

تصورات طلبة الجامعات ونتائجهم الأكاديمية تجاه التعلّم المدعوم ببرنامج PowerPoint في تعليم اللغة الإنجليزية

نيز نريمان محمد¹، زانيار نذير غفار²

¹قسم التربية الخاصة، كلية التربية، جامعة حلبجة، حلبجة، إقليم كردستان، العراق.

²قسم الأشعة، المعهد الطبي التقني في السليمانية، جامعة السليمانية التقنية، السليمانية، العراق.

البريد الإلكتروني Email : nabaz.nariman@uoh.edu.iq

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كيفية اقتباس البحث

محمد ، نيز نريمان ، زانيار نذير غفار ، تصورات طلبة الجامعات ونتائجهم الأكاديمية تجاه التعلّم المدعوم ببرنامج PowerPoint في تعليم اللغة الإنجليزية،مجلة مركز بابل للدراسات الانسانية، آب 2026،المجلد:16 ،العدد:8.

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University Students' Perceptions and Academic Outcomes of PowerPoint-Assisted Learning in English Language Education

Nabaz Nariman Mohammed¹ Zanyar Nathir Ghafar²

¹Special Education Department, College of Education, Halabja University, Halabja, Kurdistan Region/Iraq

²Radiology Department, Sulaimani Technical Medical Institute, Sulaimani Polytechnic University, Sulaymaniyah, Iraq.

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المخلص

هدفت هذه الدراسة إلى استقصاء تصورات الطلبة تجاه استخدام برنامج PowerPoint بوصفه أداة تعليمية داعمة لعمليتي التعليم والتعلم، ومقارنة فاعليته بأسلوب التدريس التقليدي المعتمد على الكتب الدراسية. وأجريت الدراسة على عينة مكونة من (51) طالباً وطالبة من طلبة المرحلة الثانية في قسم اللغة الإنجليزية بجامعة حلبجة.

واعتمدت الدراسة المنهج المختلط (Mixed Methods) ، من خلال توظيف البيانات الكمية المستمدة من نتائج الاختبارات، والبيانات النوعية المستقاة من آراء الطلبة وتعليقاتهم، بهدف تقديم تحليل شامل لأثر استخدام برنامج PowerPoint في تحسين مخرجات العملية التعليمية. وتمثلت أهداف الدراسة في التحقق من مدى إسهام استخدام PowerPoint في تحسين التحصيل الأكاديمي للطلبة، فضلاً عن تقويم أثره في تعزيز التفاعل الصفّي وتنمية الدافعية نحو

التعلّم. وأظهرت النتائج أن غالبية أفراد العينة أبدوا اتجاهات إيجابية نحو استخدام البرنامج، وعدّوه وسيلة تعليمية فعّالة أسهمت في تحسين مستوى الفهم، وزيادة التركيز، وتعزيز المشاركة داخل القاعة الدراسية. كما بينت النتائج أن توظيف PowerPoint في التدريس أسهم في رفع مستوى التفاعل والانخراط الفعّال في الأنشطة الصفية مقارنةً بأسلوب التدريس التقليدي القائم على الكتب الدراسية.

وتخلص الدراسة إلى أن دمج التقنيات التعليمية الحديثة، ولا سيما برنامج PowerPoint، في التعليم الجامعي يمثل إضافةً تربويةً فعّالة تُكَمِّل أساليب التدريس التقليدية، وتسهم في تحسين التحصيل الأكاديمي، وتعزيز الاتجاهات الإيجابية نحو التعلّم، وزيادة دافعية الطلبة وانخراطهم في العملية التعليمية، الأمر الذي يدعم تطوير بيئات تعلّم أكثر فاعلية وجودة في مؤسسات التعليم العالي.

Abstract: This research aims to investigate students' impressions of PowerPoint as a teaching and learning tool compared with conventional book-based education. The present study was performed on 51 second-year students majoring in English at the University of Halabja. A mixed-methods strategy was employed to gather both quantitative (test scores) and qualitative (student comments) data, allowing for an in-depth study of the effects of PowerPoint on learning. The major goals were to discover if the usage of PowerPoint led to better academic achievement in students and to evaluate its effect on increasing classroom involvement and motivation. The results suggested that the majority of students found PowerPoint very useful and reported gains in learning, focus, and general involvement. Moreover, the use of PowerPoint in the classes stimulated active engagement and greater involvement in the classroom activities than the conventional way. The findings show that technology-based training, especially PowerPoint, may be a useful supplement to book-based instruction, helping not just to achieve academic success but also to develop good learning attitudes among university students. Nowadays, technology has become an essential part of education. During the time of use in the classroom by teachers, truthfully, they attempt to attract the students' attention, with the intention of improving efficient learning methods. Learning a new language in a conventional approach is clearly not pleasurable for today's technology-dependent students; for this, the classroom has a different atmosphere now. In this study, we will focus on the importance of utilizing technology, particularly PowerPoint, to present key topics in a visual format, and to avoid relying solely on traditional methods that rely on books.



1. Introduction

Nowadays, technology has become an essential part of education. During the time of use in the classroom by teachers, truthfully, they attempt to attract the students' attention, with the intention of improving efficient learning methods. (Ali, 2025) Learning a new language in a conventional approach is clearly not pleasurable for today's technology-dependent students; for this, the classroom has a different atmosphere now. In this study, we will focus on the importance of utilizing technology, particularly PowerPoint, to present key topics in a visual format, and to avoid relying solely on traditional methods that rely on books

Students will have a much higher level of interest and motivation for their lesson and will comprehend the teacher's work more fully, but on the contrary, not using PowerPoint and relying on books will cause the student to lose interest in the lesson sooner rather than later, and consequently not succeed. According to (Obaydi, 2017) Undoubtedly, a proper computer investment in language learning classrooms enhances the teaching process overall by bringing excitement, intrigue, and suspense. According to research by (Ratu & Komara, 2021), PowerPoint provided more support, especially with regard to boosting motivation, engagement, and English proficiency in EFL classes.

PowerPoint is a presentation program that displays colored text along with graphics that have some motion and sound. Using radio and audio-visual effects in the classroom can effectively engage students and maintain their attention. These days, presenting programming is used extensively in many different fields. However, it began as a company, and many people use educational technology these days. (Szabo & Hastings, 2000). Technology has grown into a ubiquitous and extremely effective element in education. Examples of these technology elements include computers, laptops, interactive whiteboards, overhead projectors, the internet, and mobile devices. (Oommen, 2012).

PowerPoint is a useful teaching aid in the classroom. In the classroom, PowerPoint presentations can be used for introductory instruction, student projects, drills and practice, games, reviews, and assessments. (Wet, 2006). Students find this format appealing, and it uses multimedia techniques like sounds, visuals, color, action, design, and so on to appeal to their many learning styles, which include visual, aural, kinesthetic, and creative. (Oommen, 2012).

Therefore, the purpose of this study is to demonstrate how utilizing PowerPoint software, one type of technological tool, affects students' motivation and ability to learn in language classes. Also, to determine whether or not utilizing PowerPoint presentations in the classroom may enhance the effectiveness of teaching and learning English. It also seeks to ascertain how technology affects students' motivation in language classes, as shown in the research of (Oommen, 2012). This study tries to respond to the following research questions have been addressed.

1. Does teaching language using PowerPoint presentations contribute to better learning compared to the traditional way of teaching?
2. Does the use of technology in the classroom have any impact on students' attitudes towards language learning?

The current study is expected to be framed and guided by the following hypotheses to provide pertinent responses to the research questions:

1. It is hypothesized that when compared to conventional feedback techniques, the usage of PowerPoint greatly increases university students' motivation and interest.
2. It is hypothesized that Students at universities see the usage of PowerPoint in the classroom favorably and positively.

1. Literature review

2.1 Evolution of Educational Technology in Language Classrooms

The integration of interactive whiteboards (IWBs), specialized computer projection systems, and document cameras has significantly enhanced the sophistication of English language classrooms. IWBs allow users to manipulate the computer with a pen, finger, or stylus by projecting the desktop onto the board's surface (Myers, 2001). With these technologies, dynamic, animated presentations with video and movement can be made. This makes lessons more interesting and interactive. Microsoft PowerPoint is one of the most popular programs for this purpose. It adds colour, graphics, sound, animation, and hyperlinks to teaching materials (Oommen, 2012). PowerPoint is a program that came with Microsoft Office and is used by teachers, students, and workers all over the world (Salazar & Segundo, 2011). Computers are used in almost all schools today, especially in developed countries, and teachers are growing interested in using digital tools to teach languages (Mai et al., 202[^]).

2.2 Benefits of PowerPoint on Student Learning and Engagement

Research shows over and over that PowerPoint helps students learn and stay motivated. For example, Ozaslan and Maden (2013) found that



students remembered and understood course material better when it was shown visually. Additionally, teachers thought that PowerPoint presentations improved the way they taught and got students more involved.

Giselle (2007) stated that students liked PowerPoint slideshows more than traditional textbooks because the visual effects, colour, focus, and different types of font made them more interesting and helped them learn better. One way to use PowerPoint is to teach new language structures. Another way is to review and practice what you have already learned (Salazar & Segundo, 2011). New studies back up these conclusions. Paramasti and Komara (2021) looked into how EFL students felt about PowerPoint and found that it made them more active, motivated, and good at English. Ledy and Syafryadin (2023) also said that interactive PowerPoint designs improve students' language skills and interest, which suggests that well-designed multimedia presentations can work better than old-fashioned ones.

2.3 Broader Advantages of Technology in the Classroom

Stepp-Greany (2022) highlighted a number of benefits that students may reap from the incorporation of technology into their educational experience. These benefits include enhanced self-perception, mastery of essential skills, increased motivation, a stronger focus on learning, and increased engagement. These results demonstrate that PowerPoint and other comparable technologies contribute to an educational setting that is more focused on the involvement of the students. A further factor that is of critical importance is the preparedness and training of instructors.

Lari (2014) found that teachers expressed satisfaction with technology integration training, reported improved creativity in lesson delivery, and were willing to incorporate technology into classrooms.

2.4 Design Considerations and Challenges

Powerpoint is great because it has many advantages, but the main thing is how to utilise it. Worthington & Levasseur (2015) warned against just delivering slides as a means to improve academic performance or attendance, stating that active student interaction is crucial for good learning outcomes. The design of the presentations is equally important. A way to simplify presentations is to minimise the amount of text and increase the use of visuals (Moreira et al. , 2013). This helps to lower cognitive load and to enhance understanding and memorisation. The usefulness of interactive and visually attractive slides in maintaining students' attention and assisting in language learning is also highlighted in the recent studies by Ledy and Syafryadin (2023).

2.5 Recent Studies on PowerPoint in EFL Education

Recent research has also continued to examine the function of PowerPoint in EFL teaching. For example, Paramasti and Komara (2021) conducted a research on EFL students' impressions of PowerPoint as a learning media in the classroom. This research was conducted among 900 students from junior and senior high schools and revealed students' favourable impressions of using PowerPoint in studying English, citing its usefulness in improving their learning engagement and understanding. Likewise, Anggoro (2020) in another research studied the usage of Pear Deck, an interactive response system integrated with PowerPoint in supporting autonomous learning among EFL students. The research indicated that Pear Deck's interactive elements such as real-time feedback and student-paced learning greatly increased student engagement and learning results. Research throughout the years has had mixed outcomes on the effectiveness of PowerPoint on student learning. According to Nouri and Shahid (2005), students understood material presented via PowerPoint better than content presented in standard lectures. Gier and Kreiner (2009) supported this finding with their study on the effectiveness of PowerPoint in a psychology class where they found that active student involvement with the presentation helped them retain information better. Apperson et al. (2006), however, found a little effect of PowerPoint on students' academic achievement. Savoy et al. (2009) state there is no evidence that PowerPoint enhances student performance compared to traditional lectures. Xingeng and Jianxiang (2012) surveyed students at a leading university in China using a questionnaire. The survey found 28.3 percent of respondents said PowerPoint was not useful to their learning. In another question, 48.3% of respondents feel that PowerPoint was not useful for learning. The most popular option was a mix of PowerPoint presentations and conventional "chalk-and-talk" lectures (81.7%). This is because 29.2% of learners are tired and cannot concentrate. Again, 25% of the respondents found PowerPoint presentations boring and uninteresting, while 20.8% said that such presentations were repetitious and did not highlight important issues. Moreover, 16.7% of the participants find PowerPoint to be highly informative and too fast in delivering the message, while 8.3% claim that PowerPoint presentations are not coherent.

In the context of the English language, Zouar (2015), together with Nguyen-Anh (2011), Rajabi, and Ketabi (2012), performed research on the use of PowerPoint in English language instruction. Fedission (2007) investigated students' understanding of sentences and nouns to determine how the use of technological aids in the classroom enhances student



success. Research indicates that the use of PowerPoint enhances test performance among pupils, particularly those with learning challenges and poor achievers. Nguyen Anh (2011) examined students' attitudes toward the use of PowerPoint presentations in English language instruction in Malaysia and found that students exhibited a favorable disposition towards PowerPoint presentations compared to traditional lectures. The findings indicated a favorable disposition towards PowerPoint courses and the presenters. In their study, "The Effects of Preparing and Presenting PowerPoint in English as a Foreign Language (EFL) Settings on Students' Use of Cohesive Devices," Rajab and Ketabi (2012) discovered that the preparation and presentation of PowerPoint slides significantly influence students' writing performance and their accurate application of cohesive devices. This discovery was shown by the results, indicating that pupils instructed via PowerPoint outperformed those taught through conventional lectures. Zouar (2015) examined students' attitudes toward the use of PowerPoint to augment their active engagement in the EFL classroom. The study was action research performed in Morocco, revealing that PowerPoint serves as an effective educational medium when used appropriately by the instructor.

Additionally, a study by Hadizadeh (2025) explored the impact of multimodal language learning activities, including PowerPoint presentations, on oral skill development among EFL students. The study highlighted that integrating PowerPoint with other modalities like video and blog projects enhanced students' speaking abilities and overall language proficiency.

3. Methodology

3.1 Participants

The participants in the research were second-stage students from the English department at the University of Halabja in Iraqi Kurdistan Region, which is located in the North of Iraq. The study's participants were fifty-one students. The females were the majority in the class.

3.2 Research instruments

3.2.1 Questionnaire

The participants in the group were given a questionnaire with ten (10) statements based on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). An item analysis was then performed to determine their opinions regarding the use of PowerPoint presentations in

English classes. The questionnaire was taken from (Oommen, 2012).

3.2.2 Interview

To learn more about the positive effects of using PowerPoint in the classroom, we have received a question from (Ledy & Syafriyadin, 2023) In the form of Open Mind, so that participants can freely share any comments and suggestions they have on the topic and the process as a whole.

3.2.3 Procedure

Our research is a combination of both qualitative and quantitative methods (mixed method). We plan on conducting our research based on the research by (Oommen, 2012) He conducted the process to write his research and collect data from the participants. According to the plan and policy of the English department, both phonics and phonology lessons were to be taught by the same teacher in the 3rd and 4th semesters, respectively, and for this purpose, I decided to study the English Phonetics and phonology, a practical course book written by Peter Roach, 4th edition. This book consists of 20 chapters, the first 10 chapters on phonetics that were studied in Semester 3 without the use of PowerPoint and technology and the lectures are only taught on the book itself and the next 10 chapters of the book are about phonology that were studied in Semester 4 with the same group of students and all the lectures are taught using technology and PowerPoint. We kept a close eye on all the features and were ready to answer every question from the students, and then we got the grades of both subjects for comparison.

3.4 Data collection

The data were collected using a survey method that consisted of 10 quantitative questions. We also prepared an open-ended question for students to share their opinions in the form of a paragraph about the process and the positive effects of using PowerPoint for a group of participants that we randomly selected.

3.5 Data Analysis

Survey Analysis: Data from the survey were analyzed in the frequency concept to get the average to understand students' perceptions of the PowerPoint and its impact on their interests, understanding, and motivation in the class. We collected the average of (Strongly Disagree with Disagree) to show the negative view and (Strongly Agree with Agree) to show the positive view. The data was analyzed using SPSS 22.



The researchers utilized a method to analyze the frequency and percentage of each item's replies after the data had been gathered to determine how the students saw PowerPoint in the English language teaching classroom. The researchers interpreted the ten elements into a more detailed description after analyzing the facts. Additionally, the researchers summarized the entire thing to check how the students saw PowerPoint. (Ledy & Syafryadin, 2023).

4. Findings and Discussion

4.1 Findings

The results of the change in scores in both classes (Traditional and with PowerPoint)

Table 1 Comparison of Students' Final Scores in English Phonetics and Phonology with Retake Records

No	Student code	English Phonetics Total Final Score	English Phonology Total Final Score	Change score Between both Finals Scores	Second Round	Retake
1	8042021009	50	58	8	*Phonetics	
2	8042021028	41	73	32		
3	8042021049	61	60	-1		
4	8042022001	31	67	36	*Both	
5	8042022002	51	84	33		
6	8042022003	60	59	-1		
7	8042022004	61	94	33	*Phonetics	
8	8042022005	70	85	15		
9	8042022006	53	83	30		
10	8042022007	48	67	19	*Phonetics	
11	8042022009	48	79	31		
12	8042022011	54	77	23		
13	8042022012	53	83	30	*Phonetics	
14	8042022013	60	67	7		
15	8042022014	55	86	31		

16	8042022015	61	97	36	
17	8042022016	57	76	19	
18	8042022017	40	81	41	*Phonetics
19	8042022018	55	68	13	
20	8042022019	53	64	11	
21	8042022020	48	78	30	*Phonetics
22	8042022022	81	97	16	
23	8042022024	46	61	15	*Phonetics
24	8042022025	33	66	33	*Phonetics
25	8042022026	50	76	26	
26	8042022027	48	58	10	*Phonetics
27	8042022028	81	95	14	
28	8042022030	61	88	27	
29	8042022031	45	63	18	*Phonetics
30	8042022032	50	85	35	
31	8042022033	54	82	28	
32	8042022034	50	61	11	
33	8042022035	50	69	19	
34	8042022036	46	86	30	
35	8042022037	37	51	14	*Phonetics
36	8042022038	50	75	25	
37	8042022041	50	63	13	
38	8042022042	58	67	9	*Phonetics
39	8042022043	54	73	19	
40	8042022044	50	78	28	
41	8042022045	79	97	18	
42	8042022046	40	65	25	*Phonetics
43	8042022048	46	68	22	*Phonetics



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44	8042022049	57	76	19	
45	8042022050	58	69	10	*Phonetics
46	8042022051	51	70	19	
47	8042022053	50	70	20	
48	8042022055	64	95	31	
49	8042022056	53	74	21	*Phonetics
50	8042022057	60	71	11	*Phonetics
51	8042021048	65	72	7	*Phonology

4.2 Paired Samples t-test result

Table 2: Students' Scores Before and After Using PowerPoint

Pair	V a r i a b l e	M e a n	N	St d. D e v i a t i o n	St d. E r r M e a n
1	S c o r e b e f o r e u s i n g P o w e r	5 3. 4 7	5 1	1 0. 3 0	1. 4 4

	P oi nt	
2	S 7 5 1 1. c 4. 1 1. 6 or 6 5 2 e 5 6 af te r us in g P o w er P oi nt	

Table 3 Paired Samples Correlations Between Students' Scores Before and After Using PowerPoint

Pair	Variables Compared	N	Correlatio n	Sig.
1	Score before using PowerPoint & Score after using PowerPoint	51	.565	.000

Table 4 Paired Samples t-Test for Scores Before and After Using PowerPoint

Pair	Mean Differenc e	Std. Deviation	Std. Error Mea n	95% CI Lower	95% Upper	CI t	df	Sig. (2- tailed)
Before – After	-21.18	10.25	1.44	-24.06	-18.29	-14.75	50	.000



Results of the paired sample t-test based on the table 2, table 3 and table 4 together shows that mean power score differs before using it ($M=53.4706$, $SD=10.30020$) and after using power point ($M=74.6471$, $SD=11.55824$) at the 0.05 level of significance, $t(50)=14.748$, $n=51$, $p<0.05$, 95% CI for mean difference: -24.06051 to -18.29244, $r=565$. On average, the score was about -21.17647 points greater than before using PowerPoint.

The Questionnaire results:

The following are the results of the survey. Each table represents a question (statement) and the responses chosen by the participants. The positive and negative responses are grouped.

Table 5 Gender Distribution of Participants (N = 51)

Gender	Frequency	Percent
Male	19	37.3%
Female	32	62.7%
Total	51	100.0%

The total number of participants in the study was 51, with their distribution by gender shown in Table 1. Among them, 19 (37.3%) were male and 32 (62.7%) were female. This distribution is consistent with the total number of participants reported in Table 1.

Table 6 Participants' Perceptions of PowerPoint in English Classes (N = 51)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The lesson with PowerPoint was interesting.	–	2 (3.9%)	–	18 (35.3%)	31 (60.8%)	51 (100%)
It helped me to understand the lectures.	–	1 (2.0%)	–	20 (39.2%)	30 (58.8%)	51 (100%)
It held my attention	–	1 (2.0%)	4 (7.8%)	23 (45.1%)	23 (45.1%)	51 (100%)

throughout the class.						
It helped me to learn more language elements	1 (2.0%)	–	6 (11.8%)	28 (54.9%)	16 (31.4%)	51 (100%)
It helped to use class time efficiently.	–	1 (2.0%)	2 (3.9%)	26 (51.0%)	22 (43.1%)	51 (100%)
It helped to review key points during the lesson	1 (2.0%)	–	4 (7.8%)	24 (47.1%)	22 (43.1%)	51 (100%)
It required extensive note-taking.	–	3 (5.9%)	15 (29.4%)	25 (49.0%)	8 (15.7%)	51 (100%)
I prefer lessons without PowerPoint.	–	27 (52.9%)	1 (2.0%)	4 (7.8%)	19 (37.3%)	51 (100%)
I prefer lessons with PowerPoint	1 (2.0%)	1 (2.0%)	1 (2.0%)	25 (49.0%)	23 (45.1%)	51 (100%)
I could take better notes during the lesson.	–	2 (3.9%)	1 (2.0%)	33 (64.7%)	15 (29.4%)	51 (100%)

The table illustrates the overall positive perceptions of students toward using PowerPoint in English classes: Engagement & Motivation: 90–96% of students found classes interesting, held their attention, and were motivated by PowerPoint. Learning Support: 86–98% reported improved understanding, learning language elements, and the ability to review key points. Time Management & Notes: 94% felt PowerPoint helped use class time efficiently, and 64.7% agreed that it encouraged necessary note-taking. Lesson Preference: Most students (94.1%) preferred lessons with PowerPoint, while a small minority (7.8%) preferred lessons without it. Overall: The findings indicate that PowerPoint is an effective tool for



enhancing comprehension, engagement, motivation, and class efficiency in EFL classrooms.

Students' interview

Table 7: The students/respondents were asked the following question

The students / Respondents **Do you believe PowerPoint is an effective tool for teaching English? Yes or no, give a reason.**

Student 1	Yes, I believe using PowerPoint has a massive effect on students in the classroom and during the lesson. For example, in stage two, the third semester, we studied the subject phonetics without using PowerPoint; as a result, many students had bad results in the exam, but in the next semester, our teacher taught us by using PowerPoint, so many students could understand very well and got a good mark in its exam. So, in general, using PowerPoint is a good way to teach in the class.
Student 2	Yes, for example, in the third semester our teacher didn't use PowerPoint, most of the students didn't pass in the first attempt, they didn't have a good level, but in the next semester, our teacher changed the style of teaching and used PowerPoint, all the students passed, and they were doing well and they participated in the lesson.
Student 3	Yes, I believe PowerPoint is an effective tool for teaching English. For example, when I was in stage 2, my teacher in semester 3 didn't use PowerPoint. Most of my classmates failed because they couldn't understand the lesson clearly. But in the 4th semester, the teacher came and used PowerPoint to teach phonology. Everyone could understand the lesson better, and most of the students passed. This shows that PowerPoint can help students learn more effectively by making the lesson easier to follow.
Student 4	PowerPoint is a valuable tool for improving understanding and explanation of lessons, as demonstrated by a significant decrease in failure rates in phonology subjects compared to textbooks in the second semester.
Student 5	PowerPoint is a real tool for education in the English classroom, as it enhances understanding and comprehension of lessons, unlike traditional methods that rely on books and are embarrassing.



Based on the thematic analysis of the students' observations, the researchers can categorize students' reasons for choosing PowerPoint material in the classroom based on their responses to the interview question. The majority of students nodded or gave positive and affirmative answers in response to the PowerPoint, as shown in research by (Ledy & Syafryadin, 2023). The survey results show that %89.8 of students believe that with PowerPoint to enhance their English proficiency has improved, suggesting that the use of PowerPoint in English study may be beneficial. PowerPoint has been found to significantly impact students' behavior and understanding of subjects, according to research by (Sriwahyuni & Anhar, 2019). The use of PowerPoint sheets in learning can enhance cognitive competence and critical thinking abilities, making it a valuable tool for teaching and learning.

4.2 Discussion

The questionnaire revealed that second-year students in the department of English language at University of Halabja are highly satisfied with the use of PowerPoint as a learning tool for English activities. The study also found that PowerPoint enhances student engagement, inventiveness, and learning drive, which is corroborated by studies conducted by (Hashim et al., 2016).

The study found that students' positive replies to the rewards of being energetic and motivational issues were largely influenced by PowerPoint. The study's findings indicate that PowerPoint significantly influences students' enthusiasm for learning in the classroom, allowing the students to grow inspiration and acquire extra knowledge autonomously, by way of per their responses to the questionnaire. PowerPoint is a powerful teaching tool that enhances students' learning experience by making information visually appealing, fostering a sense of contentment, focus, intensity, and motivation to study English classes. PowerPoint significantly influences student motivation and success, as stated by (Abdellatif, 2015).

The study found that %6.67 of students had neutral opinions, suggesting that some indifferent replies may be influenced by their perception of PowerPoint, a common knowledge instrument that must be used alongside other teaching tools. And only a very small percentage of students were not interested in using PowerPoint and that's %3.5 which is a very very low percentage.

Based on the results of the data, 5 students were randomly selected from a



group of participants. We found that students are very interested in using PowerPoint and are interested in participating in classes taught in PowerPoint style, and these participants support the same data above and describe examples of both phonetics and phonology lessons that we have mentioned above. The results of both qualitative and quantitative data, both of which had the same positive results, show that the results of the scores are the same as those of both phonetics and phonology subjects, and there is a great similarity between the change scores and the results of the data. The findings of previous research by (Giselle, 2007), (Ilter, 2009), (Oommen, 2012), (Wang, 2011), and (Lari, 2014) support this study.

5. Conclusion

The findings of this study show that technology is a very beneficial tool in teaching and learning and a very important part in the enhancement of language acquisition. The use of digital tools, particularly PowerPoint, offers a dynamic and visually attractive learning environment helping teachers and students to reach their academic objectives. One of the main objectives of using advanced language teaching techniques in college courses is to boost students' enthusiasm, involvement and willingness to study. The research points out the possibilities of PowerPoint as a teaching instrument. The results show that PowerPoint presentations aid in the plain delivery of course content, motivate active involvement, assist in retention of knowledge and create chances for multimodal learning. The study concludes with the relevance of the use of technology-based pedagogical techniques in higher education. This suggests that PowerPoint may be a beneficial tool to improve the quality of teaching English and to meet the changing demands of students in the twenty-first century.

6. Recommendations

This study backs up the idea that technology-based teaching is better than traditional teaching. The findings of the questionnaire suggest that most students demonstrate their needs and interests, which is something that English teachers should take into consideration. Favorable opinions about the use of technology in English classes. Based on the responses to the data we collected, both quantitatively and qualitatively, we found that the answers to the first two questions of our research were positive and good for the use of technology and especially the use of PowerPoint, which is the main focus of our research. In other words, students who use



PowerPoint frequently report feeling more engaged, inspired, and driven to learn English, which has an impact on their language acquisition skills. This mirrors what was reported in (Nomass, 2013).

The study recommends that future researchers use a larger sample and a longer duration if they are interested in discussing research similar to this, and the use of this medium in the teaching process has become essential as technology has advanced. More emphasis is being placed on the computer as a tool for skill transfer and as an essential component of the learning process.

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