

The Effect of Power Point on Reading Comprehension Improvement among High school students: A case Study in the City of Shoush

Leila Holakopour¹, Akbar Azizifar², Habib Gowhari³

1. Department of English Language Teaching, Islamic Azad University, Ilam Branch, Ilam, Iran
2. Department of English Language Teaching, Islamic Azad University, Ilam Branch, Ilam, Iran
3. Department of English Language Teaching, Islamic Azad University, Ilam Branch, Ilam, Iran

Corresponding Author: Dr. Akbar Azizifar

ABSTRACT: The use of Technology has had an enormous impact on the world of education. The use of technology has many advantages for the field of education and particularly for foreign language education. PowerPoint is an effective pedagogical tool in the classroom. study examines the effects of power point on reading comprehension. The subjects participated in this study were high school students who were studying at first grade level in Shoush city. The language proficiency test was used to homogenize the 100 participants. Then, 60 out of 100 students were selected. The participants randomly assigned to experimental and control groups. For the experimental group, the researcher holds a treatment which lasts for 8 weeks, one 90 minutes session per week., the obtained scores on the pre- and post- test are analyzed through different statistical procedures. Upon the analyses of the data, the researcher found the fairly big difference between the subjects' performance in pre-test and post-test. This study can be due to the fact that students who received the treatment have better performance. Therefore, formal training of PowerPoint has a meaningful impact on reading comprehension.

Key words: Power Point, Reading, Reading comprehension.

INTRODUCTION

Today, technology plays an important role in our daily life. People are interested in using technology in many aspects of their life including, education. It may increase student's motivation for learning. It can be a good idea that academic places embark on the use of technology in their educational system. They can bring technology into our classroom. Today is the age of the computer with which students as members of this technological age must be familiar. Nowadays, one of the most widespread tools that is used in the computer aided education is PowerPoint presentation which provide to transmit the course contexts visually to the students (Albon & Trinidad, 2002)

Powerpoint

Originally PowerPoint was developed for commercial and business purpose by Microsoft before approximately 20 years. However it has quickly penetrated the scientific and educational circles as well (SZabo& Hastings 2000:176). Microsoft estimates that 1025 million PowerPoint presentation take place every hour (Levasseuv& sawyer 2006,P.101). Many teachers believe that students using PowerPoint presentations is a productive learning activity (Alster, 2002; Mason & Hylnka, 1998); yet detractors believe that its rigid format stifles not only students' creativity, but also their ability to understand and convey information (Tufte, 2003; Keller, 2003). Consequently, teachers need to make as clear as possible what the use of a tool like PowerPoint is supposed to accomplish, both in terms of skills and learning.

Outside of the classroom PowerPoint can be used to provide review and supplementary materials to students: for example, notes with references to important passages discussed in class can be posted to a website and downloaded by students after class. For the disorganized teacher or student, PowerPoint can support preliminary

organization of data. However, it does not support the processes of analysis and interpretation of data equally well, especially the complicated and extensive interrelationships among them. (Tufte, 2003)

PowerPoint is an effective pedagogical tool in the classroom. PowerPoint presentation can be used in the classroom for initial teaching, for student projects, for practice and drilling, for games, for reviews, and for tests. Students and teachers often use PowerPoint to create notes, hands out, out lines, and slide show presentation for their classes. PowerPoint is an easy program for both teachers and students to learn. The program comes with a computer tutorial, which can access by clicking on the "help" protein of the tool bar. PowerPoint can be effective tool to present material in the classroom and encourage student learning. PowerPoint can be used to project visual which otherwise be difficult to bring to class. For example, is an anthropology class, a single PowerPoint presentation could project images of anthropological dig from a remote area, questions which ask students about the topic, a chart of related statistic, and a mini quiz about what was just discussed that provides students with information that is visual, challenging, and engaging .(Alice Christie,2000).

This program is used by students at different educational level, including by students at high school and college level. Before PowerPoint software became widely used, students and teachers often had to create their own visual aids to accompany their speeches and they often didn't have visual aids to accompany their teachers' lectures. PowerPoint has made it easier for students to present and receive information. PowerPoint can be a highly effective tool to aid learning. Garmston, 2000)

Reading

Reading may be one of the single most important skills that a person can possibly acquire. It is a significant skill in learning. Reading is considered as the principal skill to learn in order to guarantee doing well in learning .Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).(Anderson,2005)

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading is essential skill for learners of English as a second language for most of these learners it is most important skill to master in order to ensure success in learning English (DAVID NUNAN, 2003, P.69). Reading skill enables readers to turn writing into meaning and achieve the goals of independence comprehension, and fluency.

Reading comprehension

Reading comprehension is the ability to understand a written text. It is one of the issue with which not only many students but also many other teachers have been involved during their educational period.(Parado, 2004). A central goal of reading program is to help students develop reading and thinking strategies which they need to read text in their classes in order to learn new concepts. Reading for full comprehension and learning is a special type of reading which needs a different type of processing in terms of focusing of attention information encoding and retrieval than reading for enjoyment or reading for general information.(Good man,1967)

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The seven strategies here appear to have a firm scientific basis for improving text comprehension.(Olsan, 1994)Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.(Olasn, 1994)

Comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.(Ness,2011). There are specific traits that determine how successful an individual will comprehend text, including prior

knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise?(Ness, 2011). Reading comprehension refers to the act of understanding and constructing meaning from written words. Students must be engaged with text in order to make meaning from the text. Comprehension is enhanced when students make connections to prior knowledge. Questions are effective in improving reading comprehension because they focus the reader's attention and provide a purpose for reading. The present study aims to investigate the effect of power point on reading comprehension.(Tompkins,2011)

METHOD

Participants

The subjects participated in this study were high school students who were studying at first grade in Susa high schools. They were selected from 100 students, having administered a test of homogeneity; researcher could finally select 60 students for the purpose of this study. The participants were randomly assigned in two groups (the experimental group (EG) and the control group (CG)) each group consisting of 30 female students who were 14, 15 years old

Instrumentation

For collecting the needed data for the present study the researcher has used the following instruments.

Homogeneity test

Pre-test

Post-test

Modified oxford placement test (version 2) was used to select two homogenized groups among 100 students. The oxford placement test measure a test taker's ability to communicate in English. It gives you the information you need to find about a person's language level, By using this test, you can concentrate more on using the information it provides, The test is reliable (consistently grading test takers at the right level) and valid (having a strong theoretical basis and having been through a rigorous test design, pretesting and piloting stage .The test has 3 sections, grammar, vocabulary, and reading .The test is composed of 60 questions on a multiple choice basis. The reading comprehension tests used in this study have been extracted from the khate Sefid book. This test is standardized validated and reliable test being used by most of the high school teachers all round the country.The reading comprehension test included four passages .each composed of at least 90 words, with 5reading comprehension questions in yes/no, multiple choice , True/ False formats .The test used in this study included 20questions that was administered to all 60 participants as a pre-test prior to the treatment

At the end of the course, in order to measure the students' progress as a result of instruction a post-test similar to pre-test was conducted to two groups. The reading comprehension tests used in this study have been extracted from the khate Sefid book. This test is standardized validated and reliable test being used by most of the high school teachers all round the country.The reading comprehension test included four passages .each composed of at least 90.The reading comprehension test included four passages .each composed of at least 90 words, with 5reading comprehension questions in yes/no, multiple choice, True/ False formats .The test used in this study included 20questions that was administered to all 60 participants as a post-test after the treatment to check any progress as a result of instruction. The students were allowed up to 80 minutes to complete the test.

procedures

The modified oxford placement test is given to the participants. In order to come up with a homogeneous numbers of subjects the exam papers are scored and the scores will be scattered over a normal distribution diagram. After this, the sample out of the population will be classified into control and Experimental group. Then, the pretest was administered to all 60 participants to check any significant difference between students. To improve reading comprehension the experimental group is taught by using PowerPoint.The treatment last one session a week for 8 weeks .students were taken out of their normal classroom to IT room .The classroom which equipped with projector .Instructor was provided with a laptop. The teacher taught reading with PowerPoint. A common practice in PowerPoint presentation is that slides will fill with reading texts and pictures .pictures added to sustaining the interest of the learners. Instructor read from that slides .At a time on specific and appropriate point of the lesson appeared on the screen giving chance for learners to read and understand the lesson. The preparation of slides was no easy task and it took hours to prepare the slides suiting the demands of the lessons .the encouragement and consolation for such hard work is the fruitful engagement of the learners throughout the lesson

and effective classroom management with all learning showing much interest and enthusiasm. Subjects in control group receive a normal classroom reading activities without such a kind of training .After the treatment post-test was administered to check any progress as a result of instruction.

Data analysis procedure

As explained to check the homogeneity of the total participants (100), a homogeneity test was administered. Then, only participants (60) whose scores fell within 1SD below and above the mean were found valid to be included as the subjects of this study. The other participants (40) were excluded from the study. This study is an experimental, so it is needed to use statistical tools to analyze the data. After the treatment the researcher collects the required data by giving a post-test to the two groups, and after that by using different tests the mean of the two groups will be compared for finding the effect of power point on reading comprehension. After categorizing various groups, the statistical analyses were performed in order to display the impact of using power point on reading comprehension. In order to analyze the pre-test and post-test, the data was computed by means of the statistical package SPSS. The researcher applied T-test in the pre-test and Wilcoxon, Mann-Whitney test of two dependent and independent groups in nonparametric method in post test, because the experimental and control groups didn't have normal distribution in posttest. The researcher used these methods in the pre-test and post-test to determine whether the difference in means between the subjects' performance –if it existed –was significant at the .05 level.

RESULT

Statistical Analysis of the EG's Pre-Post Tests

In order to find out the impact of formal training of PowerPoint on reading comprehension, the scores obtained by the students in the experimental group were computed to compare the pre-test with the post-test. Next, the scores were calculated to find the difference between the two mean scores. The researcher used Wilcoxon test of two dependent groups in nonparametric method (because the experimental group doesn't have normal distribution in posttest).

Table1.

		N	Mean Rank	Sum of Ranks
experimental group in pre test - experimental group in post test	Negative Ranks	23 ^a	13.91	320.00
	Positive Ranks	2 ^b	2.50	5.00
	Ties	5 ^c		
	Total	30		

- a. experimental group in pre test< experimental group in post test
- b. experimental group in pre test> experimental group in post test
- c. experimental group in pre test = experimental group in post test

In Table (3.1) we see students performed better in posttest rather than pretest, 23 students have better grades, 2 students have lower grades and scores of 5 students remain unchanged.

Table2. Statistics

		experimental group in pre test	experimental group in post test
N	Valid	30	30
	Missing	30	30
Mean		12.2333	14.1667
Median		12.0000	15.0000
Mode		10.00	17.00
Std. Deviation		2.80004	3.15227
Variance		7.840	9.937
Minimum		6.00	8.00
Maximum		20.00	19.00

Descriptive statistics table for experimental group in pretest and posttest
This table shows that scores average from 12/23 reached to 14/16, but we couldn't use this way to prove the hypothesis ,and we had to do the presumption test.

Table 3.

	scores
Mann-Whitney U	292.500

Wilcoxon W	757.500
Z	-2.350
Asymp. Sig. (2-tailed)	.019

a. Grouping Variable: groups

Table (3.3) is the test table. Null hypothesis in this test states that there is no significant difference between the averages of two independent groups. Here, given that test probability amount or sig is less than %5 that is 0/019, null hypothesis is rejected. It means that there is significant difference between two groups. There is a significant difference, the extent of significant difference is the effective amount of applied treatment that in fact it has caused motivation and made the condition of scores better.

Statistical Analysis of the CG's Pre-Post Tests

The scores obtained by control group were computed to make a comparison between the pre-test and the post-test scores. The scores were, calculated to ascertain the difference between the two mean scores. The results are shown in Tables below

Statistical Analysis of the CG's Pre-Post Tests

Table4. Ranks

		Mean Rank	Sum of Ranks
control group in pre test - control group in post test	Negative Ranks	80	3.00
	Positive Ranks	33	3.00
	Total		

- a. control group in pre test < control group in post test
- b. control group in pre test > control group in post test
- c. control group in pre test = control group in post test

Because control group doesn't have normal distribution in posttest we use Wilcoxon test.

In the table (3.4) we see, 10 students have better grades, 6 students get lower grades than pretest and scores of 14 students remain unchanged in post test.

The next table is test table. The null hypothesis of Wilcoxon test states that there is no significant different between scores average of two dependent groups.

Table5. Test Statistics^a

	control group in pre test - control group in post test
Z	-1.581 ^b
Asymp. Sig. (2-tailed)	.114

- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks.

Here, There are two dependent groups, control group in pretest and posttest. With regard to test probability amount or sig that is more than %5, null hypothesis is accepted. It means that there is no significant difference between two dependent groups because treatment is not applied.

Table6. Statistics

		control group in pre test	control group in post test
N	Valid	30	30
	Missing	30	30
Mean		12.0000	12.2667
Median		12.0000	12.0000
Mode		11.00	12.00
Std. Deviation		1.61352	2.05415
Variance		2.603	4.220
Minimum		9.00	9.00

Maximum	16.00	19.00
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Descriptive statistics table for control group in pretest and posttest

Table (3.6) shows that scores average reached from 12 to 12/26. Averages don't have significant difference with each other because treatment is not applied.

Statistical Analysis of the EG's and CG's Post-Test

Participants in experimental and control groups took a post test similar to pre test. Scores distribution was not normal in post test, non-parametric methods must be used. The researcher must use Mann-Whitney test to compare scores average of independent group of each other in non-parametric method.

Mann-whitney test analyses was conducted to compare their scores in post test. Table 4.7 presents the mean scores of experimental and control group's post-test

Table7. Statistics

		experimental group in post test	control group in post test
N	Valid	30	30
	Missing	0	0
Mean		14.1667	12.2667
Median		15.0000	12.0000
Mode		17.00	12.00
Std. Deviation		3.15227	2.05415
Variance		9.937	4.220
Minimum		8.00	9.00
Maximum		19.00	19.00

Table 7 is descriptive statistics table.

In this table following cases can be seen:

N is number of scores, median scores, mode or highest frequency, standard deviation, variance (standard deviation squared), lowest score in each class, and highest score in each class .For example according to Table (3.7), In experimental group lowest and highest test scores are 8 and 19, respectively and in control group the lowest score is 9 and the highest is 19.

Table8. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimental group in post test	.182	30	.012	.917	30	.023
control group in post test	.252	30	.000	.803	30	.000

a. Lilliefors Significance Correction

To realize that scores are normally distributed or not, we use normality test.

According to above table scores are not normally distributed in two groups because according to Kolmogorav-Smirnov and Shapiro- Wilk test amount of probability of test or their sig is less than %5 and assumption of scores normality assumption is rejected in these groups. With due attention to ,that scores distribution is not normal, non-parametric methods must be used. We must use Mann-Whitney test to compare scores average of independent groups of each other in non-parametric method.

Tabla9. Test Statistics^a

scores

Mann-Whitney U	292.500
Wilcoxon W	757.500
Z	-2.350
Asymp. Sig. (2-tailed)	.019

a. Grouping Variable: groups

Table (3.9) is the test table. Null hypothesis in this test states that there is no significant difference between the averages of two independent groups. Here, given that test probability amount or sig is less than %5 that is 0/019, null hypothesis is rejected. It means that there is significant difference between two groups. There is a significant difference, the extent of significant difference is the effective amount of applied treatment that in fact it has caused motivation and made the condition of scores better.

Statistical Analysis of the EG's and CG's Pre-Tests

To ensure that the experimental and the control group have the same level of language proficiency and that the superiority of the experimental group was not due to different language backgrounds, an analysis of the experimental and the control group's pre-tests was made. The outcome of the results is presented in Tables below. Table (3.10) shows the subjects' performance of EG and CG in pre-test.

Table 10. Statistics

		experimental group in pre test	control group in pre test
N	Valid	30	30
	Missing	0	0
Mean		12.2333	12.0000
Median		12.0000	12.0000
Mode		10.00	11.00
Std. Deviation		2.80004	1.61352
Variance		7.840	2.603
Minimum		6.00	9.00
Maximum		20.00	16.00

Table (3.10) is the table of descriptive statistics. This cases can be seen in the table:

N is the number of scores, median scores, mode or highest frequency, standard deviation, variance (standard deviation squared), lowest score in each class, highest score in each class.

For example, according to the above table, in experimented group, lowest and highest scores are 6 and 20, respectively and in control group, the lowest and highest scores are 9 and 16 respectively.

Here researcher observed that there is no significant difference between the mean of the two groups. This is expected because treatment is not applied yet.

T-Test

This descriptive statistics shows the researcher that the mean difference between two groups is about %23. It means they are very close to each other and this is expected because treatment has not applied yet.

Table 11. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
scores	Equal variances assumed	6.868	.011	.395	58	.694	.23333	.59002	-.94772	1.41438	

Equal variances not assumed	.395	46.347	.694	.23333	.59002	-.95407	1.42074
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In table(3.11) two tests on scores in 2 groups have been held.

The first test is Levene test, this test examine variance homogeneity of two groups. The null hypothesis of this test is that two groups are equal in variance.

according to the calculated probability or sig if It is larger than %5 then we accept the null hypothesis which it is 0/11 and it's smaller than %5 and the null hypothesis is rejected. It means that two groups are not homogeneous in variance but it doesn't make it wrong .The second test is test that is based on average .We want to know that scores of the two groups are significantly different or not in average. T-test null hypothesis states that there is no significant difference between scores average of two groups .According to calculated probability of test or sig that here it's 0/694. The hypothesis is accepted .It means that there is no significant difference between scores average of two groups in pretest. Researcher expected that because he hasn't applied treatment yet.

DISCUSSION

The prime goal of the current study was to delve into the relationship between using of power point and improvement of reading comprehension among high school students. The subjects participated in this study were high school students who were studying at first grade in Shoush high schools. They were selected from 100 students, having administered a test of homogeneity. In order to come up with a homogeneous numbers of subjects the exam papers are scored and the scores will be scattered over a normal distribution diagram; researcher could finally select 60 students for the purpose of this study. The participants were randomly assigned in two groups (the experimental group (EG) and the control group (CG). After categorizing various groups, the statistical analyses were performed in order to display the impact of using power point on reading comprehension. In order to analyze the pre-test and post-test, the data was computed by means of the statistical package SPSS. The researcher applied T-test in the pre-test and Wilcoxon, Mann-Whitney test of two dependent and independent groups in nonparametric method in post test, because the experimental and control groups didn't have normal distribution in posttest the researcher used nonparametric method. The following presents the discussions of the findings.

The study was guided by two research questions and hypotheses which are discussed in turn.

The first question was: Is there a statistically significant difference in the reading comprehension of high school students using power point compared to students using traditional method? Accordingly, the first hypothesis was: "There is no statistically significant difference in the reading comprehension of high school students using power point compared to students using traditional method.

Table(3.1)shows students performed better in posttest rather than pretest, 23 students have better grades, 2 students have lower grades and scores of 5 students remain unchanged .so the subjects have a better performance in the post test which was statistically meaningful.

To determine whether this difference between the pre-and the post-test is statistically significant, a T-test was applied as shown in Table (3.2 3.9). The scores obtained by students were computed to make a comparison between the pre-test and the post-test scores. The scores were, then, calculated to ascertain the difference between the two mean scores. The analysis revealed that the subjects were able to obtain the mean 12/23 in the pre-test. After the training period, this number was 14/16. Because treatment is applied, averages have significant difference with each other. Also, because $P=0/019$ which is lower than $0/05$ ($p<.05.$); hence there is a statistically meaningful relationship between the subjects' performance of EG in the pre-test and post-test. This means that there was a statistically significant difference between the subjects' performance in pre- and post-tests (as illustrated in table 3.3); Therefore, the null hypothesis, which stated that there is no statistically significant difference in the reading comprehension of high school students using power point compared to students using traditional method was rejected.

In order to find out an answer to the main second research question, which was: Is there a statistically significant difference in reading motivation of high school English students using power point compared to students using traditional method? Accordingly, the second hypothesis was: " There is no statistically significant difference in reading motivation of high school English students using power point compared to students using traditional method."

More precisely, the analysis (as illustrated in table 3.2,3.9) revealed that the experimental group achieved a mean score of about 12/23 ,Std.Dev=2.80 ,Mode=10 in the pre-test; whereas for the post-test, the mean score increased to 14.16, Std.Dev=3.15 ,Mode=17 Also, because $P=0/019$ which is lower than $0/05$ ($p<.05.$); this means that there

was a statistically significant difference between the subjects' performance in pre- and post-tests. Hence, the null hypothesis, which stated that " there is no statistically significant difference in reading motivation of high school English students using power point compared to students using traditional method", was rejected. Such results indicated that the formal training of using power point in teaching has an impact on participants.

The learner performance in post -test clearly indicate that in comparison to the conventional classroom instruction without PowerPoint presentations, learners preferred smart classrooms with PowerPoint presentations and they seemed to have positive attitudes towards PowerPoint presentations as they facilitate better learning and better performance at tests and examinations. Findings of this study conforms to the results of earlier studies of Cockburn and Matthew, 2006; Apperson et al., 2006; Corbeil, G., 2007; Savoy et al., 2009; etc and thus it is obvious that PowerPoint presentations can improve the efficiency of English language classroom instruction. PowerPoint is a successful token of today's advanced technology, which learners warmly welcomed as it enhanced and enriched their English language learning experience. The lesson with PowerPoint was interesting holding their attention throughout the lessons. Further they followed and understood the lessons with enough class participation. PowerPoint presentations motivated the learners and stimulated their thinking. The learners believe that these presentations used the class-time efficiently and made use of learning materials effectively. The learners particularly considered the easy revision and review aspects of PowerPoint presentation more valuable. Thus it becomes clear that PowerPoint is an ideal tool for teaching and learning the English language. In addition, PowerPoint enhances the effectiveness of teacher presentations by highlighting keywords in the presentation, and displaying pictures and diagrams. The goal of the teacher is to create PowerPoint presentations that improve reading comprehension effectively. Due to the constraint of time, convenience, and relevant resources, the study was solely based on the learners' perceptions to investigate the efficacy of PowerPoint presentations on student learning

CONCLUSION

The present study attempted to investigate was to delve into the relationship between using of power point and improvement of reading comprehension among high school students. More specifically, this study was to unveil the effect of formal training of Statistical analyses were done via SPSS. Upon the analyses of the data, the researcher found the fairly big difference between the subjects' performance in pre-test and post-test. So, after investigating subjects' performance, the researcher concluded that the subjects have a better performance in the post-test. Accordingly, this study can be due to the fact that students who received the treatment have better performance. Therefore, formal training of PowerPoint has a meaningful impact on reading comprehension. The finding of this research demonstrates that using PowerPoint in teaching is able to enhance EFL student's learning by adding flexibility and providing a strong motivation for study .The results suggest that PowerPoint contributed to improve learning .Experience with PowerPoint technology promoted student's enthusiasm for learning. PowerPoint is an effective pedagogical tool in the classroom. PowerPoint presentations can be used in the classroom for initial teaching, student projects, practice and drilling, games, reviews, and tests. This format is attractive to learners, and it appeals to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, and so on. Therefore, it is believed that Power Point presentations can improve the efficiency of English language classroom instruction. In addition, they can help teachers organize their thoughts and present their information in an orderly, attractive manner and learners to better understand the instruction of the teacher. Practically, EFL learners and teachers from elementary schools to college and university level, group projects, material developers, etc can be benefited from the findings of this study. It is the teachers' art to familiarize their students with the educational technology, Teachers should decide and make power point clear what can a tool like PowerPoint presentation accomplish in instruction ,both in terms of skills and learning .It makes it easy for instructors to incorporate various multimedia into their teaching and instructions. Language instructors can also utilize PowerPoint in language classroom as an effective complement to, or as a substitute for traditional textbook teaching. Material developers have to provide the teachers with pedagogically appropriate materials for improving students in language teaching. Theoretically, the findings can be pioneering both in generating new theories and opening the avenues for further research in the field. Additionally, the negative correlation between subjects' performance in pre-test and post-test can improve and reinforce the underpinning of formal training of using PowerPoint in teaching. Lastly, the current study can help the theoreticians to present a more comprehensive theory of educational technologies. Several limitations may have affected the outcomes of the current study. The first limitation is that it is restricted to EFL learners only in Shoush high schools. The present investigation employed accessible population which may not be fully representative of the target population. Therefore, the results may not truly reflect in order contexts and might

not be applicable to other cities. This limited diversity from the sample could restrict the generalizability of the findings. The second limitation refers to sample size of students. The numbers of participants in the current study were only 60 students which by surveying a larger number of participants may be have different performance .The third limitation The experiment was conducted over a semester, and as a result, other factors beyond the control of the experimenter may have affected the results .The forth limitation most high schools don't have the budget to equip every class room with a projector ,the instructor had to take students to IT .The teacher couldn't use the class time efficiently. The upshots of the present study open up a number of promising directions for further investigations. To resolve the limited diversity of the context of the study, similar studies are critically needed in a variety of cities in order to see whether the results will be the same as or different from the results of the present study. The sample size in the present study was small and confined to first grade high school students. So this research can be conducted with a larger sample and with students at higher level of high schools, guidance schools, colleges, universities, and private institutes in longer time. The present research has been developed for the teaching of reading skill. The research can be enhanced and used for teaching other skills, such as, writing, speaking, and listening. Here in this study one part of high school book –reading comprehension-has been investigated .The research can be used for teaching other parts of book ,for example , New words , language function, grammar, and pronunciation. This study may have some important pedagogical implications. The application reported here can be used alone or in complementary with traditional teaching methods .However, it is crucial to bear in mind that in order for using PowerPoint to succeed, it needs to be tailored according to individual Situation and educational environments.

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