

WHITEBOARD AND CHALK OR POWERPOINT PRESENTATION WHICH METHOD IS MORE EFFECTIVE FOR ESL LEARNING

¹Farah Naz Abbasi, ²Yusra Rizvi, ³Saqib Abbas

*¹Lecturer English Shaheed Benazir Bhutto University Shaheed Benazir Abad, Sindh, Pakistan

²Visiting Faculty Department of English University of Karachi, Sindh, Pakistan

³Assistant Professor, Department of English, Benazir Bhutto Shaheed University Layari Karachi, Sindh, Pakistan

Corresponding Author: *¹farah.naz@sbbusba.edu.pk

Received: 11 November, 2023 Revised: 25 January, 2024 Accepted: 30 January, 2024 Published: 05 February, 2024

ABSTRACT

The present research aims to perceive that whiteboard/chalk or PowerPoint which method is more effective for ESL learning. Quasi-experimental research design was used; and the research population were university undergraduates, for ethical concern university name was not mentioned. The 50 participants were selected for sampling and were divided in two equal groups named traditional and experimental first one was taught by whiteboard/chalk and later was treated with PowerPoint. There was significant difference in the posttest scores of both groups, the experimental group performed better after treatment while in the pretest their score was almost same; which signifies that PowerPoint is better than whiteboard/chalk. Then the researchers asked six close-ended questions to the students of experimental group about their experience of PowerPoint learning, mostly regarded it better than whiteboard/chalk method. The congregated data was later analyzed through SPSS and presented in numerical form in tables. Research findings revealed that PowerPoint is better than whiteboard/chalk method and its effective for ESL learning. Some suggestions are presented for future researchers.

Keywords: Traditional method, modern technology, Whiteboard/chalk, PowerPoint presentation, English language learning, undergraduates, mixed-method research

INTRODUCTION

In the modern age the new methods of instruction are taking place of the old methods of instructions. The new technologies are prevailing in the teaching space and PowerPoint presentation is on one of these new technologies often used by the students and teachers in the classrooms in the place of whiteboard/chalk. The PowerPoint presentation software was developed by Microsoft company, it is part Microsoft office which is generally used everywhere but most commonly used in business and education sectors and its popularity is increasing day by day. The users of PowerPoint can make presentations for various purposes, as in the semester system students prepare slides for their presentations which they present in classrooms to get sessional

marks, while the teachers make slides for their lectures (Segundo & Salazar, 2011). English language is seen as the most significant among those factors which are measured as way accomplishment and success in the worldwide. Therefore, educational experts are employing different methods and procedures which are convenient and helpful for English language learners. Moreover, it not only saves times, but also makes lively educational environments, PowerPoint is one of these methods used in the ESL classrooms but the question is this it is effective or not? (Son, 2018)

PowerPoint presentation is used in the ESL teaching space from longtime and highly utilizing the English language learners. Modern teaching methods

are more effective than the traditional one. In traditional method student depend only on the information conveyed by instructors, the student role is to read and write only what they are taught, they have very less chance of participation and expressing their thoughts. Students who study by old methods show less progress than those who study by new techniques (Gamabri, 2015). The new strategies of teaching are based on technology which maximum students adopt and prefer in their life. PowerPoint presentation plays an essential role in teaching English language and is better source of securing materials for teachers and students and it brings improvement in teachings and learnings. The multi-methods, different techniques, and colors, pictures, and animations are best source of engaging students and they feel enjoyment while learning. PowerPoint presentation reduces diversion and helps learners to concentrate properly, and learners are interested in learning English with PowerPoint presentation.

PROBLEM STATEMENT

In the contemporary age, a rapid increase has been seen in the design of new technologies PowerPoint presentation is one of the technologies which have invaded our education sector. The traditional method of whiteboard/chalk is declining and PowerPoint is taking its place. This rapid growth in present era shows that such new tools can aid in studying and teaching of subjects. Educators and students feel that PowerPoint should be integrated properly in ESL classrooms instead of whiteboard/chalk. The present study investigates that employing PowerPoint presentation in Pakistani ESL classrooms is effective or the traditional method of whiteboard/chalk is effective. It is necessary to study the mindset of Pakistani ESL students towards the integration of PowerPoint presentation in order to make generalization and recommendation.

RESEARCH OBJECTIVES

The present research study has some objectives:

- Firstly, to find out that using PowerPoint presentations in place of whiteboard is effective or not effective for ESL learning.
- Secondly, to reveal the effectiveness of the PowerPoint presentation.

RESEARCH QUESTIONS

- I. Traditional method or PowerPoint presentation which is better for ESL learning?
- II. How PowerPoint presentation is more effective for ESL learning?

SIGNIFICANCE OF THE STUDY

The present study fills in the gaps left by studies of (Ahmad et al, 2022; Maitlo, et al., (2023) these researches was conducted in Pakistani context, as Jeevan, et al., (2023), “effectiveness of the English language as a medium of instruction in ESL learning in the Pakistani educational system”, but it was limited to district Lahore; while Maitlo, et al., (2022), make investigation of the ESL speaking and listening skills of English language learners in Sindh Pakistan. But the researchers of the present study felt that the findings of these researches are not enough to identify the exact problem related to the research. Consequently, they employed both traditional and modern technology (whiteboard/chalk and PowerPoint) in this research study, which distinguishes it from preceding researches. Moreover, the results of the present study are more vivid and reliable than previous studies because researchers carefully employed both approach of instruction in the same setting. Although this is a valuable research work but instead of this there are some limitations in this research.

LIMITATION AND DELIMITATION

- The present study was delimited to Pakistani ESL students of underregulate level of a private university.
- This study was conducted in a private university of Pakistan while other educational level and institutes are disregarded.
- Public sector is also sidestepped.
- Present research illustrates the results of Pakistani ESL graduates only results of this study cannot be generalized to other geographical areas.
- There are some other limitations in population, sampling, and instruments but instead of all these limitations the study is valuable and beneficial for both teachers and students.

LITERATURE REVIEW

PowerPoint was invented by Whitefield Diffie while his colleagues Bob Gaskin and Dennis Austin have large part advancement and revision of PowerPoint presentation. The usage of PowerPoint presentation as ethnological phenomena quickly increased in the modern era and it is generally used in every field of life for instance in the meetings, addresses, presentations etc. moreover, it is also used in the health centers, courts, churches, birthdays and weddings ceremonies. PowerPoint presentation is widely used for educational purposes from both teachers and students, like other educational faculties and departments it is equally employed in ESL classrooms for English language learning. PowerPoint presentation helps in memorizing lectures effectively for lengthy period; moreover, it permits teachers to make PowerPoint presentation for class and it provides a revision chance to the ESL learner. In higher education PowerPoint is also used in the classes especially in the semester system it is used in by both by the teachers to deliver lectures and by the students for presentation; moreover, students are given sessional marks on the base of PowerPoint presentation. PowerPoint presentation has positive effect on the achievements of the students, it also provides facilities to the English teachers in preparing lectures effortlessly. Following are some previous studies related to the current topic.

PREVIOUS RELATED STUDIES

There are some previous researches which are somewhat related to the present study, as in the first decade of the current century the researches of the (Craig & Amernic, 2006; Sugahara & Boland, 2006; Birch, 2009) are related to the present research topic. While in the second decade of the current century researchers (DeSa & Keny, 2014; Brooks & Wilson, 2015; Worthington & Levasseur, 2015; Bamne & Bamne, 2016; Waheeda & Murthy, 2015; Gordani & Khajavi, 2020) conducted researches related to this topic partly. In the third decade of the contemporary century researchers and scholars are working on this topic as (Lestari & Putri, 2021); Kalhor, et al., (2023) in same area, but these are not completely matching with the current topic.

Blew some studies are presented related to present study as the Bartsch & Cobern, (2003) in their research study make an investigation that

learners enjoyed learning through PowerPoint presentations slides. Study showed that lecture presented through ppt slides is showed better results; but irrelevant materials is damaging for learners. Soomro, et al., (2023); Lashari, et al., (2023); Baker et al, (2018) pointed out that teaching with PowerPoint presentation increases learners' learnings, and it has developed as a universal instrument for college teachers. This research examines that from last twenty years which method (traditional or PowerPoint) of instruction has more influence. In traditional method chalk bord is used while in instruction whereas in modern method PowerPoint presentation is used for instruction. The findings of the research determined that those learners who learn with PowerPoint learn better than the learners from traditional method although their course and material is same. Maitlo, et al., (2023), conducted his study on exploring the errors and mistakes by Pakistani ESL learners and Ahmad et al, (2022) investigated teachers' perceptions on the usage of PowerPoint presentation in ESL classroom at university level. This research was conducted in Pakistani context the population of the study were fifteen universities of Lahore and eighty-five teachers were selected as research sample. An online questionnaire was used for sampling which was congaing on seven closes ended and two open ended questions. The findings of this research showed these English tutors have optimistic opinions to the use of PowerPoint in English language learning. Although these researches are matching with current study but there is still a research gap need to be fill. For this purpose, the present research was conducted by using following material and methods.

MATERIAL AND METHOD

“The methodical study of the procedure is called the research method” Ahmad et al, (2023); Jalbani, et al., (2023) done same. The present research is based on quasi-experimental research design. “The population is defined as a set of individuals, data, or items from which a statistical sample is taken” Ahmad, et al., (2023). The population of the study were ESL undergraduates of a well-known private university; for ethical concern the university name was not mentioned. From these ESL undergraduates fifty students were selected as a sample by using purposive sampling technique; their

level of education was almost same. These fifty research participants were divided in two equal groups of twenty-five students; named as traditional and experimental groups, the pretest was taken. Then the traditional one was taught with whiteboard/chalk, and experimental was taught by means of PowerPoint presentation. The period of treatment was containing on two months, one hour daily, after two months posttest was taken. There was a significant difference in the scores of both groups. For instrumentation the researchers made a questionnaire containing on three parts, in Part A the participants were questioned about their gender and locality; while the Part B the contains on the approaches and time period of learning; whereas the Part C was particularly used for experimental group as they were asked six close-ended questions for the purpose of knowing their viewpoints about PowerPoint which they experienced in two months treatment. The data was collected through pretest, posttest, and survey questions, and this congregated data was later analyzed by using SPSS latest version; the analyzed data was presented in numerical form in tables.

FINDINGS

This part of the research paper covers the results congregated research instrumentation as the appendix A comprises the details of demographic statics which include the frequency, gender and locality of the research participants. While the appendix B covers the pretest and posttest results of both traditional and experimental groups. Whereas the appendix C contains on six close-ended questions which were asked from the students of experimental group after the treatment. Its purpose was to pursue the answer of second research question of present research.

Appendix: A
Demographic statistics of the participants

The demographic statistics of the research contributors is presented there in the table number one blew which contains on the genders and locations of the participants.

Table: 01
Demographic Statistics of The Participants.

Location/Gender	Area/Gender	Frequency	Percentage	Total
Location	Urban	27	54%	Total participants, 50/ (100%).
	Rural	23	46%	
Gender	Female	30	60%	
	Male	20	40%	

The above table show the demographic results of the research participants. From the total 50 (100%) participants (urban 27/54%), rural 23/46%) and (female 30/60%), male 20/40%).

Appendix: B

To find the answer of the first research question the researchers divided 50 students in two

equal groups their level of education same. The experimental group which was contained on 25 students was taught by employing PowerPoint while the traditional group which was also contained on 25 students was taught in traditional method of whiteboard and chalk. The pretest and posttest results are presented in the table number 8 blew.

Table: 02
Pretest and Posttests Results

	Groups	Frequency	Mean	Std. deviation	Std. error mean
Pretest	Experimental	25	19.1333	.97320	.17768
	Traditional	25	18.8667	2.56949	.46912
Posttest	Experimental	25	31.3667	1.88430	.34402
	Traditional	25	21.0000	2.13348	.38952

The scores of the both groups in pretest was almost equal in the pretest but in the posttest results there was significant difference in posttest score of both groups. Which proved that the experimental performed better than traditional group after treatment through PowerPoint. Consequently,

PowerPoint is more effective for ESL learning than traditional method of whiteboard and chalk.

Appendix: C

This part of the questionnaire is contained on six close-ended questions which were developed by the researchers to find the answer the second research question.

Table: 03

Usage of Technologies Cannot be Excepted from Instruction and Sidestepping Technology Is Detrimental for Educational Environments.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	24.7%	24.7%	24.7%
	Neutral	2	2.4%	2.4%	27.1%
	Disagree	2	2.4%	2.4%	29.4%
	Total	25	100%	100%	100%

The results of the table 03 show that (agreed 21, percent & valid percent 24.7%; cumulative percent 24.7%) while (neutral 02, percent & valid percent 2.4%; cumulative percent 27.1%) and (disagreed 02, percent & valid percent 2.4%; cumulative percent 29.4%).

Table: 04

Technologies Are Enhancing Learnings by Creating Cooperative Environments.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	25.9%	25.9%	25.9%
	Neutral	1	1.2%	1.2%	27.1%
	Disagree	2	2.4%	2.4%	29.4%
	Total	25	100%	100%	100%

The results of the table 04 show that (agreed 22, percent & valid percent 25.9%; cumulative percent 25.9%) while (neutral 01, percent & valid percent 1.2%; cumulative percent 27.1%) and (disagreed 02, percent & valid percent 2.4%; cumulative percent 29.4%).

Table: 05

PowerPoint Displays Written Material Effectively Appropriately.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	18	21.2%	21.2%	21.2%
	Neutral	1	1.2%	1.2%	22.4%
	Disagree	6	7.1%	7.1%	29.4%
	Total	25	100%	100%	100%

The results of the table 05 show that (agreed 18, percent & valid percent 21.2%; cumulative percent 21.2%) while (neutral 01, percent & valid percent 1.2%; cumulative percent 22.4%) and (disagreed 06, percent & valid percent 7.1%; cumulative percent 29.4%).

Table: 06

Designs Used in PowerPoint Gives Better Contribution in English Learning.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	22.4%	22.4%	22.4%
	Neutral	2	2.4%	2.4%	24.7%
	Disagree	4	4.7%	4.7%	29.4%
Total		25	100%	100%	100%

The results of the table 06 show that (agreed 19, percent & valid percent 22.4%; cumulative percent 22.4%) while (neutral 02, percent & valid percent 2.4%; cumulative percent 24.7%) and (disagreed 04, percent & valid percent 4.7%; cumulative percent 29.4%).

Table: 07

PowerPoint Presentation Catches Students Attentions Effectively.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	15.3%	15.3%	15.3%
	Neutral	5	5.9%	5.9%	21.2%
	Disagree	7	8.2%	8.2%	29.4%
Total		25	100%	100%	100%

The results of the table 07 show that (agreed 13, percent & valid percent 15.3%; cumulative percent 15.3%) while (neutral 05, percent & valid percent 5.9%; cumulative percent 21.2%) and (disagreed 07, percent & valid percent 8.2%; cumulative percent 29.4%).

Table: 08

PowerPoint Presentation Saves Time.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	17	20.0%	20.0%	20.0%
	Neutral	0	0.0%	0.0%	20.0%
	Disagree	8	9.4%	9.4%	29.4%
Total		25	100%	100%	100%

The results of the table 08 show that (agreed 17, percent & valid percent 20.0%; cumulative percent 20.2%) while (neutral 0, percent & valid percent 0.0%; cumulative percent 0.0%) and (disagreed 08, percent & valid percent 9.4%; cumulative percent 29.4%).

DISCUSSION

The researchers used questionnaire containing on three parts as, the Part A of the questionnaire contained on the demographic information of the participants; there were total fifty participants contributed in this research, the thirty from female gender and twenty from male gender, from the study of Rao et al, (2023); Cheema, et al., (2023) have proved that female gender perform active role in research, keeping this point in mind the researchers selected more female participants than male participant for the present research. Moreover,

only gender and locality of the participants is analyzed in this research, while other information like age, qualification was sidestepped because researchers feel there is no need of these statistics Lashari, A. A., & Umrani, S. (2023); Lashari, et al., (2023).

To find the answer of first research question researchers included Part B in the questionnaire. The part B of the questionnaire was contained on the experimental research in which researchers made two equal groups named as traditional and experimental groups. Each group was contained on fifteen female and ten male students from both urban

and rural areas. Traditional group was taught by using old style method of whiteboard/chalk while the experimental group was taught by using PowerPoint presentation. After two months treatment the researchers observed that there was significant difference between the scores of both groups in posttest results. While in the pretest result, their score was almost equal. Consequently, the results revealed that PowerPoint presentation is better than whiteboard/chalk.

To find the answer of second research question researchers included Part C in the questionnaire this part of the questionnaire was specifically used for the twenty-five students of experimental group which were taught by means of PowerPoint presentation. For the purpose to know their viewpoint they were asked six close-ended questions about their experience of PowerPoint learning in these two months treatment. Majority of the participants responded positively to these close-ended questions. From their positive responses we can guesstimate that PowerPoint is more beneficial and effective method in instruction than the traditional methods.

Muhlise, (2017) modern technologies have offered various approaches of instruction for educational field which are enhancing learning, consequently, its usage cannot be excepted from instruction. The results of the present research evidenced this reality that sidestepping technology is detrimental for educational environments, in this regard this result match the result of Muhlies' research. Andrews et al, (2007) stated technologies are enhancing learnings by creating cooperative environments; the results of the present research also proved this reality. Smith, (2016) stated that technologies are bringing improvements in linguistic skills, the results of this also verified this reality. (Motley, 2003; Lashari, A. A., & e Ammara, U. 2023), stated that PowerPoint displays written material effectively appropriately, the present study also displayed this is true. The results of the fifth close-ended question match the study of (Ögeyik, 2016; Cosgun, 2017) that PowerPoint Presentation catches students' attentions effectively. The result of sixth close-ended question match with the results of the Wanner, (2015) study. This research was conducted on undergraduates, Apperson et al, (2008). The results of this study match the results of

many studies which make it valuable research in the dominion of research field.

CONCLUSION

The present research was conducted to identify the fact that from traditional method (whiteboard/chalk) and modern technological method of (PowerPoint presentation) which method is best for foreign language learning. The results of the present research revealed that new technological method known as PowerPoint presentation method is better than the traditional method of whiteboard/chalk method. The students of the experimental group preformed better than the students of traditional group in posttest while in the pretest their score was almost same. From these results one can easily estimate that PowerPoint presentation method is better than whiteboard/chalk method for ESL learning. Moreover, the researchers asked six close-ended questions to the students of experimental group after treatment, the purpose of asking these close-ended questions was to know about the effectiveness of PowerPoint from their experience during the period of two months treatment. The majority of the students were agreed that PowerPoint presentation is better for ESL learning than the traditional method of whiteboard/chalk.

RECOMMENDATIONS

The researchers suggested some recommendations for future researchers and researches:

- The present research is conducted in Pakistani context more researches can be conducted in other geographical areas to benefit ESL learners.
- Further researches can be conducted in the other departments and faculties by employing same methods which are used in this research.
- Further researches can be conducted on the other methodologies of learning as (metacognition or blended, or mobile assisted learning) by using same technique which is employed in this research.

REFERENCES

- Ahmad, A., Maitlo, S. K., & Rao, I. S. (2022). Teachers' Perceptions on the Use of PowerPoint Presentations in ESL Classrooms at University Level in Lahore. *Pakistan Languages and Humanities Review*, 6(3), 489-499. [https://doi.org/10.47205/plhr.2022\(6-III\)42](https://doi.org/10.47205/plhr.2022(6-III)42)
- Ahmad, A., Maitlo, S. K., & Jeevan, S. (2023). Exploring The Challenges and Solutions in Doctoral Dissertation Writing and Defense Faced by Pakistani ESL Scholars. *Global Educational Studies Review*, VIII, 8, 397-409. [https://doi.org/10.31703/gesr.2023\(VIII-I\).35](https://doi.org/10.31703/gesr.2023(VIII-I).35)
- Andrews, R., Freeman, A., Hou, D., McGuinn, N., Robinson, A., & Zhu, J. (2007). The effectiveness of information and communication technology on the learning of written English for 5- to 16-year-olds. *British Journal of Educational Technology*, 38 (2), 325-336. <https://doi.org/10.1111/j.1467-8535.2006.00628.x>
- Apperson, J. M., Laws, E. L., & Scepansky, J. A. (2008). An assessment of student preferences for PowerPoint presentation structure in undergraduate courses. *Computers & Education*, 50(1), 148-153. <https://doi.org/10.1016/j.compedu.2006.04.003>
- Baker, J. P., Goodboy, A. K., Bowman, N. D., & Wright, A. A. (2018). Does teaching with PowerPoint increase students' learning? A meta-analysis. *Computers & Education*, 126, 376-387. <https://doi.org/10.1016/j.compedu.2018.08.003>
- Bamne, S. N., & Bamne, A. S. (2016). Comparative study of chalkboard teaching over PowerPoint teaching as a teaching tool in undergraduate medical teaching. *International Journal of Medical Science and Public Health*, 5, 2585-2587. <https://doi.org/10.5455/ijmsph.2016.01072016532>
- Bartsch, R. A., & Cobern, K. M. (2003). Effectiveness of PowerPoint presentations in lectures. *Computers & Education*, 41(1), 77-86. [https://doi.org/10.1016/S0360-1315\(03\)00027-7](https://doi.org/10.1016/S0360-1315(03)00027-7)
- Birch, D. (2009). PowerPoint with audio: A breeze to enhance the student learning experience. *E-journal of Business Education and Scholarship of Teaching*, 3(1), 36-42. <https://www.ejbest.org/images/pdf/Brich,%20D%20own.pdf>
- Brooks, G., & Wilson, J. (2015). Using oral presentations to improve students' English language skills. *Kwansei Gakuin University Humanities Review*, 19(2), 199-212. <https://kwansei.repo.nii.ac.jp/record/22948/files/19-14.pdf>
- Cheema, M. I., Maitlo, S. K., Ahmad, A., & Jalbani, A. N. (2023). Analyzing The Portrayal of The Characters in Cathrine Mansfield's Literary Novel Bliss by Using Critical Discourse Analysis. *International Journal of Contemporary Issues in Social Sciences (IJCISS)*, 2(4), 225-231. <https://ijciiss.org/public/articles/IJCISS-V2I4202323.pdf>
- Cosgun Ögeyik, M. (2017). The effectiveness of PowerPoint presentation and conventional lecture on pedagogical content knowledge attainment. *Innovations in education and teaching international*, 54(5), 503-510. <https://doi.org/10.1080/14703297.2016.1250663>
- Craig, R. J., & Amernic, J. H. (2006). PowerPoint presentation technology and the dynamics of teaching. *Innovative Higher Education*, 31(3), 147-160. <https://doi.org/10.1007/s10755-006-9017-5>
- DeSa, S. B., & Keny, M. S. (2014). PowerPoint versus chalkboard-based lectures in pharmacology: evaluation of their impact

- on medical student's knowledge and their preferences. *Int J Adv Health Sci*, 1(5), 10-14. <https://doi=bf1a8f2c83e6787e01a4e1d4fc7f6413813207b7>
- Gamabri, I. (2015). Effectiveness of PowerPoint presentation on students` cognitive. *Achievement in Technical Drawing*, 3(4),1-12. <https://eric.ed.gov/?id=EJ1085923>
- Gordani, Y., & Khajavi, Y. (2020). The impacts of multi-modal PowerPoint presentation on the EFL students' content knowledge attainment and retention over time. *Education and Information Technologies*, 25(1), 403-417. <https://doi.org/10.1007/s10639-019-09979-z>
- Jalbani, A. N., Ahmad, A., & Maitlo, S. K. (2023). A Comparative Study to Evaluate ESL Learners' Proficiency and Attitudes towards English Language. *Global Language Review*, VIII(II), 446-455. [https://doi.org/10.31703/glr.2023\(VIII-II\).36](https://doi.org/10.31703/glr.2023(VIII-II).36)
- Jeevan, S., Maitlo, S. K., & Jalbani, A. N. (2023). Effectiveness of Employing the English Language as a Medium of Instruction in ESL Learning in the Pakistani Educational System. *Global Educational Studies Review*, VIII(II), 496-505. [https://doi.org/10.31703/gesr.2023\(VIII-II\).45](https://doi.org/10.31703/gesr.2023(VIII-II).45)
- Kalhor, I. A., Bango, Z. A., Maitlo, S. K., & Soomro, A. R. (2023). The Dynamic Interplay of Linguistic Diversity and Influence on the Speaking Skills of ESL Learners in the Classroom. *International Journal of Contemporary Issues in Social Sciences*, ISSN (E) 2959-2461 (P) 2959-3808, 2(4), 1237-1248.
- Lashari, A. A., & Umrani, S. (2023). Reimagining Self-Directed Learning Language in the Age of Artificial Intelligence: A Systematic Review. *Grassroots (17260396)*, 57(1).
- Lashari, A. A., Rizvi, Y., Abbasi, F. N., Kurd, S. A., Solangi, M. A., & Golo, M. A. (2023). Analyzing the impacts of social media use on learning English language. *Al-Qanṭara*, 9(4), 133-146.
- Lashari, A. A., Abbasi, F. N., Kurd, S. A., Mirjat, M. A., Mehmood, T., & Ahmad, S. (2023). The impact of mobile assisted language learning (MALL) on ESL students' learning. *Onomázein*, (60 (2023): June), 137-148.
- Lashari, A. A., & e Ammara, U. (2023). Unlocking the Future: Investigating the Impact of Smartphone Use on Academic Performance and Learning the Language. *International Journal of Contemporary Issues in Social Sciences*. ISSN (E) 2959-2461 (P) 2959-3808, 2(3), 44-55.
- Lestari, R., & Putri, H. P. (2021). The Effectiveness of Using Power Point In English Class. *Indonesian Journal of Learning Studies (IJLS)*, 1(3), 183-189. <https://dmi-journals.org/ijls/article/view/36>
- Maitlo, S. K., Soomro, A. R., & Lashari, A. A. (2023). The Impact of Picture Series Learning on the Creative Writing Skills of ESL Learners. *Global Digital & Print Media Review*, VI(II), 211-223. [https://doi.org/10.31703/gdpmr.2023\(VI-II\).14](https://doi.org/10.31703/gdpmr.2023(VI-II).14)
- Maitlo, S. K., Tumrani, G. A., & Ali, S. (2022). Factors Affecting Speaking and Listening Skills of English Language Learners at Secondary School Level in Sindh, Pakistan. *Journal of Development and Social Sciences*, 3(2), 875-884. [https://doi.org/10.47205/jdss.2022\(3-II\)79](https://doi.org/10.47205/jdss.2022(3-II)79)
- Maitlo, S. K., Ahmad, A., Ali, S., & Soomro, A. R. (2023). Exploring Errors and Mistakes in the Structure of Grammar at University Level in Khairpur Mir's Sindh. *International Journal of Contemporary Issues in Social Sciences*, (IJCISS), 2(4), 2-8 <https://ijciss.org/index.php/ijciss/article/view/113>
- Muhlise, C. O. (2017). The effectiveness of PowerPoint presentation and conventional lecture on pedagogical content knowledge attainment.

- Innovations in Education and Teaching International*, 54(5), 503-510.
<https://doi.org/10.1080/14703297.2016.1250663>
- Mottley, R.H (2003) Using PowerPoint for Learning and Teaching. *LTSN Bioscience Bulletin*, 8, Spring 2003.
- Ögeyik, M. C. (2016). The effectiveness of PowerPoint presentation and conventional lecture on pedagogical content knowledge attainment. *Innovations in Education and Teaching International*, 54, 503–510.
<https://doi.org/10.1080/14703297.2016.1250663>.
- Rao, I. S., Jeevan, S., & Ahmad, A. (2023). Impact of Metacognitive Strategies on Creative Writing of ESL Students at College Level in District Lahore. *Global Language Review*, VIII(I), 315-324.
[https://doi.org/10.31703/glr.2023\(VIII-I\).29](https://doi.org/10.31703/glr.2023(VIII-I).29)
- Segundo, E. & Salazar, D. (2011). The efficacy of using power point presentations to improve grammar and vocabulary learning among students of the intermediate II level (Regular program) of El Cultural Centro Peruano Americano in Trujillo, Peru. Repositorio institucional PIRHUA- Universidad de Piura.
- Smith, Y. (2016). College-based case studies in using PowerPoint effectively. *Journal of Information & Communications Technology in Education*, 3(1), 1127745.
<https://doi.org/10.1080/2331186X.2015.1127745>
- Son, P. N. (2018). The Effectiveness of Using PowerPoint in Teaching English: A Survey on HUFU Students' Performance. *Ho Chi Minh City University of Food Industry*.
- Soomro, A. R., Tumrani, G. A., Bango, Z. A., & Maitlo, S. K. (2023). The Involvement of Artificial Intelligence (Ai) in Enhancing Communication Skills of English Language Learners. *International Journal of Contemporary Issues in Social Sciences*.ISSN (E) 2959-2461 (P) 2959-3808, 2(4), 937-944.
- Sugahara, S., & Boland, G. (2006). The effectiveness of PowerPoint presentations in the accounting classroom. *Accounting Education: An International Journal*, 15, 391–403.
<https://doi.org/10.1080/09639280601011099>.
- Wanner, T. (2015). Enhancing student engagement and active learning through just-in-time teaching and the use of PowerPoint. *International Journal of Teaching and Learning in Higher Education*, 27 (1), 154-163.
<https://eric.ed.gov/?id=EJ1069796>
- Waheeda, S., & Murthy, S. K. (2015). A comparative study of blackboard teaching with PowerPoint teaching in 1-year medical students. *National Journal of Basic Medical Sciences*, 6(1), 11-13.
- Worthington, D. L., & Levasseur, D. G. (2015). To provide or not to provide course PowerPoint slides? The impact of instructor-provided slides upon student attendance and performance. *Computers & Education*, 85, 14–22.