Full Length Research Paper

Teaching English language grammar for higher stage students at Wadi El Sir Directorate of Education with zooming slideshows through prezi

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This study aimed to investigate the effectiveness of using zooming slideshows through prezi for teaching English language grammar to higher stage students at Wadi El Sir Directorate of Education from their teachers' perspectives, and also aimed to investigate the effect of gender, experience, and qualification on the point of view of teachers. The study sample consisted of 36 teachers 16 males and 20 females from public schools at Wadi El Sir Directorate of Education. Means, standard deviations and t-test were used to analyze the data. The results showed that there were statistically significant differences in the views of the teachers on the effectiveness of using zooming slideshows through prezi for teaching English language grammar to higher stage students, also showed a statistically significant differences at the level of significance ($\alpha \geq 0,05$) in their views attributed to experience, as there are statistically significant differences at the level of significance ($\alpha \geq 0,05$) in their views attributed to gender, and results also showed the existence of clear statistically significant differences in the views of the teachers on the effectiveness of using zooming slideshows through prezi for teaching English language grammar due to the qualification variable.

Key words: English Language grammar Introduction, zooming slideshows through prezi

INTRODUCTION

Prezi is an online presentation tool that allows you to design your own distinctive, eye-catching presentations. Prezi's unique non-linear approach to presentations sets it apart from other tools.

The presentation will not be the same old slide-by-slide format that is commonly used today. Prezi creates non-linear, flowing presentations. Teacher will create his presentation on a simple canvas, arranging your text and images in any way he likes.

Prezi lets the teacher choose the order and amount, in which each element will be zoomed into, creating a unique story-telling experience.

http://www.berks.psu.edu/Documents/Academics/Prezi_CreatingPresentations.pdf

Technological advancement and its impact on education has been a common topic among educators for some years. However, owing to its constant and rapid development it is important to reconsider continually the implication new technologies have on schools, teachers and students.

Two major advances in technology which have occurred in the last few years are Web 2.0 and cloud computing. Web 2.0 is a term used to describe the second generation of the web, whereby websites operate similarly

to desktop programs. Instead of having to buy software and install it on a computer, people are now able to access many excellent programs online. These programs often allow users to store their creations in an online space, which is referred to as „the cloud". The website Prezi is an example of a Web 2.0 website that has many applications for the classroom - it even targets educators by offering student and teacher licenses. In order to illuminate the advantages of this software as a tool for the classroom, a trial of the software was conducted in one Year 8 English and SOSE class at Somerville House. An overview of the benefits of Prezi, as well as the response students had to its implementation, will be outlined in this article.

What is Prezi?

The easiest way to explain Prezi is that it is a presentation tool. Essentially, it allows users to present information to a group, similar to Microsoft PowerPoint . However, there are two features, in particular, which differentiate Prezi from PowerPoint. Firstly, the program needs the internet to work. Users create an online account with Prezi where they both make and store their Prezi presentations. If they want to deliver their presentations, the internet is required. Secondly, Prezi presentations do not follow a traditional slide format. Rather, a Prezi presentation is much more free-flowing. Users position their information, images and videos on a large, white background, called the „Prezi Canvas", and develop a path for the presentation to follow.

How does Prezi work?

While it may take some practice, Prezi is fairly simple to use. The background of a Prezi presentation, the „Prezi Canvas", allows users to position content anywhere on the screen. To make the presentation more visually engaging, the program also allows users to zoom in and out of the canvas. This function is useful because it enables the construction of a smooth presentation where the user can highlight clear connections between ideas. It is explained in Prezi: Trading Linear Presentations for Conceptual Learning Experiences that "instruction presented in a linear fashion does not align with how students think and may unconsciously discourage hierarchical thinking as it forces viewers to progress from one concept to another without relation or integration with the foundational concept" (Rockinson-Szapkiw, Knight & Tucker, 2011).

   With Prezi, users are able to create non-linear presentations which encourage students to "identify patterns, comparisons, relationships, and differences between information" (Rockinson-Szapkiw, Knight & Tucker ,2011)
The program lends itself well to the presentation of diagrams, concept maps and the highlighting of links between ideas.

Significance of the Study

There is a notably increase in the use of technology in the classroom. It is of a great importance to introduce the students to current technology because it prepares them for the future and a part of their education. One of the new technological advancement that is widely used in the classroom nowadays is Zooming Slideshows through Prezi to increase student's knowledge. The researchers have seen Prezi in use in a classroom setting and they found it beneficial. The researchers were able to witness the excitement that students get when learning a lesson with Zooming Slideshows through Prezi. Students are excited to learn and Prezi make lessons exciting.

Statement of the problem

Hardware and software programs are combined by Prezi to create an interactive show that allows presenters to display and manipulate information on the screen for the audience to view. This technology operates by touch or by pens, and it is used for business presentations or lessons in the classroom. Zooming Slideshows through Prezi is a useful tool; however, there are challenges users commonly face while using the Prezi. The researcher tried to investigate the effectiveness of using it for teaching English Language Grammar at public schools at Wadi El Sir Directorate of Education.

Purpose of the Study

This study aimed to investigate the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar to higher stage students at public schools at Wadi El Sir Directorate of Education from their teachers' perspective, and also aimed to investigate the effect of gender, experience and qualification on the point of view of the teachers.

Questions of the study

1-   What is the point of view of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education?
2-   Are there any statistically significant differences between the views of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education due to gender (Male, Female)?
3-   Are there any statistically significant differences between the views of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education due to the teaching experience (less than 5 years, 5 years and over)?

4-   Are there any statistically significant differences between the views of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education due to scientific qualification (Bachelor degree, Master degree, PhD)?

Limitations of the Study

This study is limited to teachers of English language working at public schools at Wadi El Sir Directorate of Education in the academic year 2015/2016.

LITERATURE REVIEW

Many studies tackled the issue of using technology in teaching, the researcher reviewed some studies. According to Bernhardt (2006) "The knowledge conveyed to the listeners increases when there is audience participation and the presenter's style is dynamic and engaging," (p. 317). Prezi provides a distinct presentation experience that presents information in a non-linear fashion. This allows the presenter more flexibility and creates a way to show relationships among different items in the presentation. In doing so, the audience may get a better idea of the big picture. At the same time the zooming feature in Prezi could potentially capture and hold an audience's attention. PowerPoint offers a vast array of background patterns, design templates plus transition and animation effects that engage the audience.

In addition to movement and color schemes, each tool allows for easy incorporation of multimedia such as audio, video and images.

While each tool has its benefits, both have come under criticism at one time or another.

According to Harris (2004) "More often, clear-thinking, articulate people who use PowerPoint are transformed into muddied, monotonous speakers who shoehorn their thoughts into bullet points and anesthetize audiences with their slideshows," (p. 50). Prezi has faced some less than gleaming reviews for its unfamiliar interface and dizzying zooming capabilities. "All the whizzing might be distracting for someone who wants to get a message across," (Adria, 2009).

Comparing the same presentation created separately using each presentation tool will provide insight about which tool is more appropriate for achieving the goals of the presentation.

In learning more about what each tool has to offer better information design can ultimately be achieved. Microsoft PowerPoint is a tool that has long been used for instruction. Whether teaching a class or giving a talk in front of colleagues, this slide-based technology has been the standard "go to" for presenting your information in an organized fashion. "In 2002, it was estimated that more than 400 million copies of PowerPoint were in circulation…" (Craig, 2006, p. 147).

In addition to its popularity, PowerPoint has also been the subject of much criticism. "Although PowerPoint promises much in terms of delivering content efficiently and offering attractive and dynamic presentations, some critics allege that a frequent outcome is a vacuous monotony" (Craig, 2006, p. 148). In determining how PowerPoint stands up to other presentation tools it is important to examine its strengths, weaknesses and effectiveness.

Daniels (1999) takes a look at the advantages that PowerPoint offers to both the student and the teacher while giving a fresh perspective of the tool's attributes. "The most obvious benefit for students is the visual differentiation" (Daniels, 1999, p. 44)

PowerPoint offers seemingly endless possibilities when it comes to slide design. "Multiple colors are used for the text, graphics and backgrounds of the slides…" (Daniels, 1999, p. 44). Besides color, other visually stimulating features ore offered using "builds" and "transitions" as well as animation effects. "These techniques add to the explanatory power of the presentation in addition to enhancing visual appeal" (Daniels, 1999, p. 44). Other than visual stimulation, PowerPoint gives the user the ability to insert hyperlinks onto a slide. Also, when used in conjunction with tools like Slide Share, an entire PowerPoint presentation can be uploaded to the web to be shared with others or accessed from any location with internet access. "Students can have access to the slides outside of the class. This also allows the slides to be used as part of distance learning courses that are web-based" (Daniels, 1999, p. 44).

Prezi is a newer flash-based application that allows the user to create a presentation using a large, blank page instead of traditional slides. In a general comparison as presentation tools, PowerPoint and Prezi are like smooth vs. crunchy peanut butter. They're different, some prefer one over the other, but they both serve pretty much the same purpose. So what's the buzz about Prezi? According to Lorang (2010) "Prezi is a radical departure from the traditional slide show paradigm in that it is not linear,"

Even before PowerPoint, presentation tools were simple slides projected onto a wall or screen, which is why they were referred to as "slideshows." PowerPoint and its other slide-based counterparts are mere electronic versions of the original slide. Prezi takes us back even farther in time, mirroring lessons taught by scrawling notes in chalk on a blackboard. "Think of the presentation area as a big blackboard or giant sheet of paper where you have been scribbling your thoughts and ideas as if you were just jotting notes down on a sheet of paper at your kitchen table," (Lorang, 2010, para. 2). In addition to its seemingly infinite canvas of opportunity, Prezi has a unique zooming feature. "With a Prezi it is possible for the presenter to simply click the background

with the mouse and the presentation zooms out to an overview, then the presenter can zoom into the area they want," (Lorang, 2010, para. 10).

Stone (2001) discusses the principles of Human Centered Design (HCD)as set forth by guidelines of international standard ISO 13407; Ensure the active involvement of users, appropriate allocation of function to system and user, iteration of design solutions and ensuring the design is the result of multidisciplinary input. (p. 2) As part of the guidelines for HCD the standard also included a separate listing of principles specifically for HCD Activities. "Understand and specify the context of use, specify user and organizational requirements, produce more than one candidate design solution, evaluate designs against requirements," (Stone, 2001, p. 2). Cooley (2000) provides a more palpable list of necessary characteristics for system design if those systems tools are to be successful in the scope of HCD. They are coherence, inclusiveness, malleability, engagement, ownership, responsiveness, purpose, panoramic and transcendence**.**

DESIGN AND METHODOLOGY

Population of the Study

The population of the study consisted of all teachers of English language working at public schools at Wadi El Sir Directorate of Education in the academic year 2015/2016.

Sample of the Study

The study sample consisted of 36 faculty members 16 males and 20 females from public schools at Wadi El Sir Directorate of Education during the academic year 2015/2016. Means and standard deviations and t-test were used to analyze the data.

Instrument of the Study

A questionnaire was distributed among the teachers at public schools at Wadi El Sir Directorate of Education and this questionnaire was designed by the researchers, it consisted of 25 items. Many variables were included such as the gender of the teacher, experience and qualification.

Reliability of the instrument

To ensure the questionnaire reliability, the researcher applied it to a pilot sample of (15) teachers excluded of the study sample with a two-week period between the first and second time it was distributed to decrease the effect of training. The reliability of the questionnaire was calculated using correlation coefficient and it was found 0.91 which is suitable to conduct this study.

Procedures of the study

A questionnaire about the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education from their teachers' perspectives was given to 36 teachers (61 male, and 20 female). After that the researcher collected the questionnaires and collected data, and then this data was analyzed statistically.

Statistical Analysis

The results were analyzed for each item in the questionnaire using suitable statistical methods such as mean and standard deviation. The researcher also used figures to clarify the results more.

FINDINGS OF THE STUDY

The purpose of this study is to investigate the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar to higher stage students at public schools at Wadi El Sir Directorate of Education from their teachers' perspective, and also aimed to investigate the effect of gender, experience and qualification on the point of view of the teachers.

A questionnaire was distributed among 36 teachers, 16 males and 20 females from public schools at Wadi El Sir Directorate of Education. Means and standard deviations and T-test were used to analyze the results.

To answer the first question about teachers' point of view towards the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar: What is the point of view of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Languauge Grammar for higher stage students at Wadi El Sir Directorate of Education? A questionnaire was distributed among them and means and standard deviation were calculated. Results were shown in Table 1.

Table 1 shows that there are statistically significant differences in teachers' point of views about the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar at public schools at Wadi El Sir Directorate of Education. It shows the results of the questionnaire which was distributed among (36) teachers about their point of views towards the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar at public schools at Wadi El Sir Directorate of Education. Means and standard deviations were calculated and results show that question 22 got the highest mean which was (4.63); question 11 comes next with a mean of (3.97). Standard deviation for question 22 was (0.679) which is

Table 1: Teachers' point of view towards the effectiveness of using Zooming Slideshows through Prezi

	Mean	Std. Deviation
Q1	4.61	.698
Q2	4.49	.715
Q3	4.42	.805
Q4	4.49	.858
Q5	4.33	.848
Q6	4.32	.767
Q7	4.59	.693
Q8	4.51	.732
Q9	4.18	.907
Q10	4.43	.877
Q11	3.97	1.000
Q12	4.23	.884
Q13	4.47	.905
Q14	4.46	.880
Q15	4.30	.837
Q16	4.41	.806
Q17	4.47	.759
Q18	4.39	.879
Q19	4.54	.741
Q20	4.44	.784
Q21	4.33	.945
Q22	4.63	.679
Q23	4.52	.755
Q24	4.54	.672
Q25	4.42	.812
QALL	4.42	.584

higher than (α≤0, 05) so it means that it is statistically significant. Standard deviation for question 11 was nearly the same; it was (1.000) which is also statistically significant.

To answer the second question about teachers' point of views and gender: Are there any statistically significant differences between the views of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education due to gender (Male, Female)? Means and standard deviations were computed and Table 2 shows the results.

Table 2: Means, standard deviations and t-test according to gender variable

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	16	4.31	.685	-2.542	168	.012
Female	20	4.53	.425			

Table 2 shows there are statistically significant differences due to gender variable. It shows the results of the questionnaire which distributed among (36) teachers about their point of views on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education. Means and standard deviations were calculated and results show that female teachers got a higher mean than male teachers which was (4.53, and 4.31) respectively; this indicates that gender has an effect on teachers' point of view.

Standard deviation for female teachers was (0.425) which is higher than (α≤0, 05) so it means that it is statistically significant. Standard deviation for male teachers was higher; it was (0.685) which is also statistically significant. So, table 2 shows there are statistically significant differences due to gender variable in favor of females.

To answer the third question about teachers' point of views and experience: Are there any statistically significant differences between the views of the teachers on the effectiveness of using Zooming Slideshows through

Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education due to the teaching experience (less than 5 years, 5 years and over)? Means and standard deviations were computed and Table 3 shows the results.

Table 3: Means, standard deviations and t-test according to experience variable

Experience	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Less than 5 years	17	4.26	.722	-3.387	168	.001
5 years or above	19	4.55	.385			

Table 3 shows there are statistically significant differences due to experience variable. It shows the results of the questionnaire which was distributed among (36) teachers about their point of views about the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education. Means and standard deviations were calculated and results show that teachers whose experience less than 5 years got a lower mean than teachers whose experience above 5 years which was (4.26, and 4.55) respectively; this indicates that experience have an effect on teachers' point of views.

Standard deviation for teachers whose experience less than 5 years was (0.722) which is higher than ($\alpha \leq 0, 05$) so it means that it is statistically significant. Standard deviation for teachers whose experience above 5 years was lower; it was (0.385) which is also statistically significant. So, Table 3 shows there are statistically significant differences due to experience variable in favor of five years or above.

To answer the fourth question about teachers' point of views and their qualification: Are there any statistically significant differences between the views of the teachers on the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education due to scientific qualification (Bachelor degree, Master degree, PhD)? Means and standard deviations were computed and Table 4 shows the results.

Table 4: Means, standard deviations and t-test according to academic qualification variable

Academic qualification	N	Mean	Std. Deviation
Bachelor degree	22	4.30	.657
Master degree	11	4.51	.509
PhD	3	4.65	.296
Total	36	4.42	.584

Table 4 shows there are statistically significant differences due to academic qualification variable. It shows the results of the questionnaire which was distributed among (36) teachers about their point of views about the effectiveness of using Zooming Slideshows through Prezi for teaching English Language Grammar for higher stage students at Wadi El Sir Directorate of Education. Means and standard deviations were calculated and results show that bachelor degree teachers got the lowest mean, next comes Master degree teachers, and finally PhD teachers got the highest mean which was (4.30,4.51 and 4.65) respectively; this indicates that academic qualification have an effect on teachers' point of views.

Standard deviation for bachelor degree was (0.657) which is higher than ($\alpha \leq 0, 05$) so it means that it is not statistically significant. Standard deviation for Master degree teachers was lower; it was (0.509) which is also not statistically significant. Standard deviation for PhD teachers was the lowest; it was (0.296) so, table 4 shows there are statistically significant differences due to academic qualification variable in favor of PhD teachers.

The researcher also used post Hoc comparison to show the difference between the three groups: bachelor degree, Master degree, and PhD. Table 5 shows the analysis.

Table 5: Post Hoc comparison to show the difference between the three groups

(I) Academic qualification	(J) Academic qualification	Mean Difference (I-J)	Std. Error	Sig.
Bachelor degree	Master degree	-.21(*)	.098	.030
	PhD	-.35(*)	.129	.008
Master degree	Bachelor degree	.21(*)	.098	.030
	PhD	-.13	.138	.329
PhD	Bachelor degree	.35(*)	.129	.008
	Master degree	.13	.138	.329

Table 5 shows that the mean difference is significant at the .05 level.

DISCUSSION

A number of teachers may not be aware of the benefits of using Zooming Slideshows through prezi in their presentations as a teaching tool. While using the traditional ways already has everyone's attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power.

Since it is a new technology teachers face many challenges in using it in class room because of several

reasons such as lack of training on the accurate way to use Zooming Slideshows through prezi in addition to the lack of clear information about benefits of using Zooming Slideshows through prezi. Recently there is a good movement towards enhancing teachers to make use of this vital and valuable technology.

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