

Using PREZI Presentation Software to Enhance Vocabulary Learning of EFL Secondary School Students

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INTRODUCTION

Vocabulary learning is one of the important components of foreign language learning. It is the center of language learning because when the students' vocabulary increases, the four language skills: reading, writing, listening and speaking will be developed. When students have a sufficient amount of words, they can understand and practice all English language skills, communicate effectively and express themselves better. However, despite this importance, acquiring vocabulary is one of the major challenges that learners face during the learning process.

Research has demonstrated the importance of vocabulary. Ghanbaran and Ketabi (2014) believed that vocabulary learning plays an important role in learning second language skills. Kayaoglu, Dag Akbas, and Ozturk (2011) confirmed that vocabulary learning is a basic and important part of foreign language learning and without first building vocabulary; it is difficult to study grammar, speaking, listening, writing etc. Min (2013) believed that vocabulary knowledge is essential at every stage of the learners' second language development and that effective communication cannot take place without sufficient vocabulary knowledge. Ghazal (2007) also pointed out that vocabulary is central to language acquisition and words are the building blocks of a language since people use them to label objects, actions, and ideas and without them such intended meanings cannot be conveyed.

Most EFL students often face difficulties in learning vocabulary. They must remember hundreds of words and sometimes they find it difficult to remember words and their meanings. Kayaoglu, Dag Akbas, and Ozturk (2011) believed that learning vocabulary is not an easy task and it is relatively difficult to learn new words, keep words in mind and recall them when needed. The researcher has conducted a pilot study to investigate some of the problems that second secondary EFL students face in learning vocabulary. Students were given oral and written exams. After correcting the written exam, the researcher found that students have problems with giving the correct meaning of words, using words in meaningful sentences, writing the correct spelling of words, as well as problems in words formation (how the word changes if it is a noun, a verb or an adjective). From the oral exam, the researcher noticed that students have problems with giving the correct pronunciation of some words.

In order to facilitate the learning of vocabulary, multimedia should be used. Multimedia is more effective vocabulary learning than traditional methods. Chi and Wang (2012) have stated that multimedia can be used to facilitate learning English and it can provide the learners with rich learning resources and make them more interested in learning English. Multimedia also can improve communication between teachers and learners and help teachers to meet the individual needs of students. Al-Seghayer (2001), Chen (2006), and Kim and Gilman (2008) demonstrated that there are positive effects on students' vocabulary acquisition when using multimedia programs. The results of their various researches confirm the effectiveness of the use of multimedia applications in facilitating second language vocabulary learning.

Prezi presentations can be used to create presentations that are more than just simple slides. Prezi presentations enable teachers to insert not only multiple media (text, audio, images, and video) but help them also to zoom in and out at any specific areas to create eye-catching presentations. Ladores (2013, p.3) defined Prezi as "a web-based presentation tool that has awesome features you can use to create compelling, attention-grabbing, and memorable presentations". Using Prezi in the classroom can provide teachers and students with many benefits that facilitate teaching and learning processes. Chicioreanu (2010) pointed out some advantages of using Prezi presentations in the classroom for teachers and students Prezi can offer teachers the ability to present the content of a course in a totally different manner, using graphics, tables, mental maps, animation and even sound or video. Prezi also helps teachers clarify the objectives of the lesson.

The present study will try to major the effect of using Prezi presentation software on EFL secondary students' vocabulary learning.

STATEMENT OF THE PROBLEM

EFL secondary students often face difficulties in learning English, especially in learning vocabulary and it is considered to be challenging for them. According to Al-Ghafly (2011) most EFL Saudi learners face some difficulties in learning vocabulary. They tend to forget newly learned words quickly and they have difficulty using them in either speaking or writing because of a lack of knowledge of pragmatics. Alhaysony (2012,p.525) claimed that students in Saudi Arabia rely mainly on teachers or someone else to learn basic information about new English words rather than trying any other strategies themselves. Khiyabani, Ghonsooly and Ghabanchi (2014) stated that for most students who learn a second language, the first difficulty they meet is usually remembering words.

Using multimedia to attract students' attention is thought to be highly effective. Presentation tools are important for both students and teachers. Mustafa, Najid andSawari (2013) pointed

out that teaching and learning using Prezi provides a new technique that attracts students' attention in the learning process. They claimed that the method of using Prezi presentations develops a more creative and innovative learning environment.

Although there may be reluctance to the increased use of technology in the classroom, Prezi is a highly useful tool and the present study is an attempt to major the effect of using Prezi presentations on EFL secondary students' vocabulary learning.

RESEARCH QUESTION AND HYPOTHESES

The present study is an attempt to answer the following question:

1. What is the effect of using Prezi Presentation Software on EFL secondary students' vocabulary learning?

Hypothesis

In order to answer the research question, the following null hypotheses were generated:

1. There are no statistically significant differences in the mean score of the pre vocabulary achievement test between the students who will be taught vocabulary by using Prezi presentations software (experimental group) and students who will be taught vocabulary without using Prezi presentations software (control group) in the pre-test.
2. There are no statistically significant differences in the mean score of the post vocabulary achievement test between the students who will be taught vocabulary by using Prezi presentations group (experimental group) and students who will be taught vocabulary without using Prezi presentations software (control group) in the post-test.

RESEARCH SIGNIFICANCE

The study is significant for the following reasons:

1. It may provide EFL secondary students with a new multimedia program that might enhance their vocabulary learning.
2. It may provide EFL teachers with an attractive teaching aid that can be used in the classroom to improve students' vocabulary learning.
3. It might provide some information about the nature of Prezi presentation software.
4. It is hoped that this study will encourage other researchers to conduct further research on different language skills and aspects of language acquisition.
5. It may provide curriculum designers with some recommendations and suggestions for future research.

RESEARCH DELIMITATIONS

1. The study is delimited to majoring the effect of using Prezi presentation software on EFL secondary students' vocabulary learning.
2. The study is delimited to a sample of (66) female students from the second secondary grade at the Fifteenth Secondary School in Al-Madenah Al- Munawarah city.

3. The use of Prezi presentations covers all vocabulary lessons included in (3) units out of (5) from the student's book (Traveller 3).
4. The study was conducted during the first semester of 1436 H – 2015, and the experiment duration was eight weeks.

REVIEW OF LITERATURE

Vocabulary learning is an important process to acquire the proficiency of speaking the second language. Good mastery of vocabulary helps learners to speak fluently, write correctly, and understand easily. Learners use words to acquire and convey meaning. Thus, teaching vocabulary can help teachers to improve the learner's four language skills.

Asbeck (2012, p.6) defined vocabulary as "having knowledge of words and word meanings." Al-Hammad (2009) defined vocabulary as "the body of words used in a particular language." Siriwan (2007) pointed out that knowing a word means knowing at least its forms, its meaning, and its basic usage in context receptively and productively. Knowing the form of a word includes spelling, sound, and word parts. Knowing the meaning of a word involves linking its form and meaning, knowing a concept for a word and what it can refer to.

Asbeck (2012) stated that vocabulary is very important for students and they should have

Sufficient knowledge of the words in order to understand the message or send a message to express themselves. Students also need to have an extended vocabulary to understand the message read and extract meaning from text. Siriwan (2007) stated that vocabulary is vital for comprehension in language skill and it is much more important and should receive more attention than grammar. Language learners with vocabulary knowledge can achieve a great deal of success in their classroom, their social life, and in their continuing acquisition of the target language. Holderness (2013) agreed that vocabulary is a very important aspect of a student's education and without vocabulary, the student will become lost, and learning to read and comprehend will be much harder for him.

Most EFL Saudi Learners face difficulties in learning vocabulary. Baniabdelrahman and Al-shumaimeri (2013) believes that EFL students in Saudi Arabia face difficulties in reading English material which might be due to learning insufficient vocabulary at school and their lack of strategies in guessing the meaning of unfamiliar words. Yeh and Wang (2013) stated that vocabulary learning has been very problematic for students studying English as a foreign language. Schmitt (2008) believed that vocabulary learning is a complex and gradual process and learners need large vocabularies to successfully use a second language.

Researchers categorize vocabulary learning into two kinds, incidental vocabulary learning and intentional vocabulary learning. Al-Hammad (2009) believed that students learn most vocabulary in context incidentally and words which are acquired in this way are going to be better learned and understood than words taught through explicit instruction, because the learner will be so involved and active in developing the meaning of the word. Nation (2001) demonstrated that vocabulary learning can be divided into implicit and explicit learning. Implicit learning involves attention to the stimulus without conscious operations while explicit learning is more conscious and affected by the quality of the mental processing, it involves a search for rules, or applying given rules.

Multimedia is a tool that can be used by teachers to enhance vocabulary learning process. Teachers can insert sound, text, pictures, animations, graphics and they have changed the way of teaching and learning the second language. Abbas (2012, p.57) defined multimedia as "any computer-mediated software or interactive application that integrates text, color, graphical images, animation, audio sound, and full motion video in a single application".

Prezi presentation software is considered to be a kind of multimedia program, because it enables users to insert video, audio, text and images. In addition, the user can download power point slides, search online for pictures to download and YouTube links. Rockinson-Szapkiw, Knight and Tucker (2011) claimed that Prezi has the potential to assist educators and instructional designers in creating effective multimedia instruction.

Chen and Chung (2012) admitted that multimedia does not only brings more abundant visual and hearing enjoyment for people, but also it could be more effective than traditional teaching, it increases the interest and effectiveness of learning. They believed that multimedia teaching material breaks the traditional style of learning and thinking because learners can see words, visual aids, illustrations, and animation, which are more interesting and exciting than traditional teaching aids. Al-Seghayer (2001), Kim and Gilman (2008), Chen (2008), Kim (2006) and Meli (2009) studied the effect of multimedia on second language vocabulary acquisition. The results of their research confirmed the effectiveness of multimedia on facilitating second language vocabulary learning.

Strasser (2014, p.97) claimed that "Prezi is one of many tools that can be used to keep the classroom an exciting and interactive place". Chicioareanu and Oproiu (2012) pointed to the advantages of Prezi presentation software:(1) It is an interesting presentation and introduces an innovative style; (2) It is accessible and it can be made by creating a simple user account; (3) The presentation is dynamic, and attractive; (4) It is easy to use; (5) It values the ideas and stimulates the creativity of the one preparing it; (6) It helps delivering a more fluent demonstration. Virtanen, Myllärniemi and Wallander (2013) claimed that Prezi is a useful tool for learning; it is beneficial tool for visual and kinesthetic learners as they could actually do the mind map-like exercise and the use of Prezi supported informal brainstorming and the creation of structured presentations. Perron and Stearns (2010) stated that Prezi is attractive and easy to use for effective communication and it can be a useful tool for storing and creating digital presentations due to its capability to integrate images, texts, audio, video, and animations into a single presentation.

RESEARCH METHODOLOGY

Research Design

The study applied the quasi- experimental design to investigate the effect of Prezi presentation software on students' vocabulary learning. Shuttleworth (2008) stated that "Quasi-experimental design is a form of experimental research used extensively in the social sciences and psychology and it involves selecting groups, upon which a variable is tested, without any random pre-selection processes"(P.1). The research has one independent variable which is using Prezi presentations and one dependent variable which is enhancing students' vocabulary learning. In order to examine students' vocabulary learning, Pretest - posttest was used. The experimental group received a pretest, treatment and posttest, but the control group received pretest and posttest without treatment.

Sample

The sample of this study consisted of (66) EFL female students from the 15th secondary school in Al- Madinah Al- Munawarah, Saudi Arabia. The researcher selected two classes out of five from the second secondary grade. Each class consisted of (33) female students whose ages range between (15 -17) years old. The participants were assigned into two groups, an experimental group who taught vocabulary lessons by using Prezi presentations and a control group who taught the same content without using Prezi presentations.

Instrument

A vocabulary achievement test was developed by the researcher to measure students' vocabulary achievement level based on the content of students' textbook entitled (Traveller 3) for the second secondary students, at the first semester. The pre and post-test vocabulary achievement test were consisted of (30) items and it included (5) types of questions covering the vocabulary that were in the students' textbook from unit (3,4& 5). The total possible score was 30 points .A correct choice received one score and an incorrect choice received no score.

Validity and Reliability

To ensure that the vocabulary achievement test was valid, it was sent to some experts in the field of teaching English as a foreign language. The test was revised and several modifications have been made. Finally, the test proved to be valid and was ready to be piloted.

The vocabulary achievement test was piloted on a sample of (35) students from the second secondary school students. The purposes of conducting the pilot study were: to ensure that the instruction of the test were comprehensible, to determine the duration of the test , to ensure that the test is valid and reliable and to explore the needed modification before conducting the research instrument. The vocabulary achievement test was corrected by the researcher. The data collected from the pilot study was analyzed by using Statistical Package for Social Science (SPSS) version (19).

According to the result of Cronbach's Alpha coefficient, the reliability of the whole vocabulary achievement test was (0.804), which is > (0.7) and it is acceptable. See Table (1).

Table 1. The Cronbach's Alpha coefficient for test's items

<i>Types of Question</i>	<i>The Cronbach's Alpha Coefficient</i>
Q1: Matching	0.849
Q2: Writing words under pictures	0.737
Q3: Completion	0.725
Q4: Choosing	0.747
Q5: Doing as Shown between brackets	0.766
The reliability of the whole vocabulary achievement test	0.804

Research Procedure

The current research concentrated on enhancing students' vocabulary learning through using Prezi presentation software in teaching. While teaching students at the second secondary level in the 15th secondary school, the researcher noticed that students had some difficulties in learning vocabulary and they had some deficiency in remembering and using English words. Thus, the researcher conducted a pilot study in order to investigate the difficulties that students face in learning vocabulary.

Piloting

Two types of pilot study were conducted by the researcher with (35) students from the second secondary school in the academic year 2015. The first one was a writing test from their text book (Traveller 3). The content of the test was three types of questions from unit(1&2) which they have been studied before. The first question was matching words with their meaning. The second question was completing sentences with the suitable words. The third question

was using words in meaningful sentences. The second type of the pilot study was oral test. Students asked to read words and sentences.

The results of the pilot study indicated that students face some difficulties in learning vocabulary. From the written test, the results showed that most students couldn't match the words with their meaning. Students also had some difficulties on using words in a meaningful sentences and completing the sentences with suitable words. From the oral test, the results showed that most students can't pronounce the written words correctly.

Description of Research Experiment

To test the hypotheses of the current research, students were divided into two groups: The experimental group and the control group. Each group was consisted of (33) female students in the second secondary grade. Students in the experimental group studied three units (3,5& 6) by the researcher via using Prezi presentation software in vocabulary lessons. While the control group studied the same content by the researcher via using traditional methods in teaching vocabulary.

Students' textbook, entitled (traveller 3), consists of seven units. Five units were compulsory and two of them were optional. Each chapter consists of eight lessons. The researcher taught the experimental and control group three units which entitled (Work& Leisure, Planet Earth & That's Incredible).

The Treatment

The Pre test

The experimental and control group took the pre vocabulary achievement test before conducting the experiment. The participants took (45) minutes to answer (30) questions, one minute and half for each item. Using a pretest was necessary in order to ensure that students did not have prior knowledge of the words and to gain insight into students' background knowledge. The result of the pre vocabulary achievement test showed that the experimental and control group had the same level of vocabulary knowledge and indicated the homogeneity of both groups.

After giving the pre achievement test to experimental group (N=33) and control group (N=33), data was collected to compare and assess participants' proficiency level in vocabulary knowledge after conducting the experiment and finishing the treatment. The results of the pre achievement vocabulary test were statistically manipulated, analyzed and interpreted. The data were analyzed by using the Statistically Package of Social Science (SPSS), version 19.

Responding to the research purposes, adequate statistic test were employed. Some descriptive statistics, frequencies and percentages were used to analyze the data, calculate the results and indicate the pre-performance levels in vocabulary knowledge.

For the purpose of investigating the homogeneity among the experimental and control group before conducting the experiment, and to test the first hypotheses which is " There are no statistically significant differences in the mean score of the pre vocabulary achievement test between the students who will be taught vocabulary by using Prezi presentations software (experimental group) and students who will be taught vocabulary without using Prezi presentations software (control group) in the pre-test", an Independent-Sample test was conducted to compare the mean score of vocabulary learning between groups. Independent-Sample test was conducted, at first, for the pre- vocabulary achievement test to compare the mean score of vocabulary learning between the experimental group and control group before

implementing the research treatment. The results showed that the mean of the experimental group (M=12.87, SD= 5.02), and the control group (M= 12.84, SD= 3.96) is very close, See table (2).

Table 2. Descriptive statistics of the pre-test

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
Experimental Group	33	12.87	5.02
Control Group	33	12.84	3.96

Based on table (3), which shows the results of the Independent- Sample test, it seems that the value of (t) is 0.027 which is not statistically significant at the level of less than or equal to (0.05). Hence, it can be concluded that there were no significant differences between the experimental and control group with respect to the pre achievement vocabulary test.

According to the results based on table (3), the first hypothesis was rejected. See Table (3).

Table 3. Independent Sample T-test of the pre vocabulary achievement test

<i>Groups</i>	<i>Levene's Test for Equality of Variances</i>		<i>T- test for Equality of Means</i>			<i>Mean Difference</i>
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
Experimental	0.817	0.370	0.027	64	0.978	0.978
Control						

Implementation of the Research Experiment

In order to achieve the purpose of the quasi- experimental research, an experiment was conducted to explore the effect of Prezi presentation software on EFL students' vocabulary learning. The researcher conducted the experiment on the academic year 2015. It lasted eight weeks, four lessons per week, to teach the participants the three units. Each unit lasted two weeks and half because each unit have eight lessons, revision and work book exercises.

The researcher used traditional method vocabulary for the control group which is traditional techniques usually used in explaining new vocabulary. While with the experimental group, each vocabulary lesson was introduced via Prezi presentations which are rich with written and pronounced words, related video that may enhance their memory, audio like some songs that has the textbook words and a benefit of YouTube links.

In the treatment, Prezi was used effectively and differently from traditional presentation, to teach the experimental group. The researcher included texts, suitable images, sounds, videos and YouTube links which are appropriate to the topics. The researcher selected different fonts, colors and inserted different types of media.

After conducting the experiment which lasts eight weeks, the participants were given the post vocabulary achievement test which lasted for (45) minutes.

RESULTS AND DISCUSSIONS

This part presents the results of the effect of using Prezi presentation software on vocabulary learning of the Saudi female second-grade secondary school students. Data was collected through responding to pre and post vocabulary achievement test. Research hypotheses were

tested by using Independent Sample T-Test, to compare the mean scores of the experimental and control group. Null hypotheses were tested at alpha level of (0.05).

In order to answer the research question: " What is the effect of using Prezi presentation software on EFL secondary students' vocabulary learning?", students were asked to respond to the pre and post vocabulary achievement test and an Independent Sample T-Test of the scores of the pre and post vocabulary achievement test was calculated.

To Test the Second Hypotheses

"There are no statistically significant differences in the mean score of the post vocabulary achievement test between the students who will be taught vocabulary by using Prezi presentations group (experimental group) and students who will be taught vocabulary without using Prezi presentations software (control group) in the posttest".

The means and standard deviations of the post vocabulary achievement test were calculated for both the experimental and control group, See Table (4).

Table 4. Means and St. Deviation of the post test

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>St. Deviation</i>
Experimental	33	20.93	5.05
Control	33	16.42	4.40

From the result based on Table (4), there was a difference in the means and standard deviation between the experimental group (M= 20.34, SD= 5.48) over the control groups (M= 16.88, SD= 4.71). See Figure (1).

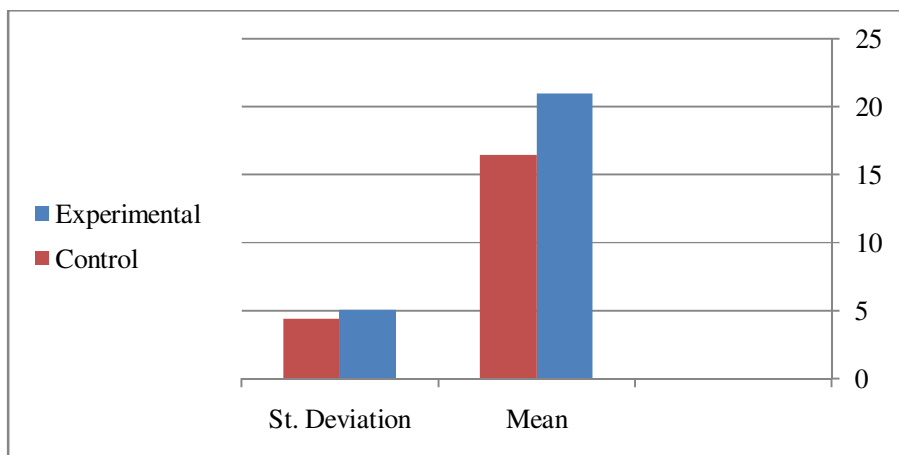


Figure 1.Means and Sd. Deviations of the post-test

From Figure (1), it is clear that there is a difference between the mean scores of the experimental and control groups up to (4.51) degrees.

To check the validity of the second hypothesis, the Independent Sample T-Test was run to determine any significant differences between the mean of post test scores. The results are illustrated in Table (5). It is clear that the computed t- value equals (3.869) with statistical significance more than (0.000). Therefore, the null hypothesis was rejected, and it was concluded thatthere is statistically significant differences in the mean score of the post

vocabulary achievement test between the students who had been taught vocabulary by using Prezi presentations group (experimental group) and students who had been taught vocabulary without using Prezi presentations software (control group) in the posttest.

Therefore, the second null hypothesis is rejected and the alternative hypothesis is accepted. i.e., There is significance at the level of (0.005) between the mean scores of vocabulary achievement post-test between the experimental and control group. See Table (5).

Table 5. Independent Sample T-Test of the post vocabulary achievement test

Groups	Levene's Test for Equality of Variances		T- test for Equality of Means			Partial Eta Squared
	F	Sig.	t	df	Sig. (2-tailed)	
Experimental						
Control	0.983	0.325	3.869	64	0.000	0.18

According to the results shown in Table (5), a statistically significant difference was found between the two groups' post vocabulary achievement test. The results showed that t value (t= 3.869) was significant at the 0.05 level (sig= 0.000). The experimental group who taught vocabulary by using Prezi Presentation Software showed significantly higher scores than those taught vocabulary without Prezi Presentation Software.

In order to measure the effect of using Prezi Presentation Software on learning vocabulary, Eta squared was calculated. Using Prezi is considered acceptable if the computed ration is not less than (0.14). The result obtained show that Eta Squared equals (0.18). Therefore, it can be concluded that Prezi Presentation Software was effective in improving vocabulary learning of the experimental group.

To sum up, the results indicate that there was a statistically significant difference between the experimental and control groups in favor of the experimental group regarding the use of Prezi Presentation Software in learning vocabulary.

DISCUSSION

In the light of the data analysis and results, the following discussion and conclusions can be stated according to (a) the literature review. (b) the results from related studies and (c) the researcher's personal observations during the study treatment period. The discussions and conclusions deal with the second grade secondary school female students' improvement in vocabulary achievement by using Prezi Presentation Software.

The results of the post vocabulary achievement test indicated that there was statistically significant difference between the experimental (M= 20.34, SD= 5.48) and control group (M= 16.88, SD= 4.71), See Table (4). According to the results, there are several possible explanations for the effectiveness of Prezi Presentation Software on enhancing EFL vocabulary learning for the second grade secondary school female students.

First, it might be due to the use of different media which is rich with vocabulary. The presentations included a combination of text, audio, images, animation, video, and YouTube links which helps Students to learn best by seeing the value and importance of the information presented in the classroom. It promotes student understanding by mixing word sand media . This result was similar to that of Al-Seghayer (2001), Kim and Gilman (2003), and Samur (2012), who found that multimedia can enhance vocabulary learning and help students to understand the meaning of new vocabulary.

A second possible explanation may be due to the effect of media on motivation. The using of different media has a lot of advantages on students' vocabulary learning. This result was similar to Chen and Chung (2012), Chen (2008), Kim (2006), Meli (2009, and Yan (2010), who found that multimedia can be more effective than traditional teaching because it increases interests and the effectiveness of learning when the learners' attentions is focused.

A third possible explanation may be due to the effect of Prezi Presentation Software and the zooming features. Students were attracted by the new software and the way of moving from slide to slide. This results support from Mustaffa, NajidandSawari (2013), Strasser (2014), Chicioeanu and Oproiu (2012), Perron and Stearns (2010) Strasser (2014) Myllärniemi and Wallander (2013) and Chicioeanu (2010) who found that using Prezi Presentation Software can help in focusing and attracting students' attentions.

CONCLUSION

Based on the research findings, the following conclusions were generated:

1. Generally, the effectiveness of using Prezi Presentation Software was evident in the improvement of the Saudi EFL second secondary school students' vocabulary learning.
2. The use of Prezi Presentation Software in teaching vocabulary improved students vocabulary and it seems that Prezi is a valuable tool for enhancing vocabulary learning.

RECOMMENDATIONS

Based on the current research findings, a number of recommendations can be derived:

1. Decision-makers at the Ministry of Education should provide teachers with CDs of Prezi Presentation that can be used as an educational aid in EFL classrooms.
2. The Faculties of Education should design preparation programs to train teachers how to use and start making Prezi presentations.
3. EFL supervisors can design workshops to collaborate and make useful Prezi presentations.
4. EFL teachers should encourageimplementing and using of Prezi Presentation Software in teaching vocabulary.
5. Expert EFL teachers should ask to share their experiences, knowledge and their Prezi presentations with colleagues.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of the current research, the following areas for future research are suggested:

1. As the focus of the current research was developing students' vocabulary learning by using Prezi Presentation Software, the study should be replicated by using Prezi Presentation Software with other language skills such as reading, listening writing and speaking.
2. A similar study with different populations at other school levels could be carried out to investigate the effect of using Prezi Presentation Software on developing students' vocabulary learning

3. Additional studies are needed to address the relationships between using Prezi Presentation Software and other variables that may affect EFL learning, such as motivation, engagement, competence or teachers' attitudes.
4. Researchers may want to duplicate the existing study by designing a student questionnaire to investigate students' attitudes towards using Prezi Presentation Software in teaching vocabulary.
5. Other technological trends may be investigated or compared in order to explore their effects on developing students' vocabulary learning.

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