



RESEARCH PAPER

**Teachers' Perceptions on the Use of PowerPoint Presentations in
ESL Classrooms at University Level in Lahore**

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ABSTRACT

The current study intends to observe the perceptions of Lahore English teachers regarding the integration of PowerPoint presentations in their teaching of English as a second language. The ESL teachers of Lahore were given an online questionnaire including 7 close-ended and 2 open-ended items respectively. To study the perceptions of ESL teachers of Lahore both quantitative and qualitative methods were employed by the researcher. The population of the study was 15 universities of Lahore, and a total of 85 ESL teachers were selected as participants. To collect data an online questionnaire was used by researcher. The results of the present study illustrated that ESL teachers of Lahore held positive views towards PowerPoint presentation, it is effective for teaching and learning English as a Second Language. The results also presented some barriers while integrating PowerPoint presentations such, as lack of resources, lack of knowledge of PowerPoint presentations, and the use of PowerPoint presentations is time consuming. These barriers need to be addressed properly, otherwise, it would hinder the application of technology in teaching and learning of English as a second language.

Keywords

ESL Classrooms, Higher Education, PowerPoint Presentations, Teachers' Perceptions, University Level

Introduction

Teaching techniques has been varying with the passage of time. One of the major changes is that of use of technology in classrooms. Microsoft developed Microsoft PowerPoint presentation software. The PowerPoint presentation is a part of Microsoft Office it is mostly used by businessmen, educationists, students, and trainers. It has become one of the most popular used presentation programs. PowerPoint presentation permits to create a professional looking presentation in ESL classroom. PowerPoint presentation has been existing for a long time recently it has begun to broaden ESL classrooms and should be utilized to its highest during teaching a foreign language like English (Fisher, 2003).

Mottley (2003) stated that PowerPoint presentations secure material in a better way which is beneficial for both teachers as well as for students. PowerPoint presentation when employed by instructors improves their position in the assessment. When multi methods and techniques are used in one slide in PowerPoint presentation enhance the learning of students in different subjects. Different techniques employed in the same slide like addition of color, picture, sounds and

animations could engage multi learners it provides the opportunity to be an effective learner and develop more interest in learning space.

Literature Review

The literature review is divided into the history of the PowerPoint, PowerPoint as an ethnological phenomenon, the ESL and PowerPoint, PowerPoint presentation in higher education, and the effect of PowerPoint presentation on student's achievement.

PowerPoint

The purpose of literature review was to get understanding of the history of PowerPoint presentation. The scientist Whitfield Diffie in 1981 presented the model of PowerPoint by introducing new design a slide show on a piece of paper for demonstration by overhead projector. In 1981 his colleague Bob Gaskins becomes commendation as the "master architect" of PowerPoint, both Diffie and Gaskins have part in the development of PowerPoint presentation. The program that can function with window and Macintosh at a time that can edit a code of single pages or slides were designed by Gaskin (Parker,2001). Gaskin and his co-worker Dennis Austin revised the idea of Diffie and invented a "presenter" a black and white slide program later on this presenter became PowerPoint in 1984 (Amare, 2004).

PowerPoint Ethnological Phenomena

The use of PowerPoint rapidly increased and it completely changed the world, and to fulfil the demand of contemporary world PowerPoint was advanced (Parker, 2001). PowerPoint was used for various purposes in companies such as meeting with clients, addressing the members of staff, representing to stakeholders, for product presentation to clients etc. After its fast success in business, it travelled to other fields of life and became an ethnic phenomenon, and as an Ethnological Phenomena it is used all around the world in this contemporary age. Microsoft estimated that, at least thirty million PowerPoint presentations are made every day (Parker, 2001). In this contemporary period Microsoft PowerPoint is employed in churches, baby centers, courtrooms, wedding receptions, marriage anniversaries and birthday parties.

ESL and PowerPoint

Microsoft office a part of software program that integrate word, excel, and PowerPoint. Microsoft believes the main purpose of integrating technologies is to improve education. Robyler, (2003) indicates PowerPoint presentation when used in language is much effective way students remember that lecture for a long duration. PowerPoint program allows instructors to create a professional presentation in ESL classes, and students are exposed to new structures, when PowerPoint presentations are used by ESL teachers, it helps students to revise English language structures which are taught in previous lectures (Segundo & Salazar, 2011).

Al Qtaibi, (2012) studied the effect of the PowerPoint presentation in ESL classes employing cohesive devices. Some graduate students of Asfahan university were randomly divided into the two groups. Their subject was advance writing one group was taught by old teaching style and the other group was exposed to PowerPoint presentations. Performances of the both groups were measured by using cohesive devices. Students which were exposed to PowerPoint had a major effect on their writing achievement.

PowerPoint Presentation in Higher Education

A study was conducted by EL Khoury and Matter (2012) on the students of university of Lebanon to explore the effect of traditional method and PowerPoint on learning and teaching process. When data was analyzed, no difference was found in the attitude of students, which were taught by both methods. In fact, the students taught by PowerPoint did not perform better, it was revealed in the study that traditional method was much more effective in teaching learning process. One more study was conducted in 2013 by Alkash and Al Dersi in Sebha University this study illustrated that PowerPoint presentation can make the presentation in order and pliable. Lectures can be made interesting using pictures, sounds and graphics.

The study was conducted in the department of English on 111 students of 7th and 8th semesters of translation studies, firstly to know the position of the PowerPoint presentation used by instructors in the classes, secondly to know teaching methodologies used by instructors for teaching, thirdly to know hurdles faced by Libyan EFL students in understanding the main subjects in Applied linguistics, lastly to know their perceptions toward the use of the PowerPoint presentation. The consequences of this study proved that PowerPoint presentation helps in understanding the main theme and concepts of the subject. PowerPoint made the lectures convenient, learning English as a foreign language was easy and motivational, it was really enjoyable studying English because of multi features of the PowerPoint presentation.

Effect of PowerPoint Presentation on Student's Achievement

Corbeil (2007) explored the use of the PowerPoint presentation on teaching English. Two groups were made as experimental group and controlled group. The experimental group was taught by PowerPoint presentation and controlled group was taught using traditional approaches. The result presented that the group which was exposed to PowerPoint presentation got higher grades than other group. Yilmaz-Soylu (2009) studied the varied teaching style with technology and the traditional method. The two groups were made experimental group was exposed to PowerPoint presentation and controlled group was taught by traditional method. The teaching style which used a PowerPoint presentation showed effective results.

Lari (2014), conducted a study on integrating PowerPoint presentation in teaching the students of secondary school. 56 students were taken as a sample for the study divided in two groups as experimental and controlled group. The experimental group were taught by the PowerPoint presentation and the controlled group was taught by traditional methods. The experimental group showed positive response towards the PowerPoint presentation, while the students of the controlled group remained average. Gamabri (2015), revealed in his study that, PowerPoint presentations has a great effect in teaching students. The experimental group was made of 53 males and females while controlled group was based on 50 males and females. The experimental group was employed PowerPoint presentation in studying while controlling group was employed traditional approach. The results illustrated that experimental group showed an effective performance and other group students' performance remained average.

Material and Methods

In this part of article, the research method used to achieve the research objectives is discussed. The method used for data analysis is also mentioned. The

research questions of the present study will be answered by using this research methodology illustrated. The research methodology is the method used to gather data to solve the problem investigated.

Research Design

As a research design the descriptive cross-sectional survey is used in the present study, because its target is to find out the perceptions ESL teachers of Lahore at university level using PowerPoint presentation. There are three basic types of researches mixed method is one of them. In this type of research, qualitative and quantitative research approaches are mixed by the researcher. Both qualitative and quantitative methods were suitable for cross sectional survey (Creswell and Plano Clark, 2007). This study was conducted in fifteen universities campuses of Lahore as, University of the Punjab, University of Education, G.C. University, Virtual University, Garrison University, LUMS university, University of Lahore, University of Management Sciences, Lahore Leads University, Minhaj University, University of Central Punjab, University of South Asia, Superior University, National College of Business Administration & Economics university (NCBA&E), Beaconhouse National University.

Sampling

The purposive sampling was used by researcher in the current research work. Johnson and Christenson (2008) stated that it is the type of non-random sampling technique in which researcher tries to get information from the person who has particular attributes to take part in a research study. The non-random technique was used by the researcher to get the sample, and sample size was 85 English teachers at university level in Lahore.

Research Instrument

As a research instrument an online questionnaire was used by researcher to collect data for this the present study. Bostick and Matalon (2004) stated that questionnaire is a park in which written set of questions are available for individual who have to respond. After getting the permission from the participants link of online questionnaire was shared with them. Online questionnaire was made by researcher that was based on three parts, Part A, part B, and Part C. The Part A contained demographic and biographic information of the participants. The Part B consists of the Likert items as, (strongly agree to strongly disagree and neutral in the middle). The Part C contained two open ended items to accumulate qualitative data.

Data Collection Process

The WhatsApp and Facebook were used for collection of data, and the link of the questionnaire was sent to the participants with their permission. For analyzing qualitative and quantitative data frequency analysis and thematic analysis were used by researcher.

Data Collection Analysis

The two techniques of data analysis were used for completion of the present study. Frequency analysis was used to get exact demographic and biographic information about the participants. Again, frequency analysis was used to analyze the response of ESL teachers of Lahore towards the use of PowerPoint presentation.

For open ended item thematic analysis were employed to find out the hurdles faced by ESL teachers while integrating PowerPoint presentation.

Results and Discussion

In this part of the article techniques are mentioned which are used to generate results for present study. It illustrates the frequency analysis, which includes demographic statistics, and the statistics of ESL teacher’s perceptions have been presented. Furthermore, it contains a thematic analysis of qualitative data, and discussion about the results. To analyze quantitative data descriptive statistical technique was used to illustrate frequency analysis and for analysis of qualitative data thematic analysis technique was used. The demographic statistics the locality of the participants and ESL teacher’s perceptions about using PowerPoint presentations in their teaching of English as a second language is included in frequency analysis.

Table 1
Gender of the Participants

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	35	41.1%	41.2%	41.2%
	Male	50	58.8%	58.8%	100.0%
	Total	85	100.0%	100.0%	

Table. 1 above shows that there, were total 85 (100.0%) respondents out of which 35 (41.1%) were female and 50 (58.8%) were male ESL teachers of Lahore district.

Table 2
Locality of the participants

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	30	35.3%	35.3%	35.3%
	Urban	55	64.7%	64.7%	100.0%
	Total	85	100.0%	100.0%	

Table.2 above illustrates the locality of the participants as 55 English teachers (64.7%) belong from urban areas while 30 English teachers (35.3%) belong from rural areas of Lahore, and total 85 (100.0%) university level ESL teachers participated in the research.

Table 3
Employing different designs are effective for PPT presentation in ESL Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	23.5%	23.5%	23.5%
	Agree	44	51.8%	51.8%	75.3%
	Neutral	17	20.0%	20.0%	95.3%
	Disagree	3	3.5%	3.5%	98.8%
	Strongly disagree	1	1.2%	1.2%	100%
	Total	85	100%	100%	

Table 3 shows the results of the teacher's perceptions, whether employing different designs are effective for PowerPoint presentation in ESL Class. The 44 (51.8%) teachers agreed to the statement, 20 (23.5%) strongly agreed, 3 (3.5%) teachers disagreed, only 1 (1.2%) teacher strongly disagreed while 17 (20.0%) teachers remained neutral. The findings of the table indicate that according to maximum ESL teachers of Lahore, employing different designs are effective for PowerPoint presentation in ESL Class

Table 4
Animations, motion graphics, diagram, hyperlink, and bullet points in PowerPoint presentation gives better contribution ESL learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	17.6%	17.6%	17.6%
	Agree	48	56.5%	56.5%	74.1%
	Neutral	19	22.4%	22.4%	96.5%
	Disagree	2	2.4%	2.4%	98.8%
	Strongly disagree	1	1.2%	1.2%	100%
	Total	85	100%	100%	

Table 4 illustrates the results related to the statement given in table, animations, motion graphics, diagram, hyperlink, and bullet points in PowerPoint presentation gives better contribution. The 48 (56.5%) teachers agreed, 15 (17.6%) teachers strongly agreed while on the other side 2 (2.4%) teachers disagreed, 1 (1.2%) teacher strongly disagreed and 19 (22.4%) teachers remained neutral. The findings of the table present that according to maximum ESL teachers of Lahore, animations, motion graphics, diagram, hyperlink, and bullet points in PowerPoint presentation gives better contribution ESL learning.

Table 5
PowerPoint presentation saves the time which is spent on board writing and extend the time spend on teaching English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	12.9%	12.9%	12.9%
	Agree	52	61.2%	61.2%	74.1%
	Neutral	21	24.7%	24.7%	98.8%
	Disagree	1	1.2%	1.2%	100.0%
	Strongly disagree	0	0.0%	0.0%	100%
	Total	85	100%	100%	

Table 5 shows the results of the teacher's perceptions about time efficiency as PowerPoint presentation saves the time which is spent on board writing and extend the time spend on teaching English. The 52 (61.2%) teachers agreed to the statement, 11 (12.9%) strongly agreed, 1 (1.2%) teacher disagreed, only 0 (0.0%) teacher strongly disagreed while 21 (24.7%) teachers remained neutral. The findings of the table indicate that according to maximum ESL teachers of Lahore, PowerPoint presentation saves the time which is spent on board writing and extend the time spend on teaching English in ESL Class.

Table 6
Using PowerPoint presentation, teachers explain English subject effectively and students remain active and motivated in the classroom during the lecture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	10.6%	10.6%	10.6%
	Agree	56	65.9%	65.9%	76.5%
	Neutral	19	22.4%	22.4%	98.8%
	Disagree	1	1.2%	1.2%	100.0%
	Strongly disagree	0	0.0%	0.0%	100%
	Total	85	100%	100%	

Table.6 presents the results of teachers' perceptions, whether they teach English subject effectively using PowerPoint presentation, and students remain active and motivated in the classroom during the lecture. The 56 (65.9%) teachers agreed to the statement, 9 (10.6%) teachers strongly agreed, on the other hand 1 (1.2%) teachers disagreed with the statement, 0 (0.0%) teachers strongly disagreed with the statement and 19 (22.4%) teachers remained neutral. The findings of the table indicate that most of the ESL teachers responded that, they can explain the English subject in a much better way by the use of the PowerPoint presentation and students remain active and motivated in the classroom during the lecture.

Table 7
Employing PowerPoint presentation makes me a more efficient instructor and by using PowerPoint presentation, I am more motivated in ESL Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	11.8%	11.8%	11.8%
	Agree	53	62.4%	62.4%	74.1%
	Neutral	19	22.4%	22.4%	96.5%
	Disagree	2	2.4%	2.4%	98.8%
	Strongly disagree	1	1.2%	1.2%	100%
	Total	85	100%	100%	

The findings of the table indicate that most of the ESL teachers responded that, employing PowerPoint presentation makes more efficient instructor and by using PowerPoint presentation, I am motivated in the class during the lecture.

Table 8
Ppt presentation made lectures easy, it is suitable for delivering lecture, and students have positive attitude towards PowerPoint presentation in ESL Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	18.8%	18.8%	18.8%
	Agree	47	55.3%	55.3%	74.1%
	Neutral	21	24.7%	24.7%	98.8%
	Disagree	1	1.2%	1.2%	100.0%

Strongly disagree	0	0.0%	0.0%	100%
Total	85	100%	100%	

The table 8 show, that most ESL teachers believe that PowerPoint presentation made lectures easy, it is suitable for delivering lecture, and students have positive attitude towards the PowerPoint presentation mostly teachers were agreeing and strongly agree only one teacher was not agree while no one was strongly disagreed and twenty-one remained natural. The findings in the table. 7 indicate that most ESL teachers of Lahore believe, that PowerPoint presentation makes him more efficient instructor and motivated in ESL Class. The 53 (62.4%) teachers agreed to the statement, 10 (11.8%) teachers strongly agreed, and 2 (2.4%) teachers disagreed with the statement, 0 (0.0%) teachers strongly disagreed with the statement and 19 (22.4%) teachers remained neutral.

Table 9
Ppt presentation is better than traditional method (White board / Chalk)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	22.4%	22.4%	22.4%
	Agree	56	65.9%	65.9%	88.2%
	Neutral	8	9.4%	9.4%	97.6%
	Disagree	1	1.2%	1.2%	98.8%
	Strongly disagree	1	1.2%	1.2%	100%
	Total	85	100%	100%	

Table 9 presents the results of the teacher's perceptions related to a PowerPoint presentation is better than traditional one. 56 (65.9%) teachers agreed that PowerPoint presentation is better than traditional method, 19 (22.4%) teachers strongly agreed with the statement. On the other hand, 1 (1.2%) teacher disagreed, 1 (1.2%) teacher strongly disagreed while 8 (9.4%) teacher's responses were neutral. The findings in the table indicate that most of ESL teachers of Lahore prefer PowerPoint presentations than traditional method.

Table 10
Hurdles faced by teachers while presenting ESL slides in front of students

Extracts from teachers' response	Codes	Themes
Shortage of electricity.	Resources	Technical problems.
Difficult to use device and projector.	Usage issues	Lack of usage knowledge.
Students attitude problem hurdles.	Inconvenient	Student satisfaction
Present slides easy for some teachers.	Convenient.	problem.
		Experience.

Table 10 shows that 40 ESL teachers responded that they do not face any sort of barriers, while presenting ESL slides while using PowerPoint presentation, and the remaining 45 ESL teachers gave mixed responses summarized as, shortage of electricity, devices problems, projector setting issue, facing tough questions of student is not easy.

Table 11
Hurdles faced by teachers in making lively environment in ESL class using a PowerPoint presentation

Extracts from teachers' response	Codes	Themes
Keeping students attentive all the time is tough.	Lack of attention	Difficulty in catching student's attention
Difficulty in handling irrelevant questions of the students.	Carelessness	Students negative attitude
Mostly teachers face no hurdles.	Convenient	Suitable uses

Table 11 shows that, the maximum 50 ESL teachers answered that, they do not face no hurdles to make a lively environment in ESL class by using a PowerPoint presentation, while the rest of 35 ESL teachers expressed some challenges summarized as, keeping students attentive all the time is tough, difficulty in handling irrelevant questions of the students.

The main aim of the present study was to find out the perceptions of Lahore district English teachers at university level regarding the integration of PowerPoint presentations in their teaching of English as a second language. In this regard, the perceptions of English teachers of Lahore district universities were measured in the present study. The analysis of the collected data was done to generate the results. The main findings of the current study are as follows.

The survey of the results of the present study proved that PowerPoint presentation is useful media of teaching English. It has multi features which are used by ESL teachers of Lahore, such as use of bullet points in slides, use of animation, hyperlink, motion graphics, use of diagrams, sound or video to attract the attention of English students. Furthermore, some hurdles are also faced by the ESL teachers of Lahore such as operating issues of computer, shortage of electricity, etc. The main findings of the present study are that teachers perceive PowerPoint as an effective tool which has a positive impact on overall teaching and learning process.

In addition, teachers also faced some hurdles while integrating PowerPoint presentations in their teaching. Thus, the main findings of the present study are categorized in to two areas: the perceptions of the ESL teachers of Lahore regarding integrating PowerPoint presentation; and the hurdles faced by teachers of ESL in Lahore while integrating PowerPoint presentation. The present study examined teachers' perceptions about integrating technology the analysis of qualitative and quantitative data revealed many important results about teachers of Lahore district about employing PowerPoint presentation in ESL class.

Conclusion

The present study was set out to see the perceptions of ESL teachers of Lahore towards the use of the PowerPoint presentation in their teaching of English as a second language. The results illustrated that maximum ESL teachers of Lahore believed in the benefits of the PowerPoint presentation in teaching and learning of English. The results of the present study show that these benefits of the PowerPoint presentation can contribute positively to the quality of teaching ESL in larger classrooms. In fact, this study was not based on gender, the results presented have no difference between the answers of male and female instructors.

The results of the present study showed that the participants had positive remarks towards PowerPoint presentation. It positively effects student's achievement

and teachers teaching methods. Some hurdles are also faced by the teachers of Lahore such as lack of technical support, shortage of electricity, limited access to PowerPoint due to which instructors do not use PowerPoint presentation. After analysis of data, it is clear that the infrastructure of universities presented some hurdles such as lack of training, a shortage of electricity, poor access to internet and bad access to computers. The results of the present study could shed the light for other researchers to move ahead and apply the results of this study in their context and see how much the results are effective for them. This study can be used as a model to investigate the perceptions of ESL teachers and students towards other modes of technology.

Recommendations

In this section suggestions for further researches are mentioned. After completion of this study, new issues are highlighted for further investigation. The present study was limited to the practice of PowerPoint at academic universities in Lahore only, but the problem mentioned in the present study can extend beyond national level. Perceptions of teachers of English can be examined at different levels and different cities in Pakistan for the better integration of PowerPoint presentation for effective results. Further research can be conducted to incorporate instructors from other disciplines such as math's, sciences, and other subjects to explore the impact of using PowerPoint presentations in their classes. Researchers can also conduct study to analyze the perceptions of students of Lahore towards PowerPoint presentation in their education and compare those results with their instructors' point of view. Finally, future studies can be conducted by educationists and researchers to explore how multi types of presentation software can support the English as a second language learners.

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