ESL TEACHERS AND STUDENTS PERCEPTIONS TOWARDS USAGE OF POWERPOINT AT UNIVERSITY LEVEL IN PUNJAB PAKISTAN.

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ABSTRACT

Technological advancement with its extensive use in every field of life has also encouraged the instructors to apply innovative techniques in enhancing listening skill. PowerPoint is the latest technique which is gaining popularity. The current research intends to explore the perceptions of students and teachers about the usage of PowerPoint. The population of the study comprised of ESL students and teachers studying in the universities. For ethical consideration universities names were not mentioned. Using survey technique, from the entire population, fifty ESL students and fifty ESL teachers from these universities were randomly selected for sampling. The data were collected through a close ended, and demographical questionnaire. The questionnaire was containing on twelve close ended questions, six were asked from ESL teachers and six from ESL students. The questionnaire was sent to the participants by means of social media especially WhatsApp and Emails for data collection. The collected data were later analyzed comprehensively and presented in figures and graphs. ESL teachers and students showed that PowerPoint enhances learning motivation, vocabulary, listening skills and provides good content for better grammar usage, saves time etc. The results illustrated that the university students have shown positive inclination towards the use of power point for enhancing listening skill.

Keywords: PowerPoint Presentations, usage of technology, future aspects, communication skills. ESL teachers' and students' perceptions.

INTRODUCTION

PowerPoint in business for preparing slides, but later it becomes influential as an educational tool. Proponents of PowerPoint present an application that increases visual quality in the learning process. It helps a teacher to cover a lengthy topic in a short period in the classroom. PowerPoint is also used for ESL learning. And it has been recently added used one of the Contextual Text Mining Using Enhanced Technique of Probabilistic semantics Analysis. The area of interest has used PowerPoint for both teachers and learners. PowerPoint is a computer software program that enables the users to represent information and data in slides by using different shapes, text boxes, images, and animations. By using PowerPoint, instructors can convey their knowledge effectively. Dennis Austin and Robert Gaskins have created Microsoft PowerPoint by a software firm named Forethought, Inc. PowerPoint was initially used for Macintosh System Operating system-based computers only on April 20, 1987. After three months, Microsoft gained PowerPoint for about $14 million. It was a massive achievement for Microsoft. For PowerPoint, it has established another incompetence unit in Silicon Valley where

Forethought, Inc was found. PowerPoint turned into a part of Microsoft Office (Fisher, 1998). In 1989, it was first offered for Macintosh and then, in 1990, for Windows, which bundled a few Microsoft applications. In 1994, PowerPoint was coordinated with the Microsoft Office development program that includes shared essential parts and a joint client interface (Parker, 2001).

The primary purpose of PowerPoint was to provide visuals and graphics for group and individuals presentations within business organizations. Afterward, it has been used in numerous circumstances in almost every organization. Every aspect of society has welcomed the use of PowerPoint with various recommendations that it must be utilized less, differently, or better. Nowadays, using audio-visual media has become necessary in the learning process. The teacher often uses PowerPoint as a medium to clarify the lesson's material on the learning process. PowerPoint facilitates both students and teachers. Teachers feel easy and deliver the lecture impressively while on the other hand students can understand the lesson quickly and save themselves from any confusion. PowerPoint can help students in the learning process to understand the material, particularly the slides that are given to them by teachers to understand the material. These days, PowerPoint is a simple media that teachers and students used in the learning process. PowerPoint can show videos, pictures, cards so that teachers don't need to cut pictures and prepare flashcards for delivering lectures to students (Towndrow & Vallance, 2004). Teachers can also explain more efficiently by using Power Point. However, PowerPoint help ESL teachers in making material in the classroom more attractive and exciting for students to understand. Power Point works as a motivational tool in the classroom. It can motivate the students in the learning process. Students need some skills to support the learning process. It helps them improve their learning skills. Learning is a process in which we gain knowledge about new things. They need something more that can support them in learning and make it more interesting. So, PowerPoint helps them to resolve this difficulty (Susskind, 2005).

Statement of the Problem

During this century there has been wide use of latest technologies everywhere. Teachers use the latest technology in the classroom for sharing knowledge with their students regarding their subjects. In the last decade, the students were not familiar with the use of this technology. In our country teachers and students are not properly using this PowerPoint in ESL teaching space. Students and instructors are not using power point on regular basis. They do not prefer this technology because they have not awareness regarding this technology. If we compare other countries, they trained their students at early stages that are why they become good researcher. On the other hand, in our country, we learn those things at university level. So, they face lot of difficulties in the field of education when they go for higher education.

Research Objectives

To examine the teachers' perception about Power Point in improving language skills at the university level in ELT classroom.

To examine the students' perception about Power Point in improving language skills at the university level in ELT classroom.

Research Questions

What are ESL teachers' perceptions about the usage of PowerPoint to improve language skills at university level in ELT classroom?

What are ESL students' perceptions about the usage of PowerPoint to improve language skills in ELT classroom at university level?

Limitations of the Study

- The present study is limited to observe the perception of students and teachers regarding Power Point usage in learning and teaching at the university level disregarding other educational levels as schools and colleges etc.
- The present research is limited to English department ESL teachers and students sidestepping teachers and students of other faculties.
- The population is limited only four universities and sample size is limited to 100 participants include both students and teachers as well, it can also be increased to get better results.

- The questionnaire is only limited to twelve close ended questions and no open-ended question is included.

Instead of all these limitations the Study Is significant in itself.

Significance of the Study

The significance of the study with respect to the students is that students appreciate the medium of lecture as a PowerPoint. It not only enhanced the listening skills but also engaged them without losing their concentration, increased their vocabulary, make them familiar with the technologies, and improve the grammar skills. It also motivates students in learning English and use of modern technology in a better and efficient way. It can be used to generate new ideas among students regarding problems. Teachers find it creative and efficient medium to conduct the lectures. It is easy and feasible as compared to the old teaching methods. The major positivity of it is that once the presentation is saved it can be used again and again with a minor changing. PowerPoint presentations are great for reviewing ideas which have already been taught. It PowerPoint presentations are great for reviewing ideas which have already been taught. It can be utilized to aware people, give clear, effective and beneficial lectures to students. Teachers also find this effective in improving student's engagement and concentration during the lectures.

LITERATURE REVIEW

A literature review argues the information published in a specific topic and sometimes available in a particular subject area within a specified period. It can be a simple overview of the sources, but typically, it combines both summary and production in an organized pattern. The present study its purpose of to provide a detailed analysis and synthesis of PowerPoint about different researchers. Nowadays, English has become very important to learn because it is an international language. If we go anywhere in the world, we can communicate with people using the English language. It is the native language of five countries England, America, Canada, Australia, and New Zeland, while other countries use it as EFL or ESL language and in Pakistani context it is learned and used as a second language. Difficulty in learning, speaking, and writing English will be preferable to start learning the language. It plays a crucial role in almost every field of life, like politics, interaction, commerce, education, science, finance, technology, etc. It offers numerous benefits in the learning process for both teachers and students.

Technology preforms significant part in the process of teaching and learning in the present age and is more advanced. Technology is the root cause of globalization, necessitating the rapid learning of international languages, particularly media such as Power Point. As we know that in these days, Audio Visual Aids (AVA) has become viral media in the learning process for both students and teachers, especially in classroom activities. While using AVA in the classroom, many teachers thought that AVA got better results in delivering material to students than other mediums in the learning process. AVA devices give a real example to get access to the material. In the teaching and learning process, technology has become essential for using AVAs, particularly PowerPoint. PowerPoint has become most prevalent because it is the latest and most helpful technology in teaching. As compared to books, pictures, whiteboards, and cards, Power Point seems to be more elaborate. Secondly, PowerPoint has minimized the cost of printing pictures, cards, and notes. Especially teachers like PowerPoint as it is pretty helpful in delivering lectures by presentations. Teachers add videos, sound, pictures, and different shapes for the ease of understanding in Power Point slides. They always try for students to be more creative and enjoy the lesson. The major purpose of this research is to pinpoint the student perceptions on the practical Usage of Power Point presentations in public speaking classes and to identify the importance and effectiveness of Power Point to see how much the Usage of Power Point is helpful to students for learning in public speaking classes (Abdellatif, 2015).

Power Point efficiently incorporates photographs, graphs, the conceptualization of any document, diagrams, central theme, and main words. Power Point facilitates both teachers and students in the ELT class. The Power Point presentation used as medium in semester system in ESL classrooms. Power Point is currently being used worldwide to provide a simple lesson production of photos, designs, and conceptualization of any text adequately. For instance, fan educator shows vocal organs. He can show the picture and functions of

vocal organs through Power Point to understand them excitingly. Szabo and Hasting (2000) have shown that Power Point increased lectures' attendance, making the most compelling case to adopt Power Point in the ELT classroom. Power Point gives information to get the ability to create a professional-looking presentation. It provides drawing, tables, graphing, editing, outlining, and management functions to the users in one software package. In this way, it becomes a most popular tool that enhances the capability of the experts to convey their ideas effectively in the conference rooms and lecture halls by the use of computer-based training. In the first stage, Power Point was primarily designed to enhance and improve the presentation skills in learning and interesting for the audiences. Another reason for the effectiveness of Power Point is that it has improved the learning mechanism and is also efficient and inexpensive in terms of cost and time spent for using cards, Pana flexes, and pictures. Jones, (2003) claims that Power Point increases instruction and creates inspiration for students to learn. It implies that Power Point improves and encourages the 10 student's motivation in the learning and understanding process. Students need something different and exciting to understand the lectures and seminars to enjoy even when their teacher delivers the lectures. There are different versions of Microsoft Power Points. Teachers usually prefer the Usage of PowerPoint 2007 because it is relatively easy to understand than other versions of PowerPoint 2003. In PowerPoint 2003, there are many types of slides, which make it challenging to learn and operate. PowerPoint with the features of Power Point 2003 like less modern than PowerPoint 2007, these tools in PowerPoint 2007 are more user-friendly than in 2003. In simple words, teachers can effectively use and operate Power Point 2007 than PowerPoint 2003, and now there is the latest version of PowerPoint 2013. Teachers are more comfortable using PowerPoint 2007 as it is a new one, user-friendly, and contains more features than PowerPoint 2003. GFCGR75RYT PowerPoint in the learning process reduces the class boredom and dizziness and creates a more exciting and learning class environment. Furthermore, PowerPoint also causes a harmful effect, like it seems to be a time-wasting tool if the teacher cannot operate the PowerPoint slides effectively and incorporates all the material in power

point slides. Sometimes, electrical energy connection lost, and then instructors have harmful effects because of it (Parks,1999).

Purpose of Using Technology
Now a days the students get familiarity in the language abilities from various resources as their desire and preference in surroundings and utilizing era because the device with inside the language magnificence making them imaginative, collaborative and self-sufficient. In this way, the academics make use of the era because the satisfactory language device to teach the scholars, to make them concentrate in the class. There are suggestions in learning language as without suggestion learning cannot be long time and effectively. The usage of era urges the college students to increase their knowledge in course of language learning. After getting knowledge with the help of technologies, it is quite useful for each college and university student as well as instructor. Educational technology and Information Communication Technology (ICT) presented various advantages by using technology in education, particularly in the acquisition and application of English language skills (listening, speaking, reading, and writing) and grammar in EFL classrooms. Information Communication Technology is known as ICT. Students have benefited from educational technology in the West since ICT was introduced. As a result, it's important to see if Algerian students are benefiting from educational technology and information and communication technology (ICT) and progressing at a similar rate as students in other regions of the world. Teachers will be given the information and skills they need to effectively use technology in the classroom through the use of strategies. Teachers in Algerian universities are also beginning to offer Information Technology (IT) as a subject study.
PowerPoint can be used in language schools as a supplement to, or a replacement for, traditional textbook instruction. PowerPoint group projects allow students to collaborate on a similar goal while also allowing them to express themselves creatively using their language skills. Students learn easily once they learn with computer, so technology is visible because the source to facilitate them with creating, amongst different things, thinking abilities, research

abilities and creativity. Learning with the help of technology is powerful for each student in addition to teachers. Technology enacts student's attention and idea for the duration of their lessons. Students experience suitable in gathering information by the usage of technology Lecturers can expand their ability of occasionally with the use of technology. Technology enables in converting the conventional coaching schooling into the preset approach in making use of the generation in educating and studying procedures.

Microsoft PowerPoint

Microsoft PowerPoint is a complete Microsoft-designed introduction program. PowerPoint is necessary for Microsoft's ICT software, created in 1987. It is an application programming that includes slides that allow the customer to illustrate their consequences. For larger ones, we can introduce our consequences for the audience through PowerPoint improvement and projector presentations. From school level to university degree, PowerPoint is one of the well-known programs in ELT classroom. It can assist college students by incorporating machines and projectors to disclose the slides to present a lesson. PowerPoint presentations help in presenting your ideology, perceptions, and evidence evidently and concisely. PowerPoint increases instruction and inspires students to learn. It implies that PowerPoint improves and encourages the student's motivation in the learning and understanding process. Students need something different and exciting to understand the lectures and seminars to enjoy even when their teacher delivers the lectures.

Gaskins illustrate a program "that should function with Mac and Windows, which would alter a string of single pages or "slides", joined together Parker (2001). In 1984, Gaskins joined a software firm named Forethought and enlisted Dennis Austin, a software engineer to transform his idea into a computer program. Together they advanced Gaskins' vision and developed "Presenter." At the start, it was a black-and-white slide ware program (Amare, 2004). Users can produce content, shapes, and design pages with the help of the Presenter. They can print these pages and transform these prints into overhead transparencies by using the printer. Later, in 1984 Presenter became Power Point.

Uses of Power Point at University Level

PowerPoint has developed to be very popular and effective in the academic learning process as it is user-friendly, popular among students, structured, and designed to enhance learning. The usage of Power Point has been extended from Preprimary to University levels. Nowadays, all academics institutions, including universities and colleges, have equipped their classrooms with the technology needed to operate Point presentation. According to Stepp-Geaney (2002), there are various benefits for students connected with broad use of technology in their classrooms, such as greater motivation, improved self-concept, and mastery of the four competencies (reading, writing, listening, speaking). According to Noppe, (2007) PowerPoint presentations with visual information such as images, charts, or diagrams can be very powerful. At the university level, visual information can stay in a student's memory for much longer than unwritten material. According to the University of Minnesota, Center of Teaching and Learning (2006) there are a variety of methods that can be combined and included into a PowerPoint presentation to enhance collaboration among students and between students and the instructor. There is no need to be written on board in the class. PowerPoint makes it easy for teachers to deliver content and manage.

ESL Teachers and Students Perception

This study states that students' recognitions serve as an energetic component within the student learning mechanism subsequently, students' demeanors about the utilization of Microsoft Power Point. Handouts and course books are also helpful for teachers, chairman, and students so the outcome of the course offered. Empirical information on which instructions and projects in Power Point enriched guidelines could be based (Salehi & Salehi, 2011). Observations on the student views of learning and results strongly recommend that student views have a remarkable and robust effect on their understanding, learning, and accomplishment (Fedisson & Braidic, 2007).

Kunkel (2004) reported no significant different in student performance in classes that used slideshow software vs those that did not. While there is data on the use (and misuse) of PowerPoint in the classroom in terms of student learning outcomes, there are

currently few studies that assess the value of providing copies of the slides for use during the presentation. They permit progressed planning of materials, modifying the organization of the presentation, and giving implies of appearing data-wealthy substance such as complex tables, formulas, programs, and charts. Thus, Power Point permits planning material in slides counting images, diagrams, charts, sound clips to portray the substance. It makes it simple for instructors to present their substance in learning since they don't need to compose or draw on the board. It helping in managing time efficiently, and students can consider what the teacher is saying since they don't need to stress duplicating. They can get a soft copy of the print-out. Rankin and Hoaas (2001) stated that student grades in an introductory economics course taught by one instructor at a single university were examined in four classes of students who participated in PowerPoint presentations. "Each semester one group of students was taught using PowerPoint slides and the other taught without slides to serve as a control group but there was no significant effect in terms of student performance". These findings are remarkable in view of how rapidly and excitedly teachers have embraced PowerPoint (Amare, 2006).

METHODS AND DESIGNS

In research methodology researcher describes and clarifies the procedures which are used by him in conducting his research study (Ahmad, Maitlo & Jeevan, 2023). Therefore, research methodology comprises research design, research population, research sample, research instrument, and the techniques of data collection, data analyses, and in which way analyzed is presented.

Quantitative research method is used in this research study as it allows the researchers to understand the relevant facts and not summarize the desertion objective, so quantitative research is best suited to collect structured data and represent numerically, and when a researcher adopts positive epistemological methodology to collect the data and the data to be scientifically analyzed are collected, then quantitative research is used (Farhat, 2019). This study discussed material following a quantitative or qualitative approach to reveal authentic results and conclusions according to the above detail. Therefore, mixed research is suitable

for this study to investigate the students' and teachers' perceptions about Power Point.

Population and Sampling

A small group of people, items, or objects collected or identified from a larger population or groups to use as a representation for the entire system is called a sample. The selected sample should represent the entire population to certify that the results of the selected sample are comprehensive to the whole population. The population of the study was four universities of district Punjab province and the were 50 ESL teachers and 50 ESL students were randomly selected as sample. Ethical issues are fundamentally acknowledged norms (Rao, Jeevan & Ahmad, 2023), moreover keeping in mind ethical considerations Ahmad, Iqbal & Rao, (2023) in their study not revealed university name, similarly, in the present study university names are not mentioned.

Instrumentation

Instruments perform important role in assembling exact data from research participants. (Ahmad, Shahid & Farhat, 2023). The online questionnaire was used to collect data which was contain on twelve close ended questions six were asked from scholars and six were asked from instructors, while the one open ended question was asked to the both kinds of research contributors. The first part of the questionnaire talks about the demographic information of the research participants.

Data Collection and Data Analysis

The tools for data collection refers to the instruments which are used by the researchers for the purpose of assembling data for the study investigated. These instruments can be questionnaire, interview, or survey either online or face to face (Younus, Farhat & Ahmad, 2023). The data was collected by sending this online questionnaire to the scholars and instructors by means of social media specially email and WhatsApp. In this way data was composed and analyzed in numerical form and presented in figures, graphs and tables.

RESULTS AND FINDINGS

This part of the study comprises on demographic information of the research participants, students'
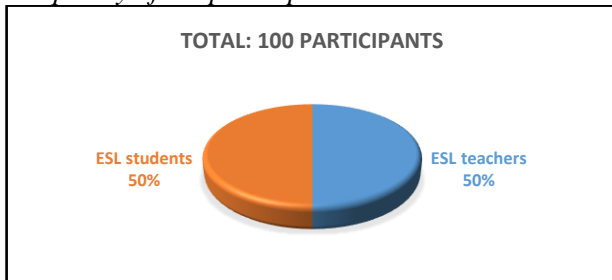
responses of the close ended questions, teachers' responses of close ended questions.

Demographic Information
Demographic information tells us about the frequency of the participants, genders of the participants, locality of the participants.

Figure: 01
Frequency of the participants

The figure number one above showing the frequency of the research participants the 50 ESL teachers and 50 ESL students participated in present research as research contributors. while the gender and location of the participants was not asked from participants.

Teachers Responses to Close-ended Question
To find the answer of first research question researchers asked seven close-ended questions to the research participants. The main purpose of this the Part-B of the questionnaire was to know the ESL teachers' perceptions about the usage of PowerPoint to improve language skills in ELT classroom at university level.

Figure:02
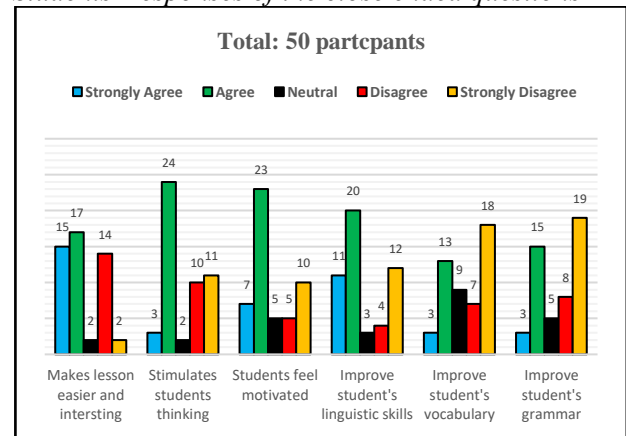*Teachers' responses of the close ended questions*
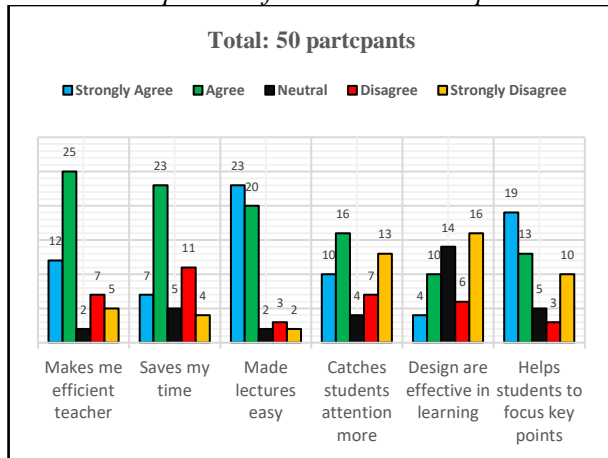
The 50 ESL teachers' participants responded six close-ended questions as, in the response of the first close-ended question the (strongly agreed 12, agreed 25, neutral 02, disagree 07, strongly disagreed 05. In the response of the second close-ended question the (strongly agreed 07, agreed 23, neutral 05, disagree 11, strongly disagreed 04. In the response of the third close-ended question the (strongly agreed 23, agreed 20, neutral 02, disagree 03, strongly disagreed 02. In the response of the fourth close-ended question the (strongly agreed 10, agreed 16, neutral 04, disagree 07, strongly disagreed 13. In the response of the fifth close-ended question the (strongly agreed 04, agreed 10, neutral 14, disagree 06, strongly disagreed 16. In the response of the sixth close-ended question the (strongly agreed 19, agreed 13, neutral 05, disagree 03, strongly disagreed 10.

Students Responses to Close-ended Question
To find the answer of second research question researchers asked seven close-ended questions to the research participants. The main purpose of this the Part-C of the questionnaire was to know the ESL students' perceptions about the usage of PowerPoint to improve language skills in ELT classroom at university level.

Figure:03
Students' responses of the close ended questions

The 50 ESL students' participants responded six close-ended questions as, responding the first close-ended question the participants (strongly agreed 15, agreed 17, neutral 02, disagree 14, strongly disagreed 02. In the response of the second close-ended question the (strongly agreed 03, agreed 24, neutral 02, disagree 10, strongly disagreed 11. In the

response of the third close-ended question the (strongly agreed 07, agreed 23, neutral 05, disagree 05, strongly disagreed 10. In the response of the fourth close-ended question the (strongly agreed 11, agreed 20, neutral 03, disagree 04, strongly disagreed 12. In the response of the fifth close-ended question the (strongly agreed 03, agreed 13, neutral 09, disagree 07, strongly disagreed 18. In the response of the sixth close-ended question the (strongly agreed 03, agreed 15, neutral 05, disagree 08, strongly disagreed 19.

Discussion of the Findings

The findings of the research indicate the positive attitude of students towards enhancing learning skills through Power Point. It was observed that most of the students consider PowerPoint as a powerful tool for enhancing learning skills. The majority of university students take lectures through PowerPoint, which helps enhance their vocabulary and creativity. Generally, the study's findings showed that PowerPoint significant positive impact on learning skills that increase vocabulary and listening skills. Usage of PowerPoint in English language learning classes is more pleasurable and motivates the students to be attentive as it combines visual and audio aids. The results of the present study are similar as the results of the study conducted by Ahmad, Maitlo & Rao, (2022). The researchers feel that the teaching of English through PowerPoint is an effective technique in ELT class. This study aimed to describe those teachers' views about the usage of Power Point at the university level.

The researchers carried out a frequency analysis via SPSS to achieve this aim. On the other hand, the research aims to the students' perceptions about the usage of PowerPoint at the university level. It was accomplished through applying qualitative data analysis techniques. In the questionnaire, the researchers have asked some questions to understand the perceptions of students and teachers towards using Power Point. The overall responses of students and teachers about Power Point were quite positive and encouraging. According to the results presented in the previous chapters, most students and teachers believe that Power Point is an efficient model used in the class.

Teachers' Perception about PowerPoint presentations are preferred aid for lectures in learning and teaching, particularly in faculty English language. Teachers used this technique in ELT class to make their lectures effective. Teachers observe that they got many positive responses from students by the usage of Power Point. Through PowerPoint, student's learning and understating can be enhanced in the learning process. The overall frequency analysis highlights students' and teachers' constructive attitudes and understanding of the usage of Power point in learning skills. This result of this study is also constituted and confirmed from numerous previous studies, in which students show interest through this different teaching of PowerPoint.

CONCLUSION

The main objective of this study was to identify the students' perceptions towards using PowerPoint for enhancing listening skills. The study's findings indicate that the students' perception shows positive attitudes towards using PowerPoint in ELT class. Students showed that PowerPoint enhances vocabulary, listening skills and provided good content for better grammar usage. It is also revealed that PowerPoint lectures help students for enhancing their listening skills.

Recommendations

The study recommends it would also make it easier to incorporate this technology into education. Based on the findings and discussion, the researchers provide suggestions for the instructor as well as students. The findings of this study are helpful for instructors who are still reluctant to use PowerPoint presentations. This will help the students and teachers to deliver lectures using PowerPoint presentations as a medium in teaching to gain student motivation in learning. The study hopes to raise awareness of the power and powerlessness of PowerPoint presentations among the current applications of educational technology. We should be curious as to why this is so. We should be eager to understand the assumptions and metaphors that subtly infuse PowerPoint. We should also be more aware of the culture, customs, and behavior that are dragged along with PowerPoint and how they affect the way we think about our students, our audiences, ourselves, and our concerns.

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