

**The use of Data show projector through
PowerPoint slides to teach English vocabulary at
primary school (a study on students at al-Shafiy
school in Jazan city)**

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Abstract

This search is going to test the usage of Data show projector in teaching English vocabulary through PowerPoint slide at primary school for non-native speakers in Saudi Arabia especially in al-Shafaiy school in Bisha city by comparing different methods with two classes including 20 students in each class in three different stages during one semester. The use of digital projectors with PowerPoint in class is the main method to test its ability in teaching. Focusing on 10 vocabulary in every stage and analyze the results for comparison and to show the ability and effectiveness by using PowerPoint software slides as a tool with its features of moving and coloring the words and link words with a Static image and a moving image using this device in the teaching process that attracts students attention.

Introduction

Even though some students at primary school in Saudi Arabia have difficulties to acquire English vocabulary, it's obviously clear, many schools these days are using a Data show projector (digital projector) as a new style of teaching.

There are many technologies we can use to teach through a Data show projector, such as computer, TV, iPad, tablet and video sources. Furthermore, there are many computer software we can use in the teaching process in classroom such as Microsoft PowerPoint, Microsoft word, Knovio, Prezi, PowToon, Haiku Deck and Emaze etc. The focus in this research will be in using a computer with PowerPoint slides. However, teaching through data show projector with PowerPoint excites students and keep their attention on. Furthermore, it has an impact on the students through the effects that add to vocabulary and its syllable and by coloring each syllables a certain color. It has ability to add moves to every syllable to help students to understand the stresses of every word and explaining the meaning by linking pictures with nouns and Videos with verbs.

LITERATURE REVIEW

The data show projector (digital projector) is a helpful device in classroom and much more powerful with other tools and its technique. Lightbody (2007) stated: *"Communication is a key learning skill and a data projector allows a teacher or student a whole new dimension in how they share ideas, information, charts, images, animations, audio or video. Learning is much more powerful if it offers support for a variety of intelligences such as visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical - a projector can help to achieve this variety in a classroom. Data projectors can also be partnered with an interactive whiteboard to offer additional teaching strategies"*

Also, PowerPoint slides as a tool can be helpful with what it offers of Characteristics and features. According to the finding of Cecilia & Myrna (2013) study *"the students were positively affected not only in their scores but also in their learning attitude by showing interest and motivation during the experimental process with the PowerPoint presentations"*. As a result of their study they stated: *"Results have indicated that students who were taught vocabulary through PowerPoint presentations were significantly more superior to the results obtained by students in the traditional techniques condition"*.

Another researcher found PowerPoint slide can help students learn vocabulary in a better way. According to Siskawati & Clarry & Sumarni (n.d) *"using PowerPoint slide show pictures in teaching vocabulary can improve the students' English vocabulary. As the result, the students can be more motivated and interested in increasing their ability in learning vocabulary"*. Also they conclude data about 3 groups with use of PowerPoint slides through 3 steps and they conclude that *"In the first cycle there were 21 students or 60% from 35 students who got the score under 70. In the second cycle, there was increase in the students' score, where there were 15 students or 40% from 38 students who got the score under 70. And in the third cycle, there was only 2 students or 5% from 38 students who got the score under 70. It means that the students who got better score were increasing"*.

Significance of research

This research tries to prove that this technique has a perfect effect on non-native primary school students to acquire English vocabulary easily and in a better way.

Research question

This research aims to find out if the digital projector can help young students to acquire vocabulary much easier in considerable significance.

Methodology:

There will be two equal classes selected, A & B. The classes will go through three steps. In the first step, both classes use the classical method of learning vocabulary. In the next step, class A uses the 'data show projector' to teach vocabulary, supported by Effects that adds to vocabulary, coloring each syllable, linking the vocabulary with pictures. While class B uses the classical method. In the third step, the opposite of the previous step will be carried out. At every step there will be 10 vocabulary for study and test. However the target vocabulary will be supported by many effects to attract student attention. Furthermore, there will be a test for both classes at the end of each step in order to measure students' acquisition of vocabulary and its spelling, the tests will then be analyzed for comparison. In addition, there will be a questionnaire for students to assess the background of their English level and analyze what they like and dislike with regards to this type of learning.

Ethical Considerations

There will be a permit taken from both the institute management and their students to do this study, they will be aware that it's for research purposes, it will be safe and easy for both parties.

Limitations of the Research

The participants are sixth grade non-native primary school students in Saudi Arabia.

The first limitation of this research is the distribution of the students. It was hard to have the same amount of students in each group because the registration process of each student was a matter of the school at the beginning of the semester.

Second, the limited time to collect other data and to get additional information and provide more accurate details to the research because of limited time during one semester.

Expected result

In the first step it is expected that 35% of students in both classes A & B will interact with the classical method of teaching vocabulary. While other students will feel bored and lack interest. In the test of the first step of both classes A & B less than 15% of students will get full marks while 80% of students will get less than 90% of full marks. Also, it is expected that some students will get no marks.

In the second step it is expected that more than 60% of students in class A will interact with the digital projector technique and enjoy this way of learning. They will find the English vocabulary easier to memorize and recognize the syllables and their stress. In the test of second step it is expected that more than 50% of students in class A will get full marks and the lower expected mark is 50% of the full mark. While in class B the results will be similar to the results of the first step.

In the final step the results will be the opposite of the second step with regard to both classes.

References

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Appendix Test

A- 1ST TEST

Q1: DRAW A LINE CONNECTING THE WORDS WITH A SIMILAR PICTURE

Chair

Table

Eraser

Pen

Book



Q2: LOOK AT THE PICTURES AND COMPLETE THE WORDS



Apple

Banana

Carrot

Caw

Dog

B- 2ND TEST

1- Complete the sentences with the words in the box:

Cold – water – cat – English – hot

1- Ali drinks **water**

2- Ice is **cold**

3- A **cat** is an animal

4- **English** is a language

5- Fire is **hot**

2- COMPLETE THE WORDS UNDER THE PICTURE



CAR



TREE



SUN



CAT



HOUS

C- 3RD TEST

Q1: DRAW A LINE BETWEEN THE WORDS WITH SIMILAR PICTURES.

BLACK

BLUE

GREEN

RED

YELLOW



Q2- Complete the sentences with the words in the box:

FOOD – MILK – SKY – SISTR – CITY

1- I eat food

2- I drink milk

3- The sky is blue

4- Sara is my sister

5- Jeddah is a city

2-Questionnaire

1- Did you study English before?

2- How many words in this course do you knew before?

3- Did you enjoy the teaching with data show projector
technic?

4- What do you like and dislike in teaching with Data show
projector?

5- Do you see any problem of difficulty in learning with this
device?