

The Impact of Using PowerPoint presentation on EFL Students' Attendance, Achievement, and Engagement

أثر توظيف عرض برنامج شرائح المعلومات (power point) في حضور الطلبة من متحدثي اللغة الانكليزية بوصفها لغة أجنبية , وتحصيلهم, ومشاركتهم

Inst.Dr. Liqaa Habeb Al Obaydi

Abstract

The current study examined the impact of using PowerPoint presentation on EFL student's attendance, achievement and engagement. To achieve the aim of this study, three null hypotheses have been posed as follows: There is no statistically significant difference between the mean score of the experimental group attendance and that of the control one; there is no statistically significant difference between the mean score of the experimental group achievement and that of the control one, and there is no statistically significant difference between the mean score of the experimental group engagement and that of the control one. To verify a hypothesis, a sample of sixty students is chosen randomly from the third year, department of English, University of Diyala. An observation checklist adapted from **International Center for Leadership in Education (2009)** after having permission from them, and an achievement test is used to collect data. In the light of the results obtained, recommendations which are concerned with teachers and students are put forward.

Keywords: PowerPoint presentation, attendance, achievement, engagement.

1. Introduction

With the widespread use of computers in all life fields, it becomes necessary to enhance teaching ways including language teaching. Definitely, the right investment of computers in language teaching classrooms adds a flavor of suspense, interest, and enthusiasm to the whole process of teaching. The use of a computer in teaching, as stated by Richards and Schmidt (2002:100) may include either teaching program which is presented by a computer in a sequence. Here the computer indicates whether the responses are correct or incorrect, or the use of computers to monitor students' progress, to direct students into appropriate lessons, materials, etc. The use of computers in language teaching have many benefits, as stated by Warschauer and Healey (1998:59) cited in (Brown, 2001:143), who clarify that computers can provide multimodal practice with feedback, individualization in a large class, pair and small-group work on projects, either collaboratively or competitively, the fun factor, variety in the resources available and learning styles used, exploratory learning with large amounts of language data, and real-life skill-building in computer use.

One such tool that has been utilized in the classroom for some time now and continues to be used heavily is the Microsoft PowerPoint program. PowerPoint program is one of the appropriate uses of computers in language teaching. It comes with Microsoft packages. It has become very popular because it is easy to learn and widely available. It is easy to create or downloaded from websites. More clearly, as defined by Fisher (2003:4) "It is a type of presentation software that allows one to show colored text and images with simple animation and sound". Its way of produce big colored bold texts with a visual clarifications and images supposed to attract students' attention and "enhances instruction and motivates students to learn" (Harrison, 1998: 9). PowerPoint is a technology trait which when used appropriately can substantiate and enhance the learning environment and adds positive effect in EFL classrooms. Theoretically, according to Annual Convention and World Languages Expo (2009) there are three main reasons for using PowerPoint. The first one is the important role of input which according to Krashen's monitor hypothesis (1982) language is learned through input received in formal academic settings. The other reason is that it helps make the material comprehensible. VanPatten and

Cadierno(1993:77) have suggested to convert input into intake which is a filtered input by using six guidelines in developing input activities, present one thing at a time, keep meaning in focus, move from sentences to connected discourse, use both oral and written input, have the learner do something with the input, and keep the learner 's processing strategies in mind. The third reason related to use multistyle approach to foreign language education. Students usually have individual differences so they need a variety of ways that represent input. PowerPoint is supposed to be the most professional way that can make the material comprehensible and attractive.

Practically, the use of PowerPoint presentation in language learning environment has its pros and cons. The better prepared presentations are great for the macro overview of a subject. It is excellent when it leads to detailed conversation and transfer of learning. PowerPoint is an effective tool for showcasing schematic models or diagrams or presenting pictures of key features to be considered and for bringing to class hotlinks or embedded video clips that leads to direct student's attention. It is crucial in providing information in an accessible format for students who either have a learning challenge, a physical challenge or where English is not their first language as in our case. PowerPoints are also extremely valuable for students who miss class or have trouble learning in "sage-on-the-stage" settings. This means that these students spend less time struggling to write notes and more time listening and participating. In addition, PowerPoint is an organizational tool. It is an easy way to organize content, insert videos links (either to YouTube, NBC Learn, or a video on CD/DVD), include graphic representations of content for discussion, pose a provocative question, etc. PowerPoint also can be an effective and powerful communication tool. The main strength is that it can visually represent concepts in an orderly fashion. So the teacher can use it to present material, then have a slide that has discussion questions and break the class into groups.

On the other hand, the danger is that individuals who are not familiar with the subject (or maybe even not well prepared), have the tendency to use the presentation as the entire content of a learning situation. Many texts come with pre-made PowerPoints. The danger comes when students think that all they need to know is written on the slide (or on the whiteboard). It's up to the teacher to use the visuals as scaffolding for critical thinking and learning. In

addition, some teachers thought that PowerPoint inhibits interaction, squashes student creativity and inquisitiveness, interferes with faculty responsiveness, and reduces students to passive consumers of knowledge. It is just a tool and if it is misused in cases as in having excessive details, poorly constructed, has irritating noises during transition of slides or used ineffectively, it will have as much negative impact as any other tool used that way in the classroom. So, it is up to the teacher to determine how to effectively use and incorporate it.

As far as student's attendance is concerned, many reasons may make students do miss the class. Launius (1997:86-92) considers boredom or general lack of interest in attending class as reasons much more frequently than unavoidable circumstances such as family emergencies or transportation problems. Quality and clarity of lectures seem to be good motives for teachers who intend to increase their student's attendance, see Broder (1994:1-18). In the same context, Shapiro, Mentch and Kubit (2007:68) clarify that the use of new aspects of technology as (user-published blogs, video clips, collaborative wikis, webcasts, and immersive virtual reality) can be a good preventer of student classroom absenteeism. So, the use of PowerPoint presentation in class with its attractive way of presenting the material may affect student's attendance positively.

Student's achievement is another aspect dealt with in this paper. In this concern, studies show that two viewpoints were contradicted toward the effectiveness of PowerPoint on student's achievement. Akdağ and Tok (2004:XIII) concluded that student's success affected to a large extent by the using of PowerPoint presentation. In addition, (Kask, 2000 female students; Lowry, 1999:18-21; Mantei, 2000:301-305) also found positive effects on students' achievements in their studies. On the other hand, many writers as (Daniels, 1999:42-56; Kask, 2000 male students) have found no effects on student's achievement in their studies. Christine (1998:5) considers a good teacher is the most significant element in the classroom than any technology or PowerPoint presentation.

The third variable that dealt with in this study is engagement. Student engagement as defined by Bomia et al (1997:294) is "student's willingness, need, desire and compulsion to participate in, and be successful in the learning process". It is increasingly valued as an outcome of school improvement activities. Students are engaged when they are attracted to their

work, persist in despite challenges and obstacles, and take visible delight in accomplishing their work (Schlechy, 1994:5). More clearly, Trowler (2010) states that “student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution”. Based on Hu and Kuh (2001:10-14) definition of engagement “the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes”. This paper tries to measure the effects that may happen on student’s engagement with the use of PowerPoint presentation in lectures.

2. Objectives

The present study aims at finding out the impact of PowerPoint presentation on Iraqi EFL college students’ attendance, achievement, and engagement.

3. Hypothesis

To fulfil the objectives of the study, the following null hypotheses have been postulated:

1. There is no statistically significant difference between the mean score of the experimental group attendance and that of the control one.
2. There is no statistically significant difference between the mean score of the experimental group achievement and that of the control one.
3. There is no statistically significant difference between the mean score of the experimental group engagement and that of the control one.

4. Methodology

4.1 The Experimental Design

In order to achieve the objectives and to verify the hypothesis of the study, the researcher has utilized "The Post Test Only Control Group Design". This design takes the form illustrated in Table (1) below.

Group	The Independent Variable	Test
The Experimental Group	Lectures with PowerPoint presentation	Post- Test
The Control Group	Lectures without PowerPoint presentation	Post- Test

The Experimental Design (Table 1)

4.2 The Sample of the Study

To achieve the objectives of the study, the researcher has intentionally chosen (60) 3th year students (30 students for each group), English department, College of Education for Human Sciences, Diyala University to represent the sample of the study.

In order to ensure better equivalence of the treatment groups, the researcher has tried his best to control some of the variables that may affect the results of the experiment. Therefore, the following variables have been controlled for both groups:

1. The academic level of the father,
2. The academic level of the mother, and
3. Age of the Subjects.

4.3 The Experimental Application

The experiment started on the 25th of February 2015 and lasted for six weeks to end up on 1st of April 2015. The lectures have been arranged on Wednesday for both groups. The subject of the lectures was Methods of

Teaching English as a Foreign Language where the researcher is the instructor herself.

4.3.1 The Experimental Group

The use of PowerPoint was for the experimental group only. In each of the six lectures the instructor researcher taught the students one unit from their textbook with a presentation of the material using PowerPoint program.

4.3.2 The Control Group

The control group has been taught by the researcher using the traditional way (discussion) without using PowerPoint presentation in lectures. The researcher used the same units that exist in the book.

4.4 Student's Attendance

One of the primary aims of this study is to find the impact of using power point presentation on student's attendance. The researcher compares the attendance of the two groups along the experiment (see appendix 1) to see the difference between them.

4.5 Instruments

In order to achieve the objectives of the study, achievement test and observational checklist have been used to be the main instruments used in the present study.

4.5.1 Achievement Test

The first tool is a post written achievement test which is used to measure students' achievement after the experiment to assess the degree of success

the experiment had reached and to evaluate the effectiveness of the adopted technique.

The test covers six unites from “Curriculum & Methods of Teaching English” which supposed to be taught to students during experiment time. These unites are teaching listening, teaching speaking, teaching reading, teaching writing, teaching grammar, and teaching culture. So, each unit of the book is going to be covered within one week according to the time table of the department. The test covers all units by using twenty multiple choice items. To ensure face validity, the test and the scoring scheme have been exposed to a jury of experts* in the fields of English language and language teaching at the Iraqi universities .The jurors agree on the test and the scoring scheme as being appropriate for measuring the achievement of students.

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*The jury of experts was:

-Amthal Mohammed, Ph.D University of Diyala, College of Basic Education.

-Arwa Abd Al- Karim , Ph.D University of Diyala, College of Education.

-Fatima Raheem, Ph.D University of Measan, College of Education

-Khansaa Hassan,Ph.D. Imam AL-Kadhim (a.s.) College

-Zainab Abbas, Ph.D. University of Diyala, College of Education.

4.5.1.1 Pilot Administration of the Test

The pilot administration of the test has been carried out on Thursday, the 31st March 2015 after ensuring its validity. Consequently, no serious ambiguity is found concerning the items of the test. Concerning the time

allotted for answering the test, it has been found that students need 60 minutes to answer the test.

4.5.2 Observation Checklist

In order to evaluate students' engagement in class during the lecture with PowerPoint presentation, the researcher used an observation checklist that adapted from **International Center for Leadership in Education (2009) after having permission from them(see appendix 1and 2)**. This checklist consists of twelve items each of which represents an aspect that supposed to measure students' engagement.

4.6 The Scoring Scheme

As for the test scoring scheme, all questions are supposed to be objective questions, so all are (0.1) which means each item marks as 1 or 0. The checklist is intended to be scored according to a five -point scale:

Very High High Medium Low Very Low

The marks are assigned as follows: Very Low 1, Low 2, Medium 3, High 4, and Very High 5.

4.7 Final Administration

After ensuring its validity and pilot administration, the achievement test has been administered on both groups on Wednesday 2-4-2015. As for the

observation checklist, it is used to measure the subjects' engagement of both groups during lectures time.

5. Results

To fulfil the objectives of the present study, three null hypotheses are posed. The results related to these hypotheses are as follows:

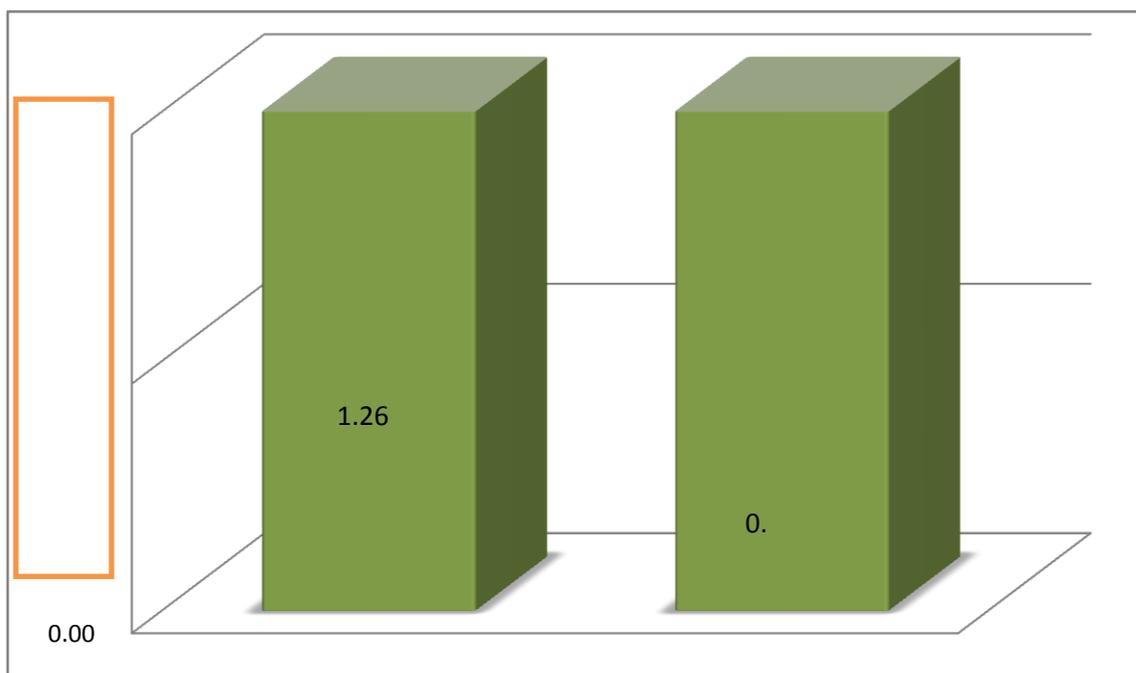
5.1 Results Related to the First Hypothesis

The first hypothesis states that there is no statistically significant difference between the mean score of the experimental group attendance and that of the control one.

Using the t-test for two independent samples at 0.05 level of significance and 58 degree of freedom, the result reveals that the mean score of the experimental group is 1.26 and that of the control group is 0.7. The computed t-value (6.22) is higher than the critical t-value (2) (see Graphic 1).

This result shows that there is a statistically significant difference between the two groups in attendance, in favor of the experimental group. Thus, the first hypothesis is rejected.

Graphic 1
The Mean Scores of the Experimental and Control Groups in Attendance



5.2 Results Related to the Second Hypothesis

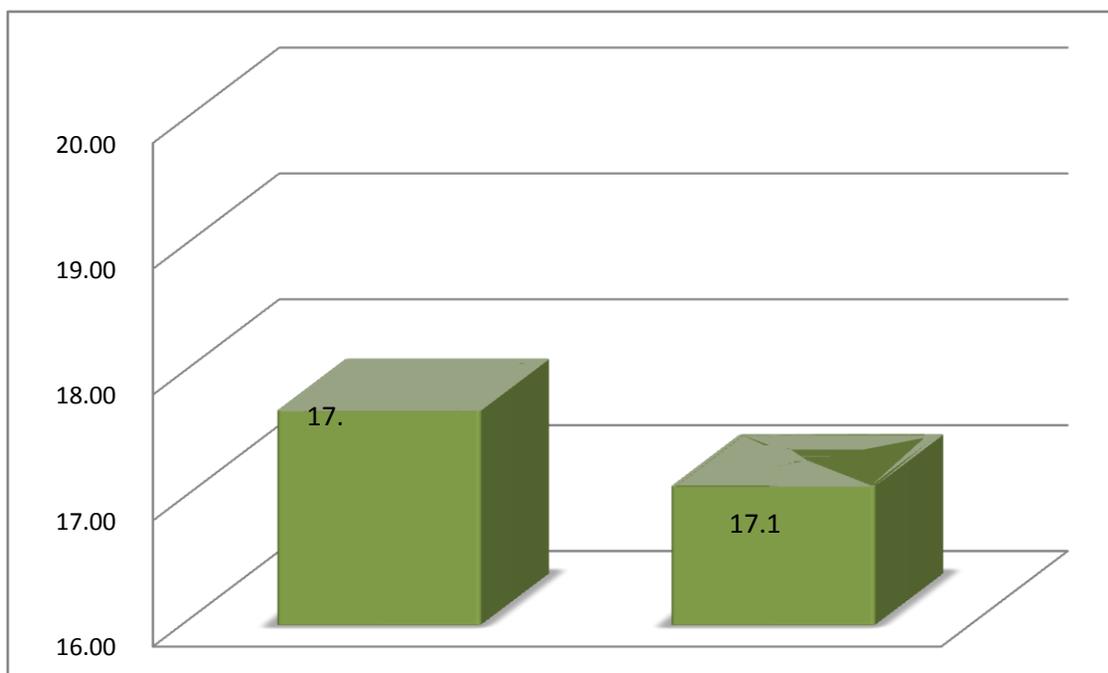
The second hypothesis states that there is no statistically significant difference between the mean score of the experimental group achievement and that of the control one.

Using the t-test for two independent samples at 0.05 level of significance and 58 degree of freedom, the result reveals that the mean score of the experimental group is 17.7 and that of the control group is 17.1. The computed t-value (1.05) is lesser than the critical t-value (2) (see Graphic 2).

This result shows that there is no statistically significant difference between the two groups in the component of achievement. Thus, the second hypothesis is accepted.

Graphic 2

The Mean Scores of the Experimental and Control Groups in achievement

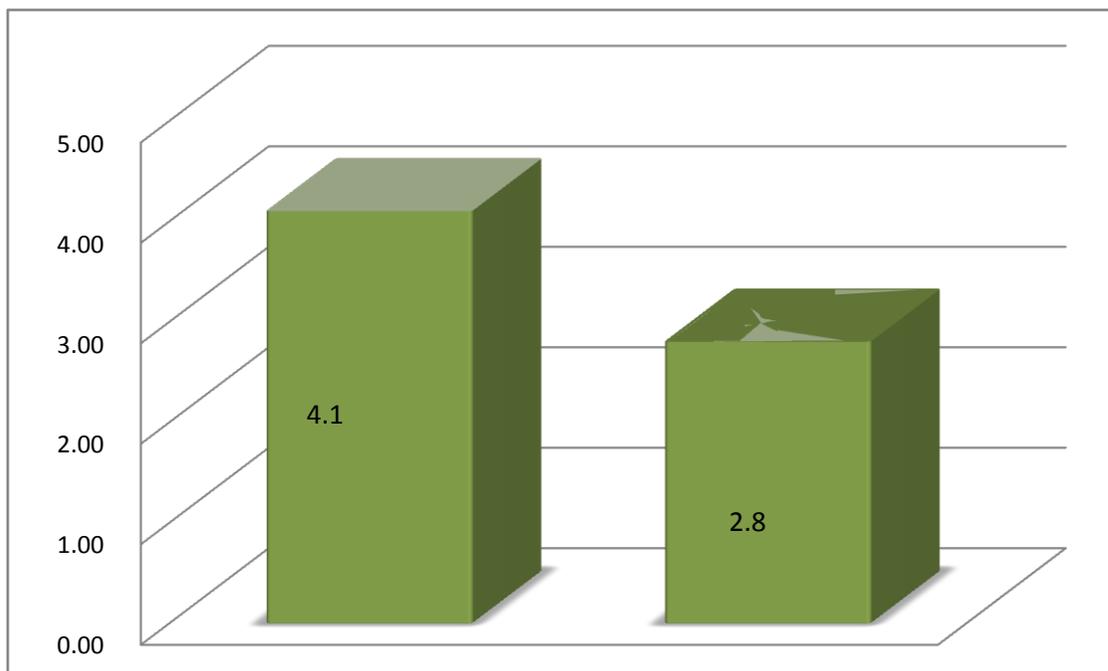


5.3 Results Related to the Third Hypothesis

The third hypothesis states that there is no statistically significant difference between the mean score of the experimental group engagement and that of the control one.

The result reveals that the mean score of the experimental group is 4.1 and that of the control group is 2.8 (see Graphic 3). This result shows that there is a statistically significant difference between the two groups in classroom engagement, in favor of the experimental group. Thus, the third hypothesis is rejected.

Graphic 3
The Mean Scores of the Experimental and Control Groups in engagement



6. Discussion

The findings of the present study demonstrate the positive impact of the use of the power point presentation on attendance and engagement as opposed to achievement which seems to have little impact as the results indicate.

The students' attendance seems to be affected positively by the use of power point presentation technique in presenting the lecture. The factor of attraction plays an important role so they regularly attend class.

Students' achievement shows approximately equal results on both groups of experiment. This means that accompanying lectures with power point presentation does not affect students' achievement. This leads to say that students' achievement does not significantly related to a lecture format.

Students' engagement, on the other hand, influenced positively by using power point presentation. With its colorful, bold texts, clarifications and images raised students' attraction, attention and suspense that lead them out of traditional ways of producing lectures.

7. Conclusions

Conclusions remarks can be clearly pointed out as follows:

1. According to the statistical results of the present study, students' attendance and engagement were affected positively by using power point presentation program.
2. Students' achievement was not affected significantly by using power point presentation program, as the results indicate.
3. Students' attendance improved significantly due to the change of lecture format that being out of traditional way of presenting material.
4. In this study, achievement of students depends on summative exam, so their marks may be affected by their ability to reserve the information in addition to testing procedures that may influence student's achievement in one way or another.
5. Students engagement enriched when accompanied with power point presentation program. Such technological program can create ideal pedagogical atmosphere in the class and to help benefit from technology in right way. Student's engagement was clear in lectures and can be translated into involvement and interaction.
6. Technology can have positive impact on college students' learning and teaching in addition to raise their motivation toward joining the classes.
7. Using power point presentation program in English language teaching classes simulate students' needs and interests and it insert positive perceptions inside them toward presenting new material.

8. Recommendations

In the light of results achieved and conclusions derived, the researcher recommends the following:

1. Teachers who work in any level of teaching can benefit from using power point presentation because as many researches state, it has positive impact on student's motivation toward learning.

2. Teachers can exploit the use of power point in inserting illustrations, colorful texts, graphs, maps, plans and tables that supposed to attract student's attention.
3. Colleges should support the use of technology, specifically, in language teaching to help students be aware of technological development and to be competent in using computers.
4. Computers should be available to both students and teachers to facilitate doing their homework duties and to be always in touch with them.
5. Teachers should receive regular training in using different types of computer programs in order to be ready to implement them and to be always confident in class.

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Appendixes

Appendix 1

Student's attendance in both groups A & B

Group A		Group B	
No.	Absence times	No.	Absence times
1	4	1	1
2	2	2	2
3	3	3	1
4	2	4	0
5	1	5	3
6	0	6	1
7	2	7	1
8	3	8	0
9	0	9	2
10	1	10	0
11	1	11	2
12	4	12	1
13	2	13	1
14	4	14	0
15	0	15	0
16	1	16	2
17	0	17	0
18	0	18	1
19	0	19	0
20	2	20	0
21	0	21	0
22	1	22	0
23	4	23	1
24	1	24	0
25	1	25	0
26	1	26	0
27	3	27	3
28	3	28	1
29	1	29	0
30	0	30	1

Appendix 2

Student Engagement Walkthrough Checklist

OBSERVATIONS

Very High	High	Medium	Low	Very Low		
Positive Body Language		o	o	o	o	o
Students exhibit body postures that indicate they are paying attention to the teacher and/or other students.						
Consistent Focus		o	o	o	o	o
All students are focused on the learning activity with minimum disruptions.						
Verbal Participation		o	o	o	o	o
Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.						
Student Confidence		o	o	o	o	o
Students exhibit confidence and can initiate and complete a task with limited coaching and can work in a group.						
Fun and Excitement		o	o	o	o	o
Students exhibit interest and enthusiasm and use positive humor.						

PERCEPTIONS

Very High	High	Medium	Low	Very Low		
Individual Attention		o	o	o	o	o
Students feel comfortable seeking help and asking questions.						
<i>Question to Ask:</i> What do you do in this class if you need extra help?						
Clarity of Learning		o	o	o	o	o
Students can describe the purpose of the lesson or unit. This is not the same as being able to describe the activity being done during class.						
<i>Questions to Ask:</i> What are you working on? What are you learning from this work?						

Meaningfulness of Work o o o o o

Students find the work interesting, challenging, and connected to learning.

Questions to Ask: What are you learning? Is this work interesting to you? Do you know why you are learning this?

Rigorous Thinking o o o o o

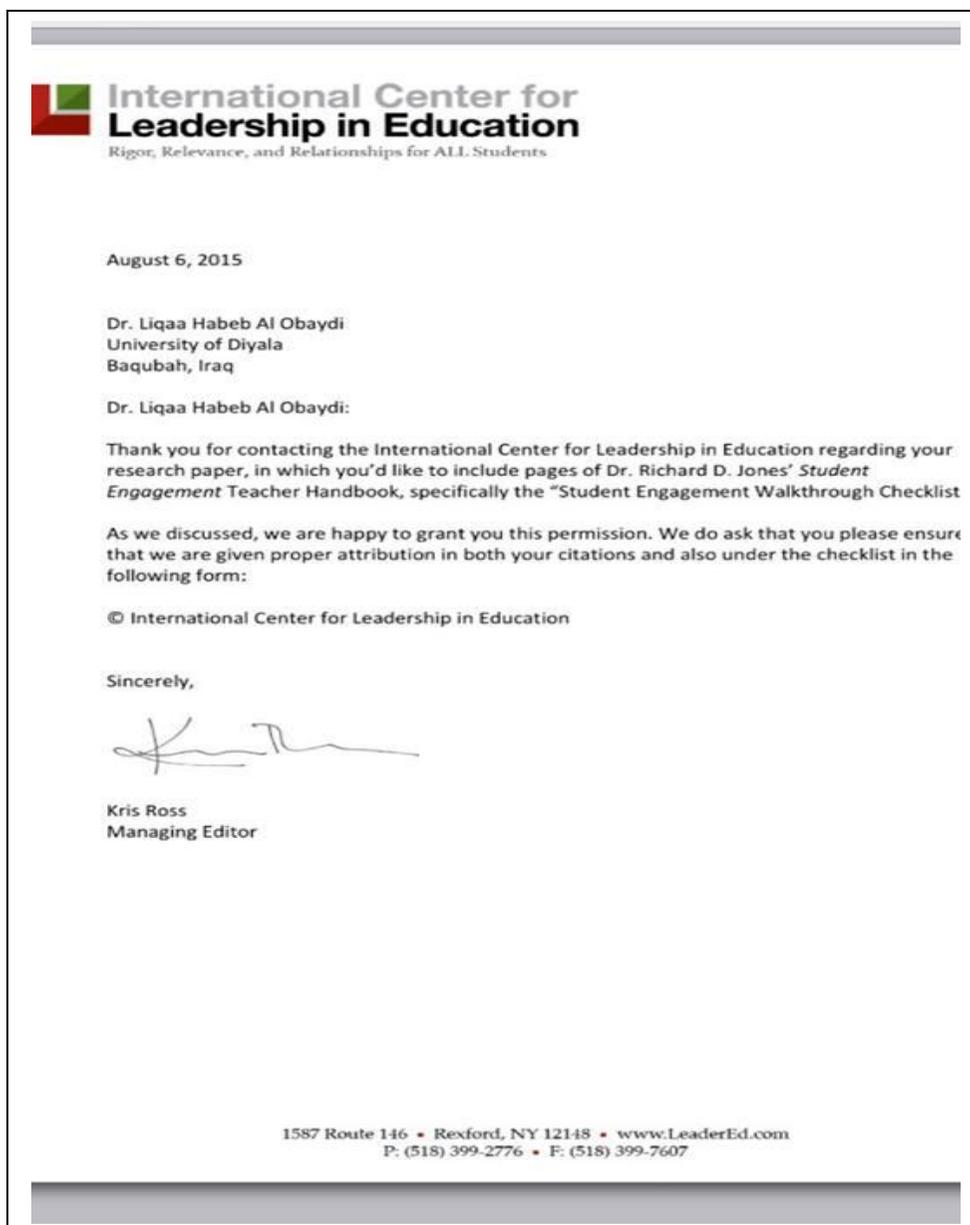
Students work on complex problems, create original solutions, and reflect on the quality of their work.

Questions to Ask: How challenging is this work? In what ways do you have the opportunity to be creative?

Performance Orientation o o o o o

Students understand what quality work is and how it will be assessed. They also can describe the criteria by which their work will be evaluated.

How do you know you have done good work?
What are some elements of quality work?



References : Available on request

أثر توظيف عرض برنامج شرائح المعلومات (power point) في حضور الطلبة من متحدثي اللغة الانكليزية بوصفها لغة أجنبية , وتحصيلهم, ومشاركتهم

الباحث:م.د. لقاء حبيب العبيدي

المستخلص :

تختبر هذه الدراسة أثر توظيف عرض برنامج شرائح المعلومات (Power Point) في حضور الطلبة من دارسي اللغة الانكليزية غير الناطقين بها، ومشاركتهم ، وتحصيلهم . يعد برنامج البوربوينت من مجموعة برامج (Microsoft word) ويستعمل لإظهار المقاطع المكتوبة بوضوح باستخدام الألوان والمؤثرات الضوئية والحركية. لتحقيق هدف الدراسة وضعت الباحثة ثلاث فرضيات صفرية، أولها انعدام وجود فروق ذات دلالة احصائية بين المجموعة التجريبية والمجموعة الضابطة في متوسط حضور الطلبة، وثانيها انعدام وجود فروق ذات دلالة احصائية بين متوسط

أداء المجموعة التجريبية والمجموعة الضابطة في التحصيل، وثالثها انعدام وجود فروق ذات دلالة احصائية بين متوسط أداء المجموعة التجريبية والمجموعة الضابطة في المشاركة. لغرض التحقق من الفرضيات وضفت الباحثة الأسلوب التجريبي في البحث العلمي ، واعتمدت التصميم التجريبي الذي يتضمن اختبارا بعدي فقط. واختارت عينة مكونة من ستين طالبا وطالبة من المرحلة الثالثة بقسم اللغة الانكليزية في جامعة ديالى على نحو عشوائي مقسمين الى مجموعتين ،كل مجموعة تتكون من ثلاثين طالبا. وقد ضبطت مجموعة من المتغيرات التي من الممكن أن تؤثر في نتائج التجربة ، ومن هذه المتغيرات هو المستوى العلمي للوالدين ، وعمر المشتركين في التجربة. استعملت الباحثة في الدراسة أداة ملاحظة متبناة من المركز الدولي للقيادة في التعليم (2009) بعد الحصول على إذن بالاستعمال موقع باسم الباحثة، وقد أجرت اختبارا تحصيليا فضلا عن مقارنة حضور الطلبة في إحدى المجموعتين به في المجموعة الأخرى. من أهم النتائج التي توصلت اليها الباحثة في هذه الدراسة هو أن أثر حضور الطلبة ومشاركتهم على نحو إيجابي نتيجة توظيف عرض برنامج البوربوينت، أما تحصيل الطلبة فلم يكن تأثيره ذا أهمية تذكر. وفي ضوء النتائج التي حصلت عليها الباحثة وضعت عددا من التوصيات الخاصة بالتدريسيين، والطلبة شملت تأكيد أهمية توظيف مدرسي اللغة الانكليزية برنامج البوربوينت في المراحل جميعها ؛ ذلك لإمكانية تأثيرها في زيادة دافعية الطلبة للتعلم؛ تلك التي ينتج عنها تأثير فاعل في حضور الطلبة، ومشاركتهم، وتحصيلهم العلمي. فضلا عن أهمية التشديد على تزويد الجامعات والمدارس بأجهزة الحاسوب، وتوفير الدورات اللازمة للمدرسين من أجل استعمالها.

الكلمات المفتاحية: عرض البوربوينت، الحضور، التحصيل، المشاركة

About the author:

Liqaa Habeb Aboud Al- Obaydi , Iraq /Diyala governorate

BSc in English language – University of Diyala , in 2003-2004

Master degree in Methods of Teaching English as a Second or Foreign Language/University of Diyala

Teacher training course “Shaping the way we teach English “ / University of Oregon

PhD In Methods of English Language Teaching/University of Baghdad

Instructor Doctor

University of Diyala /College of Education for Human Sciences/ English Department

Mobile : 07903244208

Emai : liqaahabeb @yahoo.com