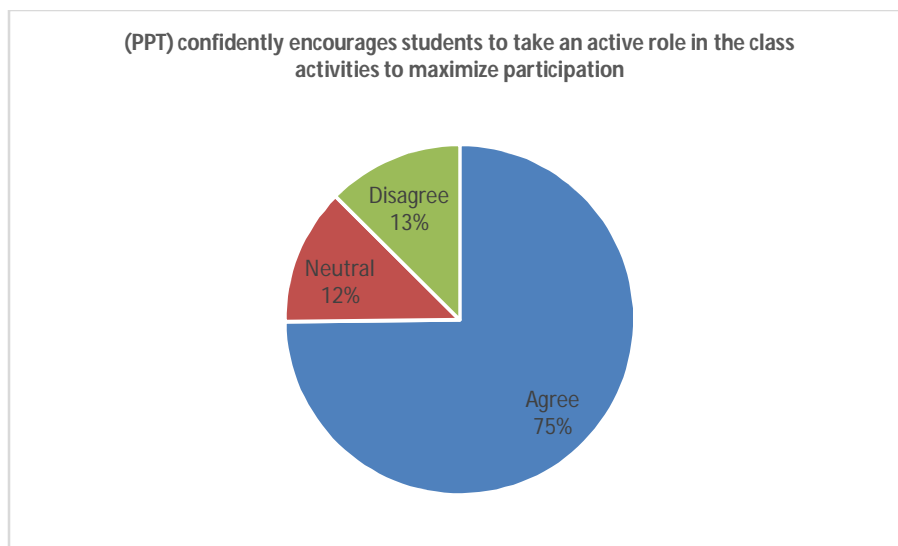| Rate	Frequency	Percentage
Agree	83	74.8 %
Neutral	14	12.6 %
Disagree	14	12.6 %
Total	111	100 %

Table 6 shows that 83 of the respondents (84.8%) have agreed that (PPT) encourages students to participate actively in classroom and enjoy that so much, while 14 of the respondents (12.6%) have a neutral point of view, but 14 others (12.6%) have disagreed.

Table 7:Statement 7:- (PPT) provides me as a teacher with more students'
quick feedback for learning new vocabulary.

Rate	Frequency	Percentage
Agree	110	99.09 %
Neutral	1	00.01 %
Disagree	0	0
Total	111	100 %

(PPT) provides me as a teacher with more students' quick feedback for learning new vocabulary
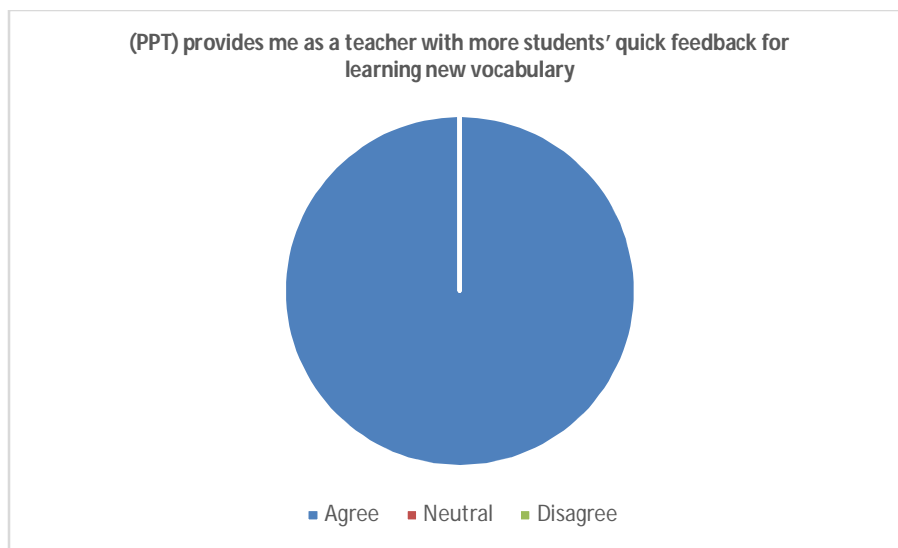
■ Agree   ■ Neutral   ■ Disagree

Table six shows that(110) of the respondents (99.09%) have agreed that using (PPT) provides them with a quick feedback from their students which enables them to spot out the weakness areas and tackle them immediately while only one respondent (00.01%) stood neutral.

Table 8:Statement 8:- Accompanied with illustrations, shapes, graphs, etc.
(PPT) helps students to find exact meaning of words.

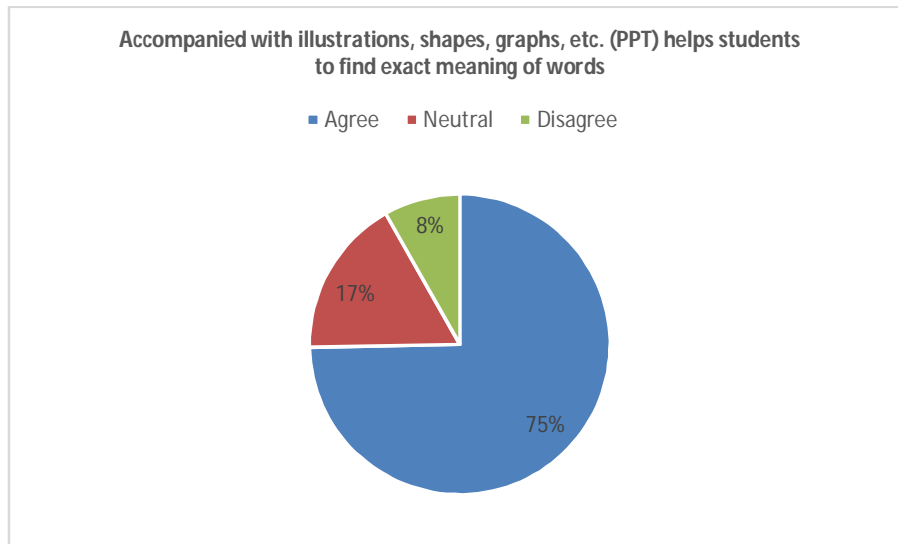| Rate	Frequency	Percentage
Agree	83	74.7 %
Neutral	19	17.1 %
Disagree	9	8.2 %
Total	111	100 %

Table 8, shows that 83 of the respondents (74.7%) have agreed that if (PPT) is accompanied with illustrations shapes and graphs will help students find the exact meaning of words while 19 respondents (17.1%)have stood neutral, but nine of them (8.2%) have disagreed .

Table 9.Statement 9: I prefer using (PPT) in introducing new words to
traditional methods

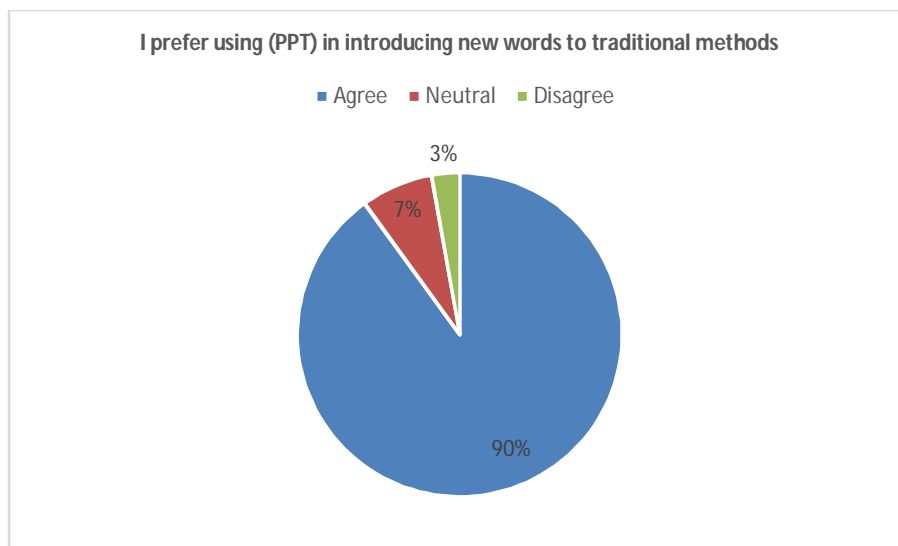| Rate	Frequency	Percentage
Agree	100	90 %
Neutral	8	7.2 %
Disagree	3	2.8 %
Total	111	100 %

Table number 9 shows that 100 of the respondents (90%) have agreed that
they prefer (PPT) ton traditional methods in presenting new vocabulary
and 8 respondents (7.2%) were neutral, but only three of them disagree

Table 10:Statement 10: (PPT) establishes familiarity for a wide knowledge of ICT needed by students for their upcoming learning.

Rate	Frequency	Percentage
Agree	109	98.1%
Neutral	2	01.9%
Disagree	0	0
Total	111	100%
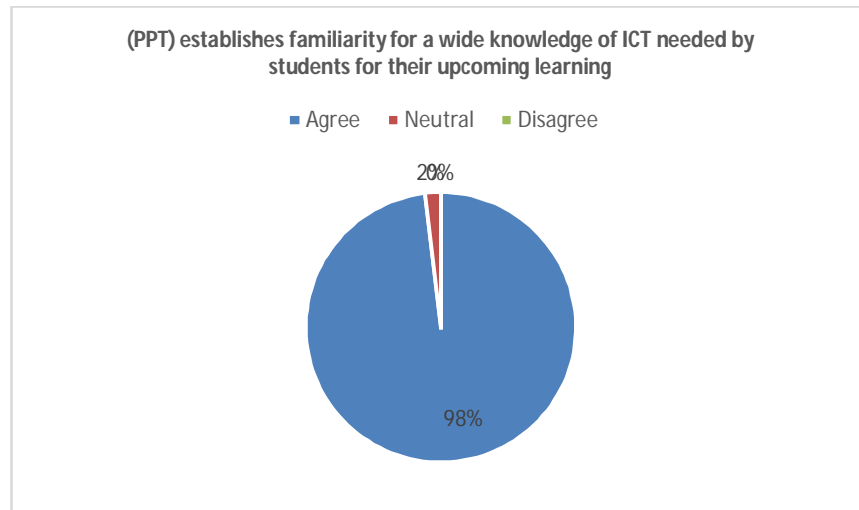
Looking at table 8 we notice that 109 respondents (98.1%) have agreed that (PPT) familiarize the students with an important feature of ICT that they will definitely need in their upcoming learning and life as a whole and only two respondents have stood neutral and nobody has disagreed.

Table 11:Statement 11:- (PPT) slides I use to teach vocabulary provide
some good styles of writing scripts

Rate	Frequency	Percentage
Agree	55	49.5%
Neutral	37	33.3%
Disagree	19	17.2%
Total	111	100%

(PPT) slides I use to teach vocabulary provide some good styles of writing
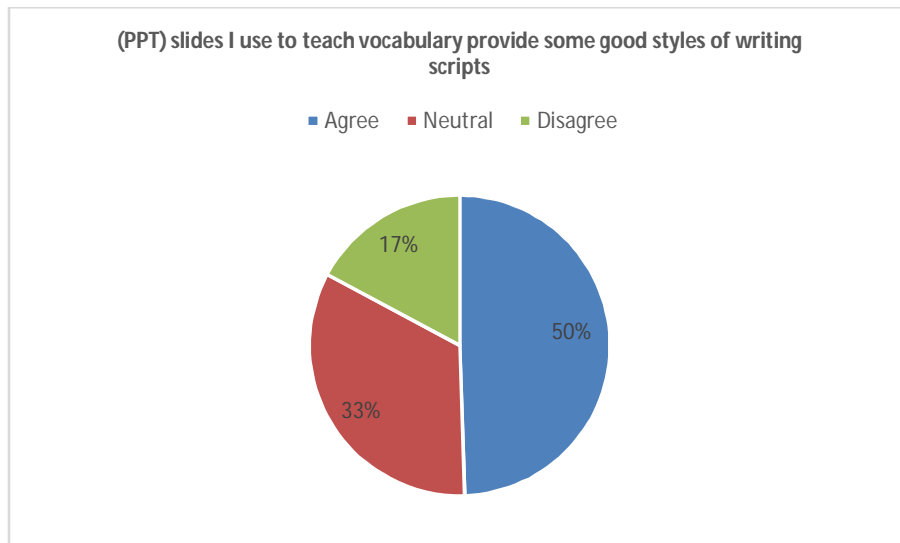scripts

■ Agree   ■ Neutral   ■ Disagree

Table 11 shows that 55 of the respondents (49.5%) have agreed that (PPT)
slides provide good writing styles and 37 or them (33.3%) stood neutral
while 19 respondents disagreed. This weak response may indicate that
students are in bad need for being familiarized with variety of writing
scripts which their syllabus unfortunately doesn't provide.

Rate	Frequency	Percentage
Agree	111	100%
Neutral	0	0
Disagree	0	0
Total	111	100%

(PPT) reduces teachers talking time (TTT) so, it saves time

■ Agree   ■ Neutral   ■ Disagree

0%

100%

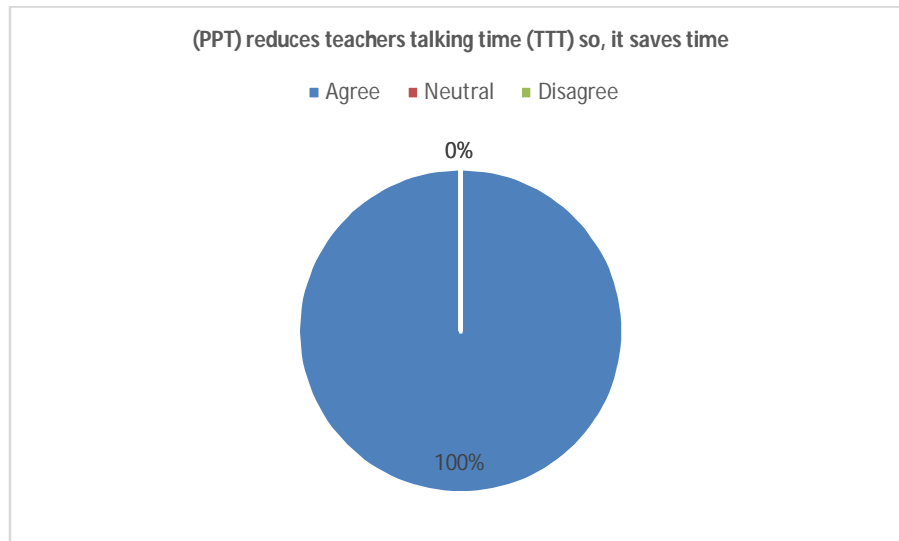Table 12 shows that all of the respondents 111 (100%) have agreed that
(PPT) reduces (TTT) and saves time which is used in the learners favor, in
other words by presenting new language in pre prepared slides saves time
that teachers spend writing new words on the blackboard this time will be
added to students talking time (STT) which provides more opportunities
for most or all the students to participate and interact.

Table 13:Statement 13:- (PPT) helps me so much organize word list.

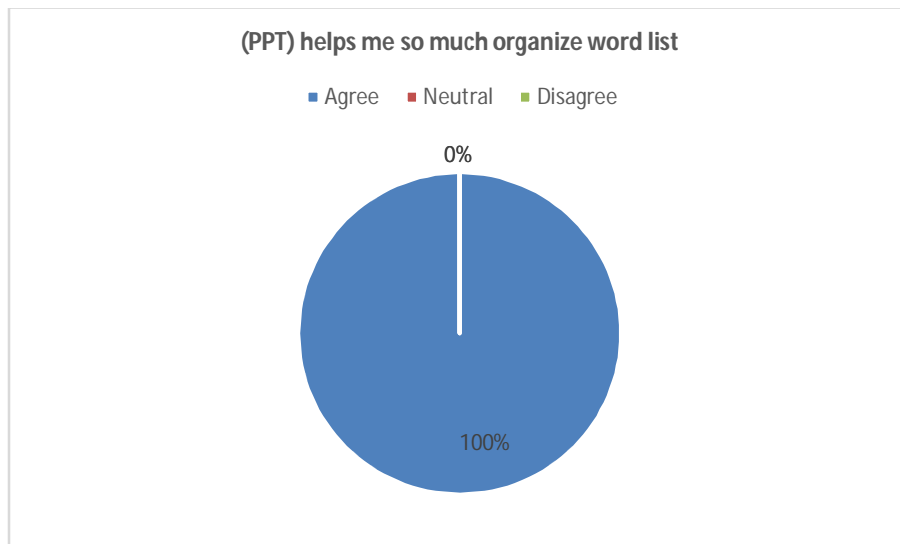| Rate	Frequency	Percentage
Agree	110	99.9%
Neutral	01	00.01%
Disagree	0	0
Total	111	100%

Table 13 shows that 110 respondents have agreed that (PPT) helps them so much organizing word lists which plays vital role in building up an organized crop of vocabulary built on the syllabus word list. Only one of the respondents stood neutral and no one has disagreed.

Table 14:Statement 14:- (PPT) enables me to use various ways for word meaning such as illustrations, synonyms, etc.

Rate	Frequency	Percentage %
Agree	67	60.3 %
Neutral	34	30.6 %
Disagree	10	09.1 %
Total	111	100 %

(PPT) enables me to use various ways for word meaning such as illustrations, synonyms, etc
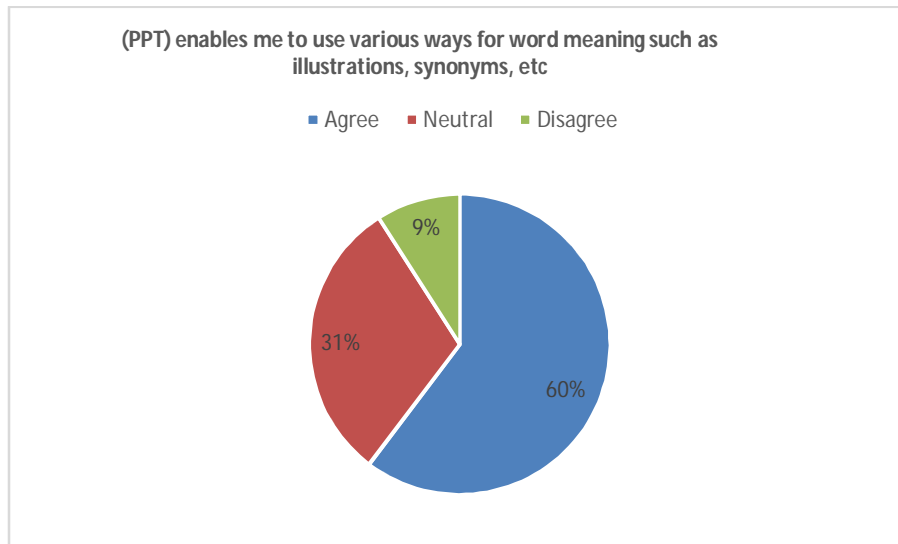
Agree   Neutral   Disagree

Table 14 shows that 67 of the respondents (60.3%) have agreed that (PPT) enabled them to use different ways for giving the meanings of words such as illustrations synonyms, etc. while 43 respondents (30.6%) have a neutral attitude, but 10 respondents (09.1%) disagreed and this may be for difficulties that might have encountered in preparing such activities.

Table 15:Statement 15:- (PPT) helps teachers to make vocabulary be as student centered activity.

Rate	Frequency	Percentage
Agree	98	88%
Neutral	03	02.7%
Disagree	10	09.3%
Total	111	100%

(PPT) helps teachers to make vocabulary be as student centered activity
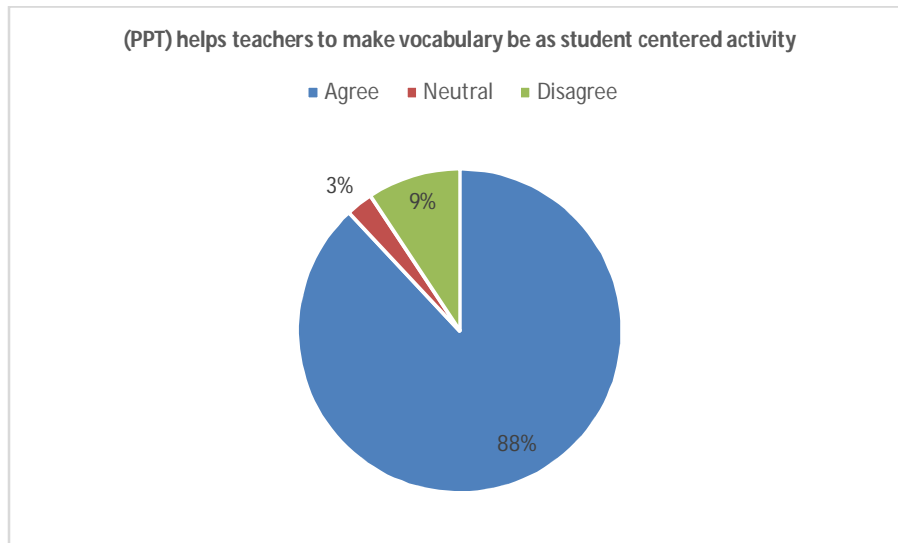
■ Agree ■ Neutral ■ Disagree

3%

9%

88%

Table 15 shows that 98 of the respondents have agreed that (PPT0 helps teachers to make teaching vocabulary a student centered activity by reducing (TTT). Three of the respondents (02.7%) have a neutral point of view while 10 of them (09.3%) have disagreed.

Table 16:Statement 16:- When I use (PPT) with the sound system on, I pay much more care for pronunciation.

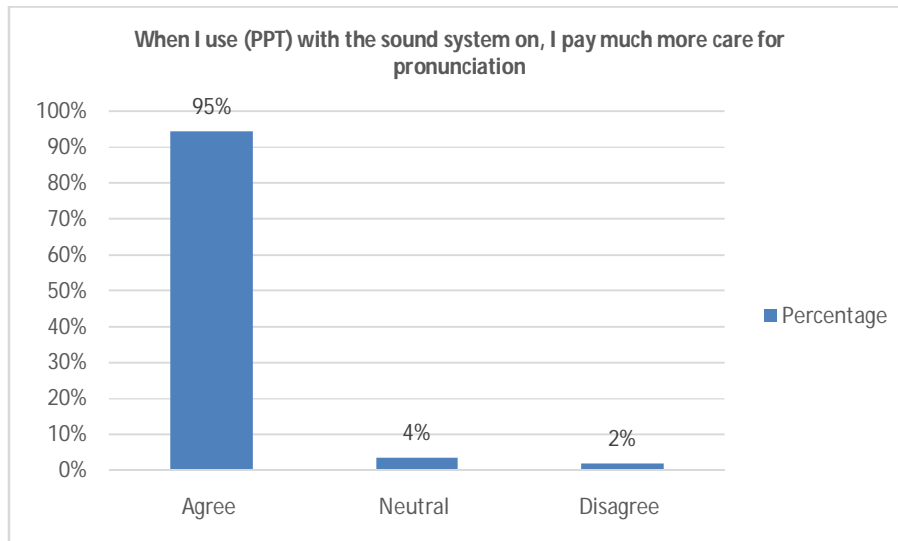| Rate	Frequency	Percentage
Agree	105	94.5%
Neutral	4	03.6%
Disagree	2	01.9%
Total	111	100%

Table 16 shows that 105 respondents (94.5%) have agreed that they pay much more care for pronunciation when using a sound system, four of the respondents (03.6%) have stayed neutral while two of them (01.9%) disagreed.

Table 17:Statement 17:- (PPT) motivates students to speak, comprehend and help them integrate listening reading speaking and writing skills through various kinds of activities.

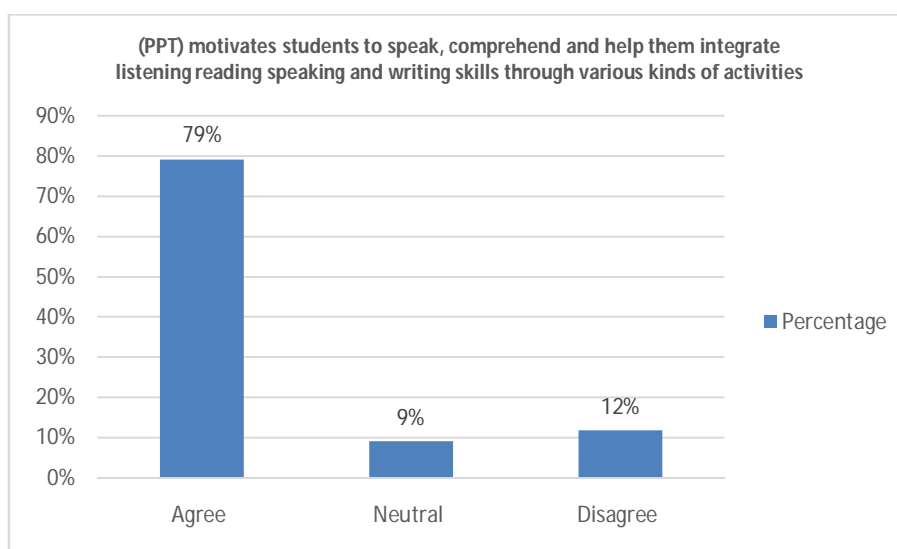| Rate	Frequency	Percentage
Agree	88	79.2%
Neutral	10	9%
Disagree	13	11.8%
Total	111	100%

Table 17 shows that 88 of the respondents (79.8%) have agreed that (PPT) motivates their students to speak, comprehend and helps them integrate the four language skills, while 10 respondents (09%) have a neutral point of view, but 13 respondents (11.2%) have disagreed.

Table 18:Statement 18:- As a teacher (PPT) helps me to avoid board imperfection, marker smell and chalk dust, thus it is healthier.

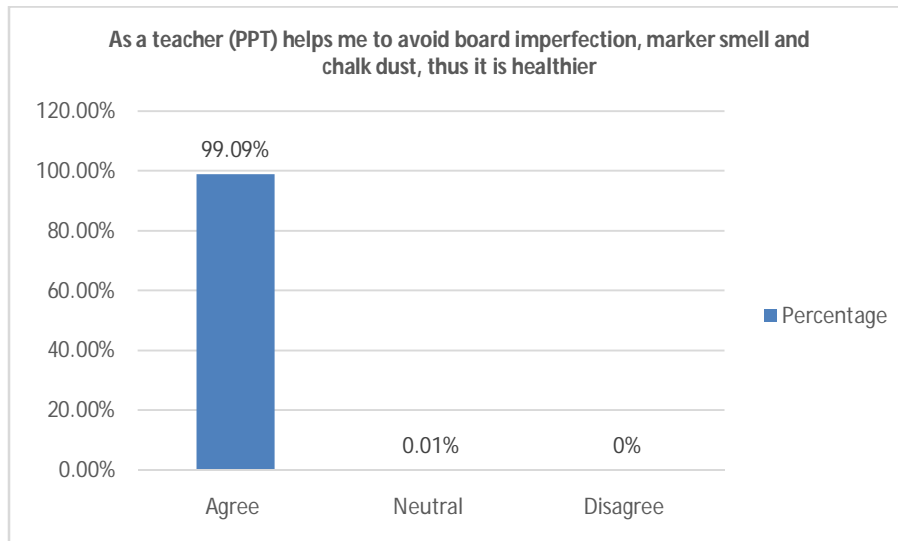| Rate	Frequency	Percentage
Agree	110	99.09%
Neutral	01	00.01%
Disagree	0	0
Total	111	100%

Table 18 shows that (110) of the respondents (99.09%) have agreed that (PPT) is healthier while one respondent (00.09%) has a neutral point of view. Nobody has disagreed.

Table 19:Statement: 19:- (PPT) is cheaper to use than traditional teaching materials.

Rate	Frequency	Percentage %
Agree	14	12.6 %
Neutral	55	49.5 %
Disagree	42	37.9 %
Total	111	100 %

(PPT) is cheaper to use than traditional teaching materials
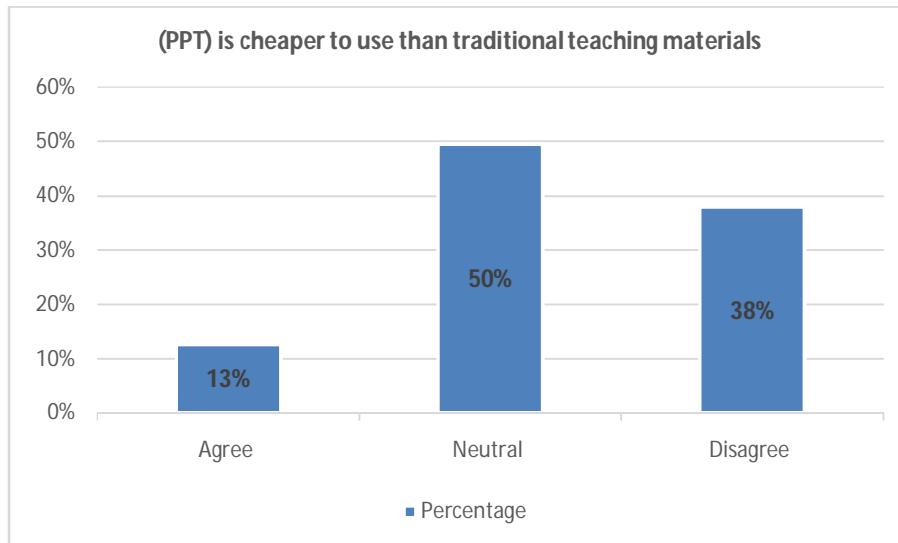

Table 19 shows that only 14 of the respondents (12.6%) have agreed that it is cheaper to use (PPT) while 55 of them (49.5%) stood neutral, but unfortunately 42 of the respondents (37.9%) have disagreed. The researcher may refer this to the official mainstream education policy that does not adopt technology in teaching and no facilities of the kind in most of the schools.

Table 20.Statement 20: Through (PPT) presentations there is more interactive communication and collaboration among students than working with the pages of a book.

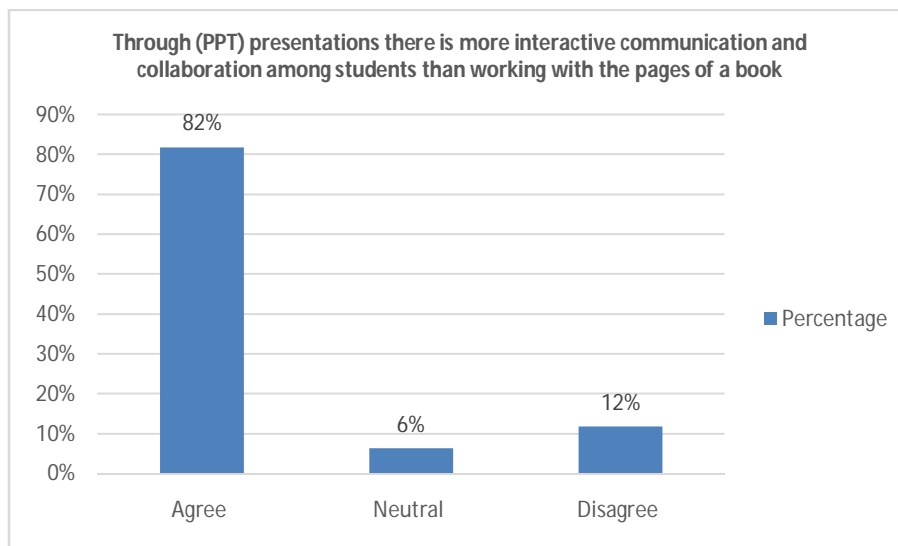| Rate	Frequency	Percentage
Agree	91	81.9 %
Neutral	07	06.3 %
Disagree	13	11.8 %
Total	111	100 %

Table 20 shows that 91 of the respondents (81.9%) have agreed that (PPT) presentations provide more interactive communication and collaboration among students than working with the pages of a book, while 7 respondents (06.3%) have stood neutral, but 13 of them (11.8%) have disagreed.

Table 21.Statement 21:- (PPT) engages students in useful writing and
revision activities for vocabulary learning.

Rate	Frequency	Percentage
Agree	53	47.7%
Neutral	36	32.4%
Disagree	22	19.9%
Total	111	100%
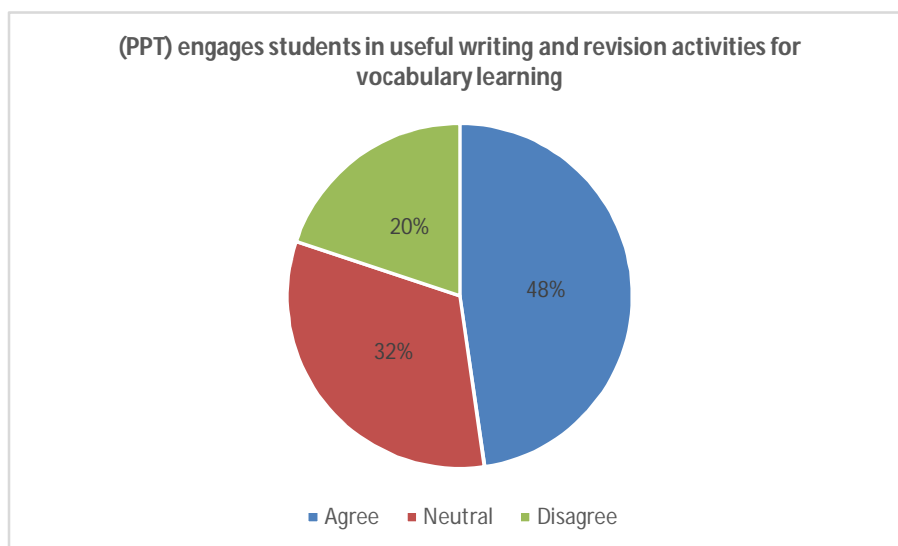
Table 21 shows that 53 of the respondents (47.7%) have agreed that
(PPT) engages students in useful activities in writing and revision of their
language while 36 respondents (32,4%) have stayed neutral, but 22 of the
respondents (19.9%) have disagreed.

Table 22:Statement 22:- (PPT) encourages students to present vocabulary lively.

Rate	Frequency	Percentage
Agree	105	94.5%
Neutral	03	2.75%
Disagree	04	2.75%
Total	111	100%
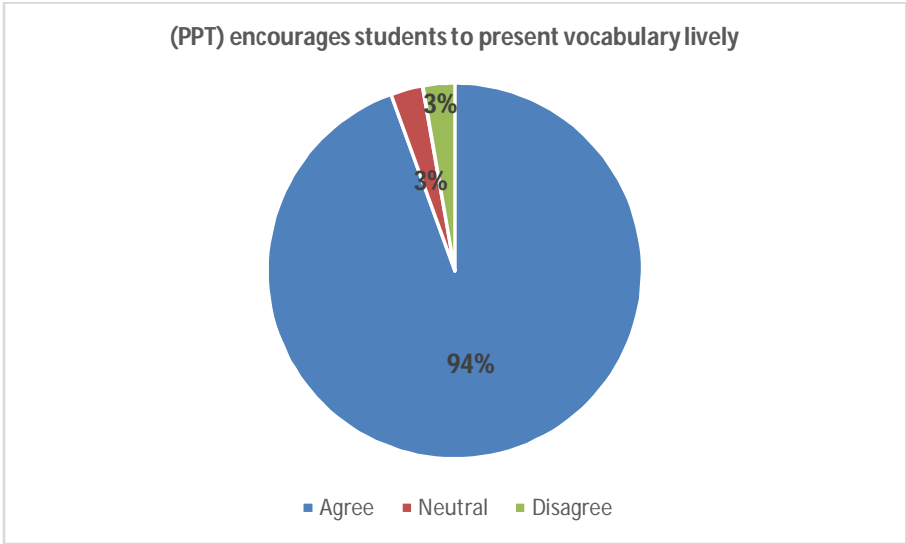
Table 22 shows that 105 of the respondents (94.5%) have agreed that (PPT) encourages students to present vocabulary actively and lively while 3 respondents (2.75%) have stood neutral, but 3 others (2.75%) disagreed.

Table 23:Statement 23:- It is clear for all and with possibility to be clearer for all viewers in the classroom.

Rate	Frequency	Percentage
Agree	78	70.2%
Neutral	19	17.2%
Disagree	14	12.6%
Total	111	100%

It is clear for all and with possibility to be clearer for all viewers in the classroom
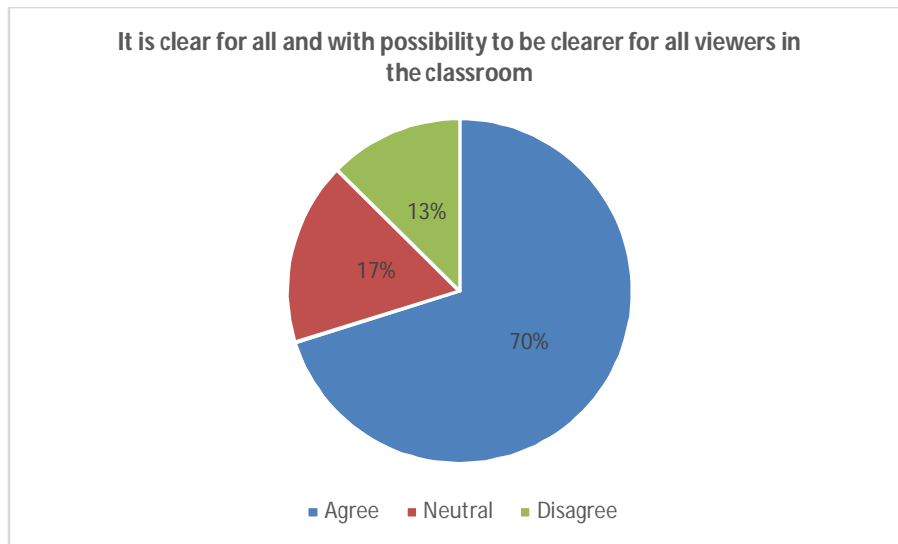
Table 23 shows that 78 respondents (70.2%) have agreed that (PPT) is clear and can be seen by all in the classroom while 19 respondents have stood neutral, but 14 of the respondents disagreed.

Table 24:Statement 24: Colors and animations add more different, acceptable good looks for vocabulary needed to be acquired by students compared with traditional methods.

Rate	Frequency	Percentage%
Agree	64	57.6%
Neutral	27	24.3%
Disagree	20	18.1%
Total	111	100%
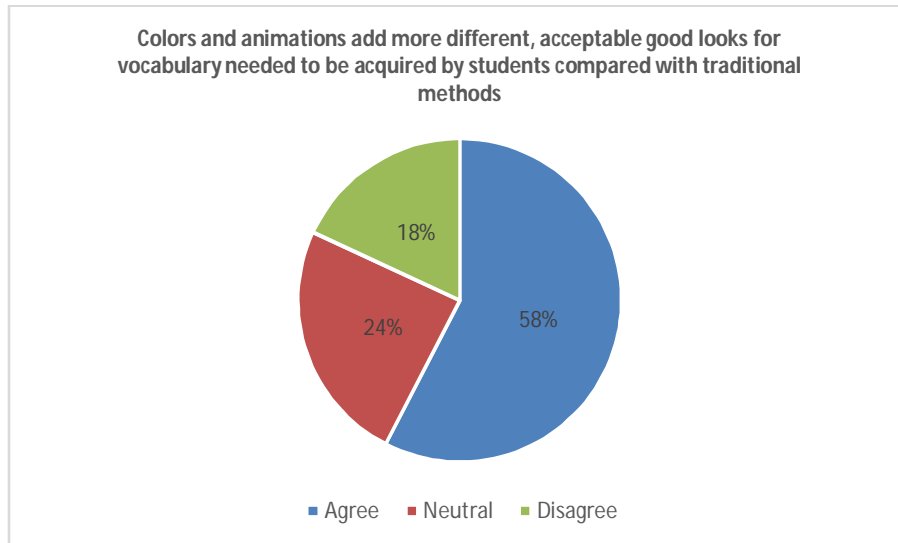
Table 24 shows that 64 respondents (57.6%) have agreed that colors and animations have positive impact on vocabulary learning process, while 27 respondents have stood neutral, but 20 of the respondents disagreed. This weak response may be referred to the long statement and might have been misunderstood.

Table 25.Statement 25:- (PPT) potentials addresses the individual differences of the students.

Rate	Frequency	Percentage
Agree	98	88.2%
Neutral	09	08.1%
Disagree	4	03.7 %
Total	111	100%

Table 25 shows that 98 respondents have agreed that (PPT) addresses the individual differences of the students, while 9 respondents have stood neutral, but 4 of the respondents disagreed.

Chapter 4

Discussion of the Results

Part two

Validation of Hypothesis

This part of the study is to discuss the results

4.2.1 Hypothesis 1

Computer power point is an effective technique in vocabulary teaching at the secondary schools.
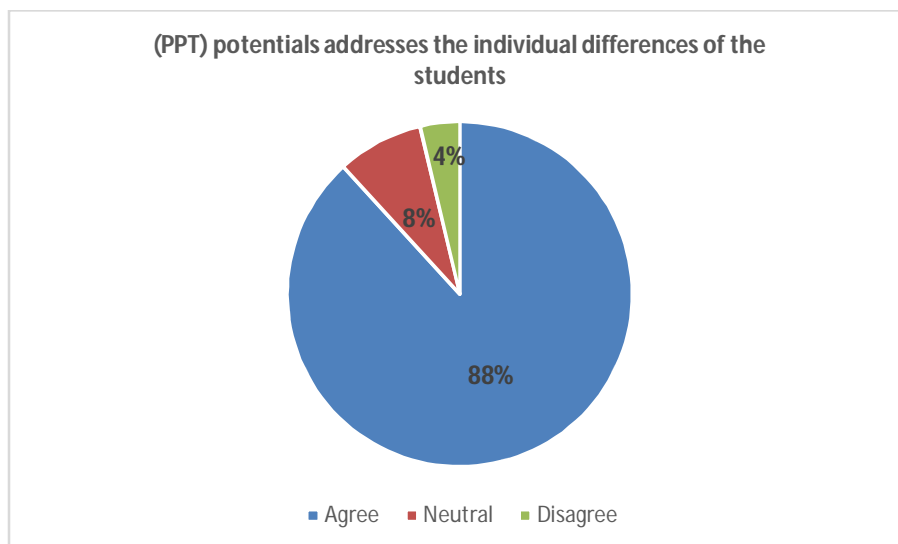
Statements from one to six within the questionnaire were specially oriented to validate hypothesis 1 above, these six statements cover six areas of interest in respect of effectiveness. Teachers were investigated if they feel happy when performing a PPT lesson, if using PPT is interesting, does PPT provide interaction, does it allow repetition and participation and if PPT is easy to perform. The average percentage is 88,7% of the respondents approved that PPT is effective . This high percentage of agreement achieve objective one of this research and at the same time answers question one of the research

4.2.2 Hypothesis Two

Computer PowerPoint motivates learners to learn in a better way than traditional method.

Statements from 7 up to 15 are especially oriented to investigate respondents about whether Power Point motivates learners to learn in a better way than they do by traditional method from different aspects, investigating teacher's preference of PPT to traditional methods, if the technique provides a quick feedback, whether PPT can give the exact

meaning, if PPT poses a real ICT knowledge , PPT provide new style of scripts, PPT saves times, teachers can organize word lists, PPT provides different ways of presentation. The result with average percentage of the respondents is 84-39% which strongly validates hypothesis two and answers question two.

4.2.3 Hypothesis Three:

Power Point helps teachers and students to adopt creative ad interesting methods in vocabulary learning.

Statement from 16 to 20 are allocated to investigate the above from different aspects including pronunciation, integrations of language skills, PPT is healthier and cheaper where lesson can be prolonged as far as possible without health hazards and no high cost. Power Point grants investigation and collaboration. All these statements have scored a high percentage of agreement amongst respondents with the average of 84, 3% which validates hypothesis three and therefore objective three is achieved and answered question three of this study.

4.2.4 Hypothesis Four

Power Point caters for individual differences of the students.

Statements from 21 to 25 were oriented to investigate whether Power Point caters for individual differences among the students in the following aspects. It's useful to engage brighter students and slow students in different activities. It encourages students to present language actively, permitting brighter students to respond quickly. Power Point is clear for all and has the possibility to be made much clearer by zooming in and out which enable slow student to cope with the pass of the lesson. Power Point has the ability to introduce more sophisticated animations for brighter

students to understand and help other students to do so. Power Point has real potentials to care for individual differences.

All of these statements have scored high agree responses , with the average of 71.5% which validates hypothesis three and the researcher proved himself right . this high percentage of agreement achieve objective four of this research and at the same time answers question four of the research.

4.3 Previous studies

This study agrees to so far extend with Abu Zaid(2009) study in findings and recommendations of the same bases of using computer as an effective teaching tool, the two researchers recommended that computer should be used and teachers ought to interact with students in real classrooms. Both researchers agreed that computer could be integrated to the English curriculum to enhance teaching and learning. They also agreed that teachers should be highly qualified in presenting English vocabulary through computer.

The two researchers differ in some points of the methodology of each research. In this research the researcher recommended that computer effectiveness should be included in secondary schools and universities curriculums so that teachers graduate with reasonable technical awareness

Abd albasit(2004)conducted a previous study investigating the utilization of Power Point presentation program in teaching compared to traditional methods of teaching English and to examine the impact of Power Point in immediate and delayed achievement for two groups.

The two researchers have similar results that there is a significant difference between the results of being taught using modern technology

and traditional methods . both researchers recommended generalization and adoption of modern technology to enhance as a whole and English language in particular. The two researchers differ in methods and tools of their researches.

The researcher presented more recommendations that Abd elbasit (2004) did .

Both researchers agreed upon that there is a need for more studies to be conducted in these areas.

Hai HU (2007).

Conducted a research in which studied the application of motivation for students vocabulary acquisition in multimedia environment.

Both researchers presented the feasibility of enlarging students' vocabulary trough computer and multimedia applications.

Hai HU conducted that enhancement for word recognition ability is of vital importance for enlargement of one's vocabulary. This research has come to a similar conclusion.

The two researchers agreed upon that application of modern technology has become a must. The two researches only clearly differ in methods and techniques of the researches.

Chapter Five

Recommendations, Summary of the

Results, and conclusions

5.0.Introduction

Due to the research results the researcher has come to illustrate the both following recommendations and suggestions for further studies.

5.1. Recommendations and Suggestions for Further Studies

Due to the research results the researcher has come to illustrate the following

The findings of the study as well as the respondents' feedback helped the researcher   forward the following recommendations

1. All teachers, especially English language teachers, should have a reasonable awareness and basic skills of computing.
2. Computer and Power Point should be a mandatory in all levels of the mainstream educational institutes.
3. Studies should be carried out to investigate the feasibility of introducing technology as well as possible and the best way to carry out this task with possibility of implementing technological hardware and software apparatus in our schools step by step.
4. Computer efficiency should be included within the main universities that graduate most teachers.
5. Studies should be carried out to investigate the feasibility of introducing technology as well as possible and the best way to carry out

Summary of the Results

5.2 Conclusion

Due to the basis of results obtained through the analysis and discussion of the data in comparison to the previous studies the researcher could draw the following conclusion.

Using computer and other devices and application might seem a little bit too early to be used in our classrooms, but let us think of what might come tomorrow. Ten years ago we knew nothing about these techniques.

Recently the role of the teacher has changed a lot. Traditionally the role of the teacher's job has been to dictate the students with the information and facts, but now teachers have new role which they should be aware of the role that the high technology requires from them. Even students and parents of today are supposed to conceptualize idea, work as part of collaborative team, problem solve and take action. Teachers of today must go beyond knowledge transmit. Community in general is now has knowledge and awareness of technology and its applications. The ITC revolution is spreading fast gaining new grounds every second. Our schools should not be left as far behind as they are now.

Appendix

QUESTIONNAIRE ABOUT INVESTIGATING THE USE OF POWER POINT FOR TEACHING VOCABULARY

Dear teacher.

This questionnaire is a part of my M.A study on the . "Investigating the Use of Power Point in Teaching English Vocabulary at Secondary Schools"it an attempt to gather information about how much Sudanese English teachers in secondary schools use Computer PowerPoint(PPT)Presentation to teach vocabulary and in what ways it helps students learn vocabulary . Your ideas are highly valued and your cooperation is genuinely appreciated. The data thus collected only serves this particular research and will remain confidential. Please feel free to share your opinions and report frankly your real situation when answering the following items.

Thank you very much for your cooperation

Personal information:

1- Qualifications

PhD ☐ MA ☐ BA ☐ Diploma ☐

2- Years of experience:

5 ☐ 6- 10 ☐ 11-15 ☐ above 15 ☐

No.	Statements	agree	neutral	disagree
1	As a teacher I feel happier with my Power Point (PPT) slides when I introduce new vocabulary using PPT			
2	Using PPT slides in introducing new vocabulary is more interesting			
3	PPT helps my pupils interact and work together which help them in improving comprehension			
4	PPT allows my pupils to consolidate newly learnt words through possibility of repetition			
5	It confidently encourages pupils to take an active role in the class activities to maximize participation			
6	It is easier and does not need much physical effort for teacher			
7	I prefer using PPT in introducing new words to traditional methods			
8	PPT provides me as a teacher with more quick feedback			
9	Accompanied with illustrations, shapes, graphs.. etc.PPT helps pupils to find exact words meaning			
10	It works effectively to inculcate familiarity for a wide knowledge of mass media needed by pupils for their upcoming learning			
11	PPT slides I use to teach new vocabulary provides some good styles of writing script			
12	PPT reduces teaching talking time (TTT) so, it is time consuming.			

13	PPT helps me so much organize words list and teacher board.			
14	It enables me to use various ways for word meanings such as illustration,synonyms,.etc.			
15	PPT helps teacher to make vocabulary be as pupils learning-centred.			
16	As a teacher PPT helps me avoid board imperfections , board marker smell and chalk dust thus it is healthier.			
17	When I use PPT accompanied with sound I pay much more care for pronunciation			
18	motivate students to speak, comprehend and help them integrate listening, reading, talking and writing skills, through various kinds of activities			
19	Through PPT Presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive			
18	It is cheaper to use than traditional teaching materials			
19	Power Point presentations help students speak freely, eye contact, organize ideas.			
20	PPT engages students in useful writing and revision activities vocabulary learning,			
21	PPT reveals a sense of enthusiasm in presentation of task			
22	It encourages students to present vocabulary actively			
23	It is clear for all and with possibility to be clearer for viewers in the classroom.			
24	Colours and animations add more different acceptable good looks for vocabulary interestingly needed to be acquired by students compared with traditional methods			
25	PPT potentials concern individual variety of my students learning vocabulary			

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