The Effect of Using Prezi on Al Zaytoonah University Students' Performance in French Language Reading Skills

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Abstract

The purpose of this study is to investigate the effect of using Prezi on Al Zaytoonah students' performance in French Language reading skill. To achieve the purpose of the study, a pre/post-test was constructed to measure students' performance in French language reading skill. The sample of the study comprised 128 students from Al Zaytoonah University and was distributed into two sections, which were selected purposefully.

The sample of the study was distributed into two groups (one experimental and one control groups). The experimental group's students were taught the reading skill using Prezi while the control groups' students were taught using the traditional way. The sample of the study was 64 students in the experimental group and 64 students in the control group. Those groups were distributed into two purposefully selected sections in public schools in Amman.

The results of the study showed a variance in the means of the achievement test according to group, it also showed that there were statistically significant differences on the achievement test due to the Strategy variable. There were statistically significant differences between using Prezi Strategy and the Current Strategy in favor of the Prezi Strategy, and there was no statistically significant difference in the students' achievement due to gender. There was no statistically significant difference due to the interaction between gender and group.

The researchers recommend that researchers focus on new teaching strategies and conduct more studies related this topic. They also recommend that other researchers conduct studies and focus on the role play strategy.

Keywords: strategies for teaching French, Prezi, traditional way

1. Introduction

Everyone knows that we need the presentation programs to deliver the information in a simple, easy and understandable way away from the complexity and boredom, and one of the most current programs that are used in universities, conferences and others for the preparation of the scientific material and then displayed is Microsoft's famous program PowerPoint. All those who wanted to convert their textual material to a presentation have always been accompanied by a view to delivering their message more clearly. Nowadays, with the development of websites and programming languages, we are witnessing the launch of many sites that have become the supply of presentations and lectures through providing Kinetic and visual advantages as well as beautiful and professional ways to display images, video and text, which is different from what is usual in PowerPoint.

Prezi is one of these web-based sites in presentation applications. It is a tool for listing lectures and stories that use one slide instead of multiple traditional slides, where an infinite number of text, images, videos, etc. can be placed on this slide and grouped together in multiple frames. This slide allows users to create non-sequential presentations, allowing the future to zoom in and out through the Map Layout, and define the paths that link different frames and shapes and thus determine a particular order of displayed information and multimedia. In addition, Internet connection time rendering.

The most prominent features of Prezi program:

1) You can add a group of photos, sounds and videos and share them with others.

2) The program provides a set of ready-made templates and other templates that can be downloaded from the official website.

3) It has the ability to make complex presentations in simple and easy steps.

4) Create presentations in a very professional way.

5) You can add a video from YouTube, or a file from a PowerPoint, or a pdf file.

6) The presentation can be downloaded and played on the device without having to connect to the Internet, or pdf as a file.

7) It saves time and effort and makes it easy to present ideas even to those who do not have enough technical expertise.

8) View all lesson elements and objectives in one panel.

9) The possibility of Zoom in and out during playback.

10) Objects can be added and removed easily.

11) Presentation can be shared with friends with the ability to edit.

12) The program can be downloaded to the Iphone and allowed to view the presentation through it.

13) The full program can be downloaded on the (Ipad).

14) Auto-save.

Disadvantages of the Prezi program:

1) The site does not support Arabic language in the input.

2) The presentation cannot be downloaded to be viewed offline, except in the case of non-free professional version.

3) Contains a limited number of font types.

4) Notes cannot be added for viewing.

Using Prezi program in the learning process:

"More Memorable Lectures and More Student Participation" This is the most striking feature of using prezi in creating lecture presentations and lessons because many teachers and students may be bored by traditional classroom presentations. They face a slide after a slide that contains a lot of information.

Using Prezi opens classes to active learning and interaction, making lessons understandable, memorable, fun, and very useful for lecturers and teachers. They can convey their education and presentation of information to a higher and more enjoyable level. Teachers have the task of conveying complex ideas in a short period of time, struggling to contain enough detail in each slide.

"Prezi truly embodies what creativity is: changing your vision, connecting and integrating ideas, and thinking in ways Nonlinear, and create cooperation with others." (Daud, 2014)

The main interfaces of the program:

The interface of the first program, which can control the user account and prepare a new presentation or open a previous view and the following are the most prominent functions available:

1) Through which you can create a new (Prezi) view or open a view that was previously worked on.

2) A number of folders can be inserted into each folder.

3) To import a Prezi presentation from another place within the device

4) To control the user account.

The main screen of the program through which the presentation is controlled and the most prominent of what it contains:

1) Action panel.

2) To add a frame in different shapes.

3) Specifies the path and order of items during the presentation.

4) To save the work.

5) To display the presentation.

6) To include the most important elements, which are:

7) Pictures.

8) Shapes and symbols.

9) Video from YouTube.

10) Contacts.

11) Model.

12) Drawing an Arrow.

13) Draw a line.

14) Add sound in the background.

15) Import a file (PDF) or video from the device.

16) Import a file (Powerpoint).

17) Custom and how to control (Themes) and background image.

18) Work address (Daud, 2014).

The program is based on cognitive theory, which facilitates the process of teaching and learning knowledge and helps designers and programmers of educational software based on scientific theories in the construction of educational learning programs to achieve better results, in this regard, some researchers pointed out that the presentation program Prezi enabled educators to dispense with written presentations, encouraged the use of higher thinking skills through the use of audio and video channels, and helped to build knowledge, where the learner can identify patterns of relationships and comparisons and the difference between information, which helps students to build knowledge properly based on previous learning and linked to the subsequent learning, and helps the program teachers to teach students through the use of conceptual maps, moving from one concept to another sequentially and coherently show the relationship between concepts and the concept or idea visually in a clear way (Szapkiw, Knigh, & Tucker, 2011).

As a result, the Prezi program is defined as: a presentation that displays information in an optical map, in which text, video and graphics can be rendered dynamically to zoom in and out within content (Laufer, Halacsy, & Fischer, 2011). The most important feature of the program is to activate the use of visual maps, and enable it to zoom in and move within the content with high dynamic, and allows the program to create the possibility of creating, organizing and sharing the presentations through the Internet or social networking sites, This allows students to collaborate more in the course of their presentations or to communicate with their teachers. They can also save it on computers or secure them on their personal pages on the Prezi Web site so that they are not shared with all users of the Prezi program from around the world, another advantage of the program is that it enables students to create individual and group creative presentations. The program also helps to promote student collaboration in joint ventures, it is expected that one of the important tools to strengthen the knowledge base in social work. One of the main obstacles to the program is the support of the English language program and some of the few foreign languages, so the user of the program must be able to use the program applications, templates and designs to take advantage of the possibilities of the program is in Arabic in the form of copying, photocopying or converting the language used (Laufer, Halacsy, & Fischer, 2011; Strasser, 2014; Perron & Stearns, 2011).

1.1 Statement of the Problem

Despite the fact that universities graduate large numbers of students each year; however, a large number of these graduates reflect their experiences mainly in remembering and retrieving simple knowledge, without paying attention to the level of academic achievement, where some suffer from the low level of academic achievement or failure and repetition as they lack to the ability to employ this knowledge in their practical lives, therefore, the subject of teaching and its quality has become an important educational subject that requires constant updating. Therefore, traditional teaching methods are no longer sufficient to transfer knowledge from literature, masterminds and scholars to learners; it is necessary to innovate and modernize teaching methods and techniques based on employing modern technology to suit learner level which we seek to build for the future we want, therefore, the idea of the current research came in response to the urgent need for attention to raise the level of academic achievement, especially at the university level, and to this end we review the educational programs and methods used in teaching to achieve the overall growth of students and make them able to use the new technology programs that contribute to the process of acquiring knowledge and employment in their practical life; rather than merely being receptive to information and storing it for a short period of time. The goal of education is to teach students how to acquire, install and recall knowledge when necessary, and employ them instead of saving and forgetting them after a period of time without benefiting from them.

1.2 Purpose of the Study

The purpose of this research is to investigate the effect of using Prezi on the achievement of Al Zaytoonah University students in French Language reading skills.

1.3 Questions of the Study

The study attempts to answer the following questions:

1) Are there any statistically significant differences between students' performances in French language reading skill at Al Zaytoonah University due to the strategy of teaching? (Prezi strategy and the Current strategy?

2) Are there any statistically significant differences between students' performances in French language reading skill at Al Zaytoonah University due to gender?

1.4 Limitations of the Study

This study is limited to all students of French specialization enrolled at Al Zaytoonah University in the first semester of the academic year 2017/2018.

2. Previous Studies

A number of studies and researches were conducted on the importance of e-learning and its impact and its effectiveness in achievement and other aspects of education. The researcher did not find any study related to the subject of research directly, and most of the studies do not address the subject directly, and the following are some of the most important studies which dealt with the e-learning programs in general and the studies that dealt with the Prezi program in particular.

Nelson and Bruinsma (2011) conducted a study aimed at measuring the impact of a learning experience based on a particular plan, and its contribution to raising the level of student engagement and learning in two university courses in the field of teacher education. The ability and capability of students and the integration and integration of technology is one of the main components that led to the success of this project, In addition to the support of faculty members, the use of the program and the Internet and the programs of editing the presentation were used as organizational tools for the initial management of the project, A video camera and technology tools were also used to create and process presentations, results have shown that project quality and feedback building for students achieved a high level of understanding for students of the technology tools used to achieve integration and effective engagement in the project.

Bender and Bull (2012) conducted a study aimed at examining, surveying and exploring the impact of the use of the non-linear multimedia presentation model on the attitudes of middle school students towards learning science, and the impact of using this software on learning science, to achieve the objectives of the study, the program was used as a basic educational model for a period of six weeks in the teaching of science for the seventh grade in North Carolina, USA, and was applied to a sample consisted of (29) students divided into two classes, so that each student responded to a pre and post and open questionnaire, In order to measure the attitudes of students towards the use of the program, and to determine the effectiveness of the program as an educational tool, the study found that students have positive attitudes towards the use of Prezi in the teaching of science and the effectiveness of the tool (Prezi Program) to help them understand different scientific terms and concepts.

In a study conducted by Peters and Hopkins (2013) in an effort to identify the effectiveness of the Prezi program in writing research papers and improve parental involvement, to achieve the study objective, the researchers followed the semi-experimental approach. The study sample was received by students of the Craver Middle School in Colorado, America, the results of the study showed an increase in the rate of growth of knowledge of middle school students in the arts class in the subjects of a ratio of (65%) after the use of the Prezi program, and the high rate of the students' relationship with the parents. This is especially true in the attendance of parents to the conferences of the students. Attendance was high, where pre-use of Prezi program was less than (20%), and after use of the Prezi program rose to 95%.

A study prepared by Barras (2013) aimed to determine the impact of the application of the Prezi program on third year students at the Faculty of Dentistry in Pediatric Dentistry at A & M University in Texas, USA, and to evaluate the efficacy of such presentations in increasing the understanding of students to their subjects and curriculum, and to achieve the objectives of the study; the sample was composed of 95 students randomly selected from the Faculty of Dentistry and divided into groups. Each group consisted of approximately seven students. The students were subjected to two tests so that they will be provided with one of the two tests with Prezi program, and are not provided in the other test of Prezi program, and then note the difference in performance in each, then the students respond to a questionnaire at the end of the semester prepared by the researcher to know the importance and

usefulness of the use of such programs, and the study concluded that there are no significant differences or a significant observation between the results of students after the application of the tests, that the students preferred to use the Prezi program, and most of them pointed out that these programs help them and facilitate the understanding of their curriculum in a better way.

Mustafa et al. (2013) conducted a study aimed at exploring the effectiveness of the use of the Prezi program in Islamic education in secondary schools in Malaysia, so as to the subject of marriage in Islam and polygamy in particular and specifically, and also aims specifically to determine the usefulness and interest of students and examine their attitude towards the use of the Prezi program in the teaching of the Islamic education course and its contents, in order to achieve the objectives of the study, the researchers worked on designing a questionnaire to collect the necessary data necessary for analysis and access to the results of the study. The questionnaire included 22 paragraphs measuring students' perceptions and attitudes towards the program, results of the showed great interest in the subject of Islamic education and learning it when their teachers rely on the use of the Prezi program, the study also found that the Prezi program and its applications is an easy technique that helps to develop creative, and stimulating educational strategies for the teachers of Islamic education in Malaysia.

Virtanen, Mylla, and Wallander (2013) aimed at explaining how Finland's higher education used technologies and technology innovations such as (web 2.0) techniques. To achieve the objectives of the study, the researcher gave descriptions and explanations about the different types of learners (audio and visual) who benefit from exposure to methods and modern tools in the process of education, so the study was based on a case study (pilot project), Prezi and Twitter programs have been chosen to use each of the programs to take advantage of each of them in the settings of university teaching at Tampere University of Technology in Finland, the study found that both students and faculty found that the exploitation of both the program and the benefits of Twitter and Prezi and the options offered by Each working to develop and improve the learning experience, education and experience.

Hao (2014) conducted a study entitled "Prezi as a Lecture Tool in a Middle School Classroom". The aim of the study was to investigate the level of involvement that Prezi program cause for middle school students in Taiwan, and to explore the relationship between the program and its tools while achieving levels of motivation, creativity and motivation for learning, to achieve the objectives of the study, it was implemented in the middle school in rural area, the presentation is based on the geography teacher to present the terrain to the North American region through the Prezi program instead of using the PowerPoint program as a presentation tool, and with the participation of the presentation with the students. The presentation contains pictures, video, audio and text links. At the end of the lesson, students fill out a survey tool on the interaction and motivation they received on it, Students and teachers were interviewed on the subject. The study found that students had high and medium levels of interaction and participation when relying on a preschool program during the teaching and learning process, especially towards video, text and graphics in the program.

Al-Hathifi (2007) conducted a study aimed at understanding the impact of the use of e-learning on the level of achievement in science among the students in the third intermediate grade, and the development of their mental abilities and attitudes towards science. The researcher used the semi-experimental method. Using electronic learning software, two groups were selected, one of which was experimental, which studied science through the use of electronic learning software, and another was an experimental which studied science in the traditional way, the study revealed that there was a statistically significant difference between the average scores of the experimental group and the control group in the post/test of for the benefit of the experimental group that was studied using electronic learning software with a value of 3.56, which is statistically significant at 0.01, as for trends and capacities, there is no significant difference between the two methods (e-learning and traditional method), with a trend value of 0.45, which is statistically insignificant. The mental capacity was 0.89, which is also statistically insignificant.

3. Design and Methodology

3.1 Variables of the Study

The independent variables:

1) The teaching strategies (Prezi strategy, and the Traditional strategy)

2) Gender; male and female

3) The dependent variable: The students' scores on the reading achievement test in French language.

3.2 Population of the Study

The population of the study consisted of:

All students of French specialization enrolled at Al Zaytoonah University in the first semester of the academic year 2017/2018, they were 730 students.

3.3 Participants of the Study

The participants of the study consisted of 128 students enrolling at Al Zaytoonah University in the first semester of the academic year 2017/2018.

The students were chosen purposefully, and they consisted of two sections, one section was assigned as experimental group (64 students, 32 males and 32 females) students, and the other as a control group (64 students, 32 males and 32 females).

3.4 Instruments of the Study

The study utilized these instruments:

1) Pre-test: This was used to check groups' equivalence .

2) Post-test: This was used to measure students' achievement after the treatment, it consisted of ten questions

3.4.1 Reliability of the Instruments

The researcher used the test re-test technique with a pilot group, which was instructed by the researcher himself. At the beginning of the treatment for two weeks, they were taught the material and they sat for a test, then, after one month they sat for the same test again. The reliability of the test was concluded using correlation coefficient and found to be 0.89. The researcher considered this value acceptable for the purposes of the study.

3.4.2 Validity of the Instruments

The test was distributed to a jury of four professors of French to judge its validity; the researcher modified the test according to their comments. The test consisted of ten questions.

3.5 Procedures of the Study

The researchers used students' marks in the pre/test to check their equivalence. To find out the equality between the groups, means and standard deviations the pretest were calculated according to group variable, results showed a slight variance in the means of the pretest according to Group. Before the researcher began to teach the material, students of both groups (experimental and control) sat for a pre-test exam, and the results of this exam were a reference point to compare students achievement in French reading skills before and after the treatment. Then, the researcher began instructing the first group using Prezi strategy and the current strategy with the second group. After the treatment the researcher conducted a test to see whether there was a difference between the groups in the students' achievement.

3.6 Data Analyses

To answer the three questions of the study, descriptive methods (means and standard deviation) were used on pre and posttests of French reading skill with the experimental and control groups. Comparison statistical method (Two-Way ANOVA) analysis of variance was used to make a comparison between the control and the experimental groups, gender variable (male and female), and interaction between them.

4. Results of the Study

4.1 Findings related to the First Question

To answer the first question of the study which states: Are there any statistically significant differences between students' performances in French language reading skill at Al Zaytoonah University due to the strategy of teaching (Prezi strategy and the Current strategy?

The following Table 1 illustrates the result.

Table 1. The results of the independent testing of two independent samples to compare the average scores of the students of the control and experimental groups in the post-test

Test	Comparative groups	N	Mean	Standard deviation	Df	T value	Probability Value	Interpretation	Result
Post	Experimental	64	28.0000	2.2426	34	5.532	0.000	Sig	There are differences
	Control	64	23.9722	2.1246					

The above table shows that the calculated value of (T) is greater than the reading value of (T) from the statistical tables in front of the degree of freedom (34) and below the level of significance of 0.05 which is equal to 2.03, indicating statistically significant differences between the arithmetic averages of the scores of the control groups and experimental group in the post-test in favor of experimental group.

4.2 Findings Related to the Second Question

To answer the second question of the study which states: Are there any statistically significant differences between students' performances in French language reading skill at Al Zaytoonah University due to gender (males, females)?

The researchers used the T-test for two independent samples. This procedure resulted in the following Tables 2, 3, and 4.

Table 2. T-test of two independent samples to compare the mean scores of the control and experimental groups of males in the post-test

Test	Comparative groups	N	Mean	Standard deviation	Df	T value	Probability Value	Interpretation	Result
Post	Experimental males	32	27.1818	2.3903	20	4.817	0.000	Sig	There are differences
	Control males	32	22.8182	1.8203					

Table 2 shows that the calculated value of (T) is greater than the readable value of (T) to the freedom level (20) and below the significance level of 0.05 which is equal to 2.09, indicating that there are statistically significant differences between the arithmetic averages of the students' for the students of the experimental group.

Table 3. Results of the test of two independent samples to compare the mean scores of the control and experimental female groups in the post-test

Test	Comparative groups	N	Mean	Standard deviation	Df	T value	Probability Value	Interpretation	Result
Post	Experimental females	32	29.2857	1.2536	12	5.788	0.000	Sig	There are differences
	Control females	32	25.7857	.9940					

Table 3 shows that there are statistically significant differences between the arithmetical mean scores of the females in the control and experimental groups in the post-test in favor of the experimental group

Table 4. The result of the independent testing of two independent samples to compare the average scores of male and female students of the experimental group in the post-test

Test	Comparative groups	N	Mean	Standard deviation	Df	T value	Probability Value	Interpretation	Result
Post	Experimental males	64	27.1818	2.3903	16	2.133	0.05	Non sig	No differences
	Experimental females	64	29.2857	1.2536					

By reference to the above Table 4, there are no statistically significant differences between the arithmetic mean of the experimental group scores in the post-achievement test due to gender

5. Conclusion

We can say that students who have studied using the Prezi program become more aware and literate of learning, as each student actively participates in learning, and not a negative receptor to knowledge as traditional methods, and this active interaction helps to real awareness of what the student may learn, which helps to create an incentive for the student diligence and diligence and perseverance to achieve the objectives expected of the lesson. This result can also be attributed to the fact that the Prezi program offers opportunities for students to review what they have learned in more than one way; this may help link what they have learned to new knowledge to previous knowledge and anticipate what they will learn later. It passes through multiple stages but is repetitive.

The creation of an appropriate electronic environment in the lecture and the security of the requirements of the electronic program used by Prerzi and its equipment; and the few obstacles facing the use of the program, helped to create an educational atmosphere that contributed to the attention and development of thinking, which helped to remember, understanding, application, analysis, synthesis and evaluation.

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