



# مجلة التربوي

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المجلد الثالث والعشرون  
يوليو 2023م

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## **EFL Instructors' and Students' Attitudes towards Using PowerPoint Presentation in EFL Classrooms**

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**Abstract:** This study aims to investigate the attitudes of instructors and students towards using PowerPoint presentation in teaching and learning English as a foreign language (EFL). Through, utilizing descriptive quantitative design, the research focuses on the perceptions of students and instructors towards the use of PowerPoint presentation in EFL contexts. The study takes place in Libyan EFL classrooms, Elmergib University, Faculty of Education, and data is collected from 20 students and 10 instructors using two questionnaires. One questionnaire is for instructors and the other is for students. The findings reveal that both students and instructors have positive attitudes towards using this application. Additionally, the findings suggest that, if PowerPoint Presentation is utilized correctly, it can be effective learning means in the EFL classroom. The result of this research emphasizes the necessity of providing clear instructions on how to utilize PowerPoint in the classroom and encourages instructors to use it as an effective instructional tool in EFL environments.  
*Keywords:* Technology, PowerPoint Presentation, Attitude, EFL Instructors and Students

### **Introduction**

Over the last few years, there has been a significant increase in the use of technology for teaching English as a Foreign language (EFL) around the world. The implantation of technology in EFL has facilitated language acquisition through a variety of digital tools, giving both students and instructors with expanded and enriched teaching experience. According to Ilter, B. G. (2009), "Technology has various benefits in the classroom. It allows students to see the real world and it can be a great tool of motivation for them."

That is why, Majority of EFL instructors rely on various technological applications to support and facilitate their teaching for effective learning to take place. The effectiveness of each application depends on the teacher's awareness of that technological application. This is the typical case in Libya. Different teachers use different digital tools which suit their purpose of teaching English to students in EFL classrooms.

PowerPoint application is one of technological applications that a commonly used in tertiary institutions and have become a crucial component in modern education. This is due to their ability to assist instructors to design dynamic, interactive lectures that accommodate different learning preferences and styles as well as their ability to enhance students' participation and interaction. As posited by Hadiyanti, W. (2022). The structured instructions provided by PPT help students to focus on important ideas and keep them engaged in the lessons. Students also perceive their teachers as clear, confident, efficient, and well-prepared when using the PowerPoint application.



Instructors are able to present materials through organized crucial point prominences and stimulate students' ideas through illustration usage, material simplification, and coverage. Additionally, teachers are able to ask questions while teaching without having to read directly from the slides.

However, this situation goes against the arguments of other scholars such as (Apperson, Laws, & Scepanisky, 2006, Weimer (2012) who argue that PowerPoint Presentation can lead to worse performance, restricts students' ability to think deeply and decrease interaction between instructors and students.

The utilization of PowerPoint Presentations in tertiary institutions has raised an important question: Can the use of PowerPoint Presentations in EFL classrooms be effective and beneficial while teaching and learning English as a foreign language? In this respect, many scholars support the use of PowerPoint presentation software as an efficient means to enhance the learning of the target language and facilitate communication between instructors and students.

The impact of using PowerPoint Presentations on teaching and learning environment, however, is still a topic of great discussion. That is why this paper will investigate how students' and instructors' attitudes about teaching English as a foreign language are affected by PowerPoint presentations.

#### **The Problem of the Statement**

Even though many educational institutions have recently implied the use of the PowerPoint application in language teaching classrooms, most EFL instructors feel anxious about their ability to use it effectively to assist students in learning. On the other hand, some students may find it too distracting or difficult to follow. As such, it is important to understand both instructors' and students' attitudes toward using PowerPoint presentation in EFL classrooms and to determine their effectiveness and whether they can use more it more effectively.

#### **The Aim of the Study**

The main aim of this study is to identify the attitudes of the EFL instructors and students on the use of PowerPoint Presentation in the English Department at Elmergib University. More specifically, this research aims to determine whether PowerPoint Presentation is considered as a useful learning and teaching tool by students and instructors. The study attempts to draw insights into students' preferences regarding PowerPoint Presentation, including the use of certain features such as videos, pictures, colours, font types, etc.

#### **The importance of the study**

This study is important for a variety of purposes. Firstly, it provides how important the attitude is in deciding whether or not such teaching tool is effective in EFL classes. Therefore, examining this effect can help educators to comprehend the topic better because the findings are based on data from both instructors and undergraduate students. Secondly, this study is different in its setting and may it offer helpful information on PowerPoint Presentation use in EFL classes for instructors who frequently use it. Finally, the findings of this study will help instructors better understand the obstacles standing in the way of using technology for teaching and learning in the EFL environment, as emphasized by contemporary ELT " English language teaching and learning " approaches and methodologies.

#### **Research Questions:**



1. How do EFL instructors perceive the use of PowerPoint Presentation in EFL classrooms.?
2. How do EFL students perceive the use of PowerPoint presentation in EFL classrooms.?

### **The Hypothesis of the Study:**

Based on the above - asked questions it can be hypothesized that both instructors and students will have a positive attitude towards the integration of PowerPoint Presentation as a pedagogical means.

### **Literature Review:**

The term PowerPoint Presentation has been given numerous different definitions by different authors. Fisher, D. L. (2003) defines PowerPoint as " a type of presentation software that allows one to show coloured text and images with simple animation and sound. PowerPoint is just one of many types of presentation software. Hyper-Studio is another." Microsoft PowerPoint (PPT) is a program designed to make presentations simple, effective, and professional. PPT make concepts, ideas, and resources more engaging, understandable, and clear. However, Microsoft PowerPoint 2016 applications come with a number of new features that are wholly new, while others are the result of the development of previously existing features. That improves this application's functionality and ability to satisfy a variety of needs. Tarigan, G. H. M., Telaumbanua, S., Siburian, P., & Trisnton, T. (2022).

According to Oommen, A. (2012). Microsoft PowerPoint is a type of presentation software that Microsoft created and that has probably transformed from business and industry to education. He added that PowerPoint is a powerful pedagogical tool that can be employed in the classroom for teaching, student projects, practice and drilling, games, reviews, and tests. By using multimedia techniques like sounds, images, colour, action, and design in PowerPoint Presentations, instructors can more effectively teach English in the classroom to students with a variety of learning styles, including visual, auditory, kinesthetic, and creative.

Thus, we can say that a PowerPoint Presentation is a type of communication tool that employs slides to show data and ideas. Slides such as these usually consist of written content, videos, audio-visual, images that are frequently employed in business, educational environments, and other work environments to provide an easily understood message or report on a subject. PowerPoint enables people to develop, edit, and then display their ideas in a simple and interesting format for target people.

Although technology has become popular as an instructional medium for English Language Teaching (ELT) in Libyan education for many years, nevertheless, there has been some debates among studies on the usefulness of PowerPoint in ELT classrooms. In order to better understand how instructors' and students' perceptions about utilizing PowerPoint in ELT classes, this literature study looks at how both groups of people perceive its use.

Utilizing PowerPoint Presentation in EFL classes is controversial among instructors. Some of them think it's a helpful tool for educating students and keeping their attention. According to King, J. (2002) Oral presentations have numerous benefits, such as connecting language learning with practical use, integrating all four language skills, aiding students in gathering and organizing information, promoting teamwork, and encouraging independent learning. Longwell, P. (n.d.) offers practical suggestions on how PowerPoint Presentations can be used in EFL classrooms for



several purposes, such as teaching, the introduction of a new language, language practice, encouraging free practice, language review, and the gamification of testing.

Similar findings were made by Hashemi, M., Azizinezhad, M., & Farokhi, M. (2012) who claims that the proper use of PowerPoint Presentation can improve the teaching and learning process for instructors and students. PowerPoint offers templates that follow good presentation practices, such as appropriate font sizes and limited information per slide. This helps instructors structure their presentations in a professional manner and avoid overcrowding slides with text, which is often seen on overhead transparencies.

Lari (2014) has similar views, He highlights that using PowerPoint Presentations can enhance students' motivation and self-study skills. In addition, it can improve their learning abilities and provide instructors with various features to create engaging lesson presentations.

Despite the advantages mentioned above, some studies have found potential drawbacks of using PowerPoint presentations in EFL classrooms. PowerPoint Presentation can have a negative effect on students' understanding of the material because it causes them to become less engaged and less likely to take notes., Khoury Mattar (2012). Murphy (2006) and Tufte (2003), as cited in Taylor, G. (2012), warn against the negative effects of "sequentiality" on the audience's ability to understand the content when the presenter controls access to the material, preventing the audience from seeing the big picture. Furthermore, some studies have found that increasing reliance on PowerPoint Presentations can contribute to less interaction between instructors and students (Apperson, Laws, & Scepanisky, 2006). This may have an undesirable effect on the development of students speaking and listening skills, which are essential in EFL classrooms.

In addition, Weimer (2012) believes that bulleted lists or outlines on PowerPoint slides might "oversimplify" difficult material, increase apathy, and restrict critical thinking.

A recent meta-analysis of 48 studies found no noticeable difference in learning outcomes between PowerPoint and traditional instruction. Baker, J. P., Goodboy, A. K., Bowman, N. D., & Wright, A. A. (2018)

Many studies have been conducted to examine EFL instructors' and students' towards the implementation of PowerPoint Presentations in the classroom. For instance, Ozaslan, E. N., & Maden, Z. (2013) conducted a study to investigate the attitudes of teachers and students towards using PowerPoint Presentations in foreign language education courses at a university in Turkey. The study used interviews with 3 teachers and surveys of 35 students. The results showed that both teachers and students had positive views about using PowerPoint Presentations. Teachers said that they used PowerPoint Presentations as effective tools for engaging students visually. Although the instructors noticed certain difficulties with the use of PowerPoint, it was found that they were to address them. Students, on the contrary side, stated that they needed to be motivated to do PowerPoint Presentations for their future careers.

Likewise, Mohsenzadeh, A., Marzban, A., & Ebrahimi, S. F. (2014) find that both Iranian instructors and students had positive attitudes towards PowerPoint in EFL classrooms, however, the study also showed that EFL students and instructors require being familiar with using PowerPoint and other types of technology specifically during the educational process.





Similarly, a study was carried out by Benghalem, B. (2015) to examine the impact of using Microsoft PowerPoint on the attitudes and anxieties of 40 Master 2 students studying Didactics of English as a Foreign Language. The research indicated that the use of Microsoft PowerPoint led to a positive attitude and low anxiety among students. Data were gathered through interviews and a questionnaire. According to the study, using ICT ( information and communication technology) tools like PowerPoint can raise students' motivation and proficiency in English. It also advises EFL instructors to make good use of these tools.

On the students' side, several studies have reported positive attitudes towards PowerPoint presentations, with students appreciating the increased structure, visual appeal, and clarity provided by the tool (Anh, N. T. Q. (2011). Abdellatif, Z. (2015). However, some students have also expressed concerns about reduced interaction and an overreliance on technology (Almekhlafi, 2006).

Dalshad, Z., Mustafa, K., & Abu-Zidan, A. (2016) carried out a study to investigate the relationship between Students' attitude towards the Use of Microsoft PowerPoint Presentation by Lecturers in Class and their Academic Achievement. The participants were 800 students at Koya University in Iraq by using a questionnaire. The findings revealed that students had a positive attitude towards the use of PowerPoint. However, there was no significant relationship was found between students' academic achievement and their attitude toward PowerPoint. Lari, F. S. (2014) carried study to investigate the Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools The study was carried out in a secondary school in Lar, Iran, with 56 female students divided into two groups: experimental (taught using technology such as video projectors and PowerPoint) and control (taught using traditional methods like textbooks) .The research reveals that teaching based on technology had a significant positive effect on learner scores and that students had a positive attitude toward this new method of teaching.

To sum up, there is a rising number of studies examining the opinions of EFL instructors and students towards the use of PowerPoint Presentation in EFL classes. While the merits of utilizing PowerPoint Presentation as a teaching tool are widely documented, there are concerns about decreasing engagement and a heavy reliance on technology that should not be neglected. To effectively use PowerPoint Presentations and maintain a high level of connection and interest in their classes, EFL instructors must find a balance.

### **3. Methodology:**

This study utilized descriptive quantitative design to describe the students' and instructors' attitudes towards using PowerPoint Presentation in EFL classes.

#### **3.1 The participants of the study**

The participants who participated in this study were twenty (20) EFL students and ten (10) instructors. The students were studying at the Faculty of Education - Elmergib University for the academic year 2022-2023. They were selected randomly. They were all girls aged 18-20 years old. The instructors were teaching at the same faculty and they had experience in teaching English language for at least 5 years. All of the participants were from the third year.

#### **3.2 Data Gathering Instruments**



To obtain the most accurate results as far as possible, the researchers applied two questionnaires as instruments. One is for students and the other is for instructors. The questions were taken from the questionnaire used in a similar study conducted in an Iranian classroom context by Mohsenzadeh, et al (2014) to investigate learners' and instructors' attitudes towards the application of PowerPoint Presentation in the Iranian classroom context. The instructors' questionnaire included 10 five - point Likert - Scale items and five open-ended questions . The learners' questionnaire included 10 five - point Likert - Scale – items.

### 3.3 Procedure

The researchers asked the selected participants for their participation in the current study. After everyone had agreed. the participants agreed. The researchers outlined the study goals and explained the objectives of the study. Then, ten items on a five-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree), were given to the students, and ten items and five open-ended questions were given to the instructors, also on a five-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree). After that, the data was analyzed to determine how they felt about using PowerPoint Presentations in EFL classrooms.

### 3.4 Data Analysis

After Collecting the data, it was analysed by using descriptive statistics.

### 3.5 Results and Discussion

The Collection of data had been categorized into instructors' questionnaire and students' questionnaire. So the results obtained from the analysis of the questionnaires were presented and described here in this part and data obtained from both instructors and students can be shown in the following tabular format.

#### Section 1: Instructors' attitudes towards using PowerPoint Presentations in EFL classrooms : Section 1 part 1: Ten Items

Item 1: Using PowerPoint resource reduces the time I spend writing on the board.

Response	Percentage
Strongly Agree	90%
Agree	10%
No Idea	-
Disagree	-
Strongly disagree	-

According to the responses, 90% of respondents strongly agree with this statement, with only 10% disagreeing. There were no respondents who stated that they had no idea, disagreed, or strongly disagreed with the statement.

This shows that using PowerPoint is a great strategy for shorten the time spent writing on the board. The high rate of strongly agreement suggests that this strategy is well-liked and well-accepted by EFL instructors who apply it.

Item 2: Using PowerPoint increases the time they spend on teaching the subject.

Response	Percentage
Strongly Agree	60%
Agree	40%
No Idea	-
Disagree	-
Strongly disagree	-

Among the respondents, 60% strongly agree that employing PowerPoint lengthens the time they spend on teaching the subject, while 40% agree. None of the respondents





have no idea, disagree or strongly disagree with this item. As a result, this item has a 100% overall agreement rate, which means that every respondent either agrees or strongly agrees with it.

These findings lead us to the conclusion that most respondents think using PowerPoint lengthens the time they spend teaching the subject. This shows that, in this situation, PowerPoint might be a useful tool for improving teaching and learning outcomes.

Item 3: Using PowerPoint Presentation makes it easier to reach different sources and display them to the whole class immediately.

Response	Percentage
Strongly Agree	40%
Agree	50%
No Idea	-
Disagree	10%
Strongly Disagree	-

Out of the total respondents, 40% strongly agree that utilizing a PowerPoint Presentation makes it easier to access various sources and show them to the class. This statement was agreed by 50% of the respondents. For the No Idea category, there were, however, none. 10% of the respondents disagreed with it. While there were none in the strongly disagree category.

Thus, it can be said that using PowerPoint Presentation is an efficient approach to access several sources and instantly present them to the entire class, with 90% of respondents strongly agreeing or agreeing with this statement. It's important to note that the no idea option received zero responses, which may mean that some respondents did not understand the statement or did not have an opinion on it.

Item 4: PowerPoint Presentation is beneficial for saving and printing the material generated during the lesson

Response	Percentage
Strongly Agree	50%
Agree	20%
No Idea	30%
Disagree	-
Strongly Disagree	-

70% of all respondents agreed or strongly disagreed with the statement, compared to 30% who were unsure. No respondents either agree with the statement or strongly disagree with it.

This indicates that the vast majority of respondents believe PowerPoint Presentations are useful for printing and preserving content created during lessons. However, a significant proportion of respondents are unsure about this statement.

Item 5: PowerPoint Presentation helps instructors to explain the subject more effectively

Response	Percentage
Strongly Agree	40%
Agree	40%
No Idea	-
Disagree	-
Strongly Disagree	20%

Out of the total respondents, 40% strongly agree that using PowerPoint Presentation helps instructors explain topics more clearly. Another 40% agree with this statement.



The number of respondents who had no idea is not covered by the data. Also, this statement is agreed upon by all respondents. The remaining 20% strongly disagree with this statement.

Consequently, it can be inferred from the data that the majority of respondents (80%) believe that PowerPoint Presentations assist instructors to express a subject more effectively. It is significant to highlight that information is insufficient regarding the percentage of respondents who have no idea about this statement.

Item 6: With the help of the PowerPoint program, instructors can easily control the whole class.

Response	Percentage
Strongly Agree	30%
Agree	30%
No Idea	20%
Disagree	20%
Strongly Disagree	-

60% of respondents either strongly agree or agree with the statement. 20% of respondents have no idea about this statement. The remaining 20% of them either disagree or have not responded.

Generally, it can be said that most respondents think that instructors can easily manage the whole class by using PowerPoint program. Nevertheless, a sizeable portion of responders are unsure about this statement.

Item 7: PowerPoint Presentation can ease the continuation of the subject in the next session

Response	Percentage
Strongly Agree	40%
Agree	40%
No Idea	10%
Disagree	10%
Strongly Disagree	-

The findings show that 80% of respondents either strongly agree or agree that PowerPoint Presentation can make it easier to continue the subject in the following session. Just 10% of them have no idea, and another 10% do not agree with this statement. No respondent strongly disagrees with this statement.

Therefore, the vast majority of respondents have a positive view of the use of PowerPoint Presentation to support continuous learning. A small percentage of respondents are still uncertain or disagree with this statement.

Item 8: Using PowerPoint Presentation makes it easier for a teacher to review, re-explain and summarize the subject.

Response	Percentage
Strongly Agree	80%
Agree	20%
No Idea	-
Disagree	-
Strongly Disagree	-

According to the responses, 80% of respondents strongly agree with the statement, with the remaining 20% agreeing as well. For the no idea category, disagree, and strongly disagree there is no analysis because none of the respondents fall into those categories.



Nonetheless, it is worth mentioning that the absence of any negative comments implies that there is a high degree of agreement regarding the benefits of using PowerPoint Presentation in teaching.

Item 9: Using PowerPoint Presentation make me a more efficient instructor

Response	Percentage
Strongly Agree	20%
Agree	40%
No Idea	30%
Disagree	10%
Strongly Disagree	-

Based on the given data, it can be observed that most respondents (60%) either strongly agree or agree that using PowerPoint Presentation helps instructors be more effective. However, only a small percentage (10%) disagree with this statement. It is important to note that a significant part of respondents (30%) have no idea about how using PowerPoint Presentation affects their efficacy as instructors.

Thus, these findings suggest that using PowerPoint program can increase an instructor's effectiveness in the classroom.

Item 10: I like using PowerPoint Presentation in my teaching

Response	Percentage
Strongly Agree	80%
Agree	20%
No Idea	-
Disagree	-
Strongly Disagree	-

Out of the respondents who answered, 80% strongly agreed that they enjoy using PowerPoint Presentation in their classrooms, whereas 20% disagreed.

This indicates that a significant portion of respondents find PowerPoint Presentations to be an effective teaching tool.

### **Section 1 part 2: open- ended questions**

*Question 1: Have you used PowerPoint Presentation in teaching?*

*Question 2: If yes, state what were the uses of PowerPoint Presentation in teaching.*

*Question 3: If your answer to this item is No, state what were the reasons for not using PowerPoint Presentation in teaching.*

According to the results, 60% of instructors used PowerPoint Presentation. This indicates that PowerPoint is the teaching tool of choice for the majority of instructors. It is crucial to take into account that the remaining 40% may be teaching utilizing different resources or strategies.

Those who used PowerPoint Presentation, said that they use it frequently for various purposes. Some of them said they use it to improve the educational process by incorporating multimedia components like pictures, videos, and audio. Some said that they utilize PowerPoint program to encourage participation in discussions and to facilitate them.

For those who do not use PowerPoint Presentation in their teaching, they stated that there are many reasons that prevent them from using it in the classroom. For instance, lack of technical proficiency. Some instructors might not be familiar with this application or may not have the skills to create and present a PowerPoint Presentation. Another reason that prevents them as they mentioned is, they have not enough time to prepare a PowerPoint Presentation. According to some instructors, another reason that



prevents them from using this program which is they believe that using PowerPoint Presentation can result in passive learning and lower student engagement.

*Question 4: What are the barriers to use PowerPoint Presentation in teaching?*

The findings indicate that using PowerPoint Presentations in teaching was not without challenges. First, all of the instructors emphasized that a barrier was the absence of equipment in the classroom. The second obstacle was that instructors did not use the application because they were unfamiliar with it. The third obstacle was that most instructors felt that if they used technology heavily, they would overlook other crucial teaching techniques like practical exercises or group discussions. The last obstacle mentioned by most instructors was that their workplaces had limited access to this program, which could prevent them from using PowerPoint Presentations.

*Question 5: Do you suggest using PowerPoint Presentation in teaching? Why?*

According to the findings, PowerPoint Presentation are advised by the majority of instructors when teaching English as a foreign language. They said that PowerPoint Presentations are a useful tool for presenting information and involving students.

## **Section2: Students' attitudes towards using PowerPoint Presentations in EFL classrooms**

Item 1: I feel uncomfortable using PowerPoint Presentation in front of students.

Response	Percentage
Strongly Agree	20%
Agree	10%
No Idea	10%
Disagree	30%
Strongly Disagree	30%

The findings show that 20% of respondents strongly agree and 10% agree that using PowerPoint Presentations in front of students makes them uncomfortable. 10% of the respondents were unsure of their level of comfort with PowerPoint Presentation. On the other hand, 30% of the respondents strongly agree with this statement and another 30% disagree.

The majority of respondents (60%) agree that using PowerPoint Presentations in front of students is not embarrassing. A significant percentage (30%), however, strongly disagree with this statement, indicating a need for training or supporting in this area. The results also imply that there may be some lack of clarity among a smaller proportion (10%) of respondents reporting their comfort level with using PowerPoint Presentations.

Item 2: I have positive attitudes towards the use of PowerPoint Presentation in learning

Response	Percentage
Strongly Agree	90%
Agree	5%
No Idea	-
Disagree	-
Strongly Disagree	5%

The above results indicate that 90% of respondents strongly agree with the statement. And 5% agree with the statement whereas there are no respondents who disagree, or have no idea about their attitudes towards PowerPoint Presentation. Only a small proportion of respondents (5%) of respondents strongly disagree with the statement.



First of all, the huge percentage of respondents who strongly agree indicates that PowerPoint Presentations are widely accepted and enjoyed as a tool for learning. Just 5% of respondents either strongly disagree or agree with the statement. This implies that some respondents might not find PowerPoint Presentations beneficial or productive for their learning.

Item 3: I have negative attitudes towards the use of PowerPoint Presentation in learning

Response	Percentage
Strongly Agree	5%
Agree	-
No Idea	-
Disagree	10%
Strongly Disagree	85%

According to the given data, the majority of the respondents strongly disagree (85%) with the statement. 10% of the respondents disagree with the statement, while just 5% strongly agree with it. The percentage of respondents who have no idea about their attitudes towards PowerPoint Presentation in learning is not provided.

This indicates that most respondents prefer utilizing PowerPoint Presentations as a learning tool, whereas a relatively small percentage of them had an unfavourable opinion of the application.

Item 4: I do not think learners are ready for the use of PowerPoint program

Response	Percentage
Strongly Agree	10%
Agree	35%
No Idea	5%
Disagree	20%
Strongly Disagree	30%

The findings show that 45% of respondents (35% agree, 10% strongly agree) think that learners are not yet ready to utilize the PowerPoint application. However, 50% of respondents (with 20% strongly disagreeing and 30% disagreeing) said that learners are prepared to use the PowerPoint application. Additionally, 5% of them are unsure as to whether or not learners are prepared.

This indicates that there is a split opinion among respondents regarding learners' readiness to use PowerPoint Presentation. While 50% of the respondents believe that learners are prepared to use it, 45% think otherwise. A small percentage of them have some doubts about the learners' preparation.

Item 5: What I do in class with traditional method is sufficient for learning

Response	Percentage
Strongly Agree	10%
Agree	19%
No Idea	4%
Disagree	17%
Strongly Disagree	50%

The statistics show that 50% of respondents strongly disagree with the statement. 10% of respondents strongly agree with the statement, while 19% agree and 17% disagree. Only 4% of those respondents claimed to be ignorant of the statement.

These findings collectively show that respondents had a substantial level of dissatisfaction with traditional teaching techniques. Most of them think that these methods of learning are insufficient.



Item 6: I am not the type to do well with PowerPoint application.

Response	Percentage
Strongly Agree	23%
Agree	27%
No Idea	-
Disagree	23%
Strongly Disagree	27%

The above results indicate that 23% of all respondents strongly agreed with the item and 27% agreed. The percentage of those who were unaware of the item is not given. Another 27% strongly disagree with the statement, while 23% disagreed.

Overall, a majority (50%) of respondents either strongly agreed or agreed that they are not good at using PowerPoint program. However, half of them (50%) either disagreed or strongly disagreed with this item.

Item 7: I think PowerPoint Presentations make learning more enjoyable and interesting

Response	Percentage
Strongly Agree	70%
Agree	10%
No Idea	10%
Disagree	-
Strongly Disagree	10%

According to the responses, it can be inferred that a majority of the respondents (70%) strongly agree with this statement, whereas, only a small percentage (only 10%) either agree with it or do not know. None of them disagreed with the statement.

These findings collectively indicate that the majority of respondents think PowerPoint Presentations can improve learning by making it more engaging and pleasant.

Item 8: PowerPoint Presentations help keeping learners' attention longer

Response	Percentage
Strongly Agree	55%
Agree	28%
No Idea	10%
Disagree	-
Strongly Disagree	7%

Out of the total respondents, 55% strongly agreed with the statement that PowerPoint Presentations assist learners' attention spans to last longer, whereas 28% agreed with it. Only 10% of respondents strongly disagreed with the statement, But, none of them disagreed. As a result, it can be concluded that the majority of respondents (83%) either strongly agreed or agreed that PowerPoint Presentations assist student's attention for longer periods. This suggests that using PowerPoint Presentations to engage students and keep their attention during a presentation could be a useful strategy.

Item 9: I think the use of PowerPoint Presentation increase the interaction and participation of learners

Response	Percentage
Strongly Agree	57%
Agree	36%
No Idea	-
Disagree	-
Strongly Disagree	7%





The results show that 93% of respondents agreed with the statement (57% strongly agree + 36% agreed). This shows that the majority of them think using PowerPoint Presentations help boost learner's interaction and participation.

It is crucial to note that just 7% of them strongly disagreed with the statement. This means that some respondents might not find PowerPoint Presentations to be very helpful in raising learner engagement.

Item 10: I think the use of PowerPoint Presentation increases the motivation of learners in learning

Response	Percentage
Strongly Agree	70%
Agree	20%
No Idea	2%
Disagree	8%
Strongly Disagree	-

According to the findings, it can be inferred that a large proportion of respondents (70%) strongly agree with the statement that using PowerPoint Presentation inspires students to learn. 20% of them agree with the statement, while 8% disagree with it. There are no respondents who strongly disagree with the statement, and just 2% of them do not grasp what the statement implies.

This indicates that the majority of respondents think PowerPoint Presentations can be an effective method of enhancing students' excitement. Nevertheless, it is noteworthy to acknowledge that a minority of the respondents do not agree with this statement.

### Conclusion

The purpose of this research was to examine the views of instructors and students toward the use of PowerPoint Presentation in learning and instruction. The results indicated that both teachers and students were enthusiastic about utilizing PowerPoint in their English classes. PowerPoint Presentation emerged to be an effective instrument for improving students' understanding levels, increasing memory strength, as well as facilitating interactive classroom activities. Although there were some issues with using PowerPoint Presentation, such as load shifting and a lack of technical expertise, the benefits outweighed the drawbacks. Finally, the use of PowerPoint in the English classroom is indicated to be an effective tool for supporting teaching and learning.

### Recommendation

Based on the study's findings, it is advised that the instructors should evaluate students' perception towards implementing PowerPoint Presentations in the classroom and utilize the feedback to pinpoint areas that need improvement in order to enhance teaching strategies. In addition, it might also be helpful to educate instructors and students about how to utilize PowerPoint in the classroom efficiently. Workshops, lessons, and online resources that provide advice on PowerPoint best practices and usage tactics can be included in this. These suggestions can help instructors improve their techniques of instruction and develop a more stimulating learning environment for their students.

### Further Research

This study was restricted to investigating instructors' and students' attitudes toward the use of PowerPoint for research. The researchers suggest that additional researches be conducted in this area. such as " Examining the effects of PowerPoint presentations on students' language learning outcomes", and " Evaluating the preferences of the



students for the use of PowerPoint in EFL classrooms". In addition, in order to widen the scope of the findings, it is recommended that future studies use alternative research methodologies and instruments. To gain a complete grasp of the situations in which PowerPoint Presentation is used in EFL classes, a procedure for observation can be devised. Researchers will thus be better able to track changes in the environment when PowerPoint Presentation is used, as well as teachers' proficiency with slides and multimedia features.

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## Appendix A

### Section 1: Instructors' attitudes towards using PowerPoint Presentations in EFL Classrooms

#### Section 1 Part 1: Ten Items

1. Using PowerPoint reduces the time I spend writing on the blackboard.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
2. Using PowerPoint increases the time they spend on teaching the subject.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
3. Using PowerPoint Presentation makes it easier to reach different sources and display them to the whole class immediately.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
4. PowerPoint Presentations are beneficial for saving and printing the material generated during the lesson  
agree  slight agree  neither agree  slightly disagree  strongly disagree
5. PowerPoint Presentation helps instructors to explain the subject more effectively.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
6. With the help of the **PowerPoint** program, instructors can easily control the whole class  
agree  slight agree  neither agree  slightly disagree  strongly disagree
7. PowerPoint Presentation can ease the continuation of the subject in the next session  
agree  slight agree  neither agree  slightly disagree  strongly disagree
8. Using PowerPoint Presentation makes it easier for instructors to review, **re-explain and** summarize the subject.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
9. Using PowerPoint Presentation make me a more efficient instructor  
agree  slight agree  neither agree  slightly disagree  strongly disagree

#### **Section 1 Part 2: open-ended questions**

Question 1: Have you used PowerPoint Presentation in teaching?

.....

Question 2: If yes, state what were the uses of PowerPoint Presentation in teaching?

.....

Question 3 If your answer to this item is No, state what were the reasons of not using PowerPoint Presentation in teaching?

.....

Question 4: What are the barriers to using PowerPoint Presentation in teaching?

.....

Question 5: Do you suggest using PowerPoint Presentation in teaching? Why?

.....



## Appendix B

### Section2: Students' attitudes towards using PowerPoint Presentations in EFL Classrooms

1. I feel uncomfortable using PowerPoint Presentation in front of students.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
2. I have positive attitudes towards the use of PowerPoint Presentation in learning. agree  slight agree  neither agree  slightly disagree  strongly disagree
3. I have negative attitudes towards the use of PowerPoint Presentation in learning agree  slight agree  neither agree  slightly disagree  strongly disagree
4. I do not think learners are ready for the use of the PowerPoint program.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
5. What I do in class with the traditional method is sufficient for learning.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
6. I am not the type to do well with PowerPoint application.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
7. I think PowerPoint Presentations make learning more enjoyable and interesting. agree  slight agree  neither agree  slightly disagree  strongly disagree
8. PowerPoint Presentations help keeping learners' attention longer  
agree  slight agree  neither agree  slightly disagree  strongly disagree
9. I think the use of PowerPoint Presentations increase the interaction and participation of learners.  
agree  slight agree  neither agree  slightly disagree  strongly disagree
10. I think the use of PowerPoint Presentation increases the motivation of learners in learning agree  slight agree  neither agree  slightly disagree  strongly disagree



## الفهرس

الصفحة	اسم الباحث	عنوان البحث	رت
1-10	Manal Mohammed bilkour	An optimal fuzzy zero point method for solving fuzzy transportation problem	1
11-24	Mohamed Bashir M. Ismail	Assessing the Adaptability of Students and Teachers in the Faculty of Arts at Alasmarya Islamic University to the Sudden Transition to Online Teaching and Learning Processes during the COVID- 19 Pandemic	2
25-34	Dawi Muftah Ageel	Environmental study for Cyanobacteria Blooms using Envisat data at the western coastal of Libya	3
35-53	Nuria Mohamed Hider	Possible solutions to ensure data protection in cloud computing to avoid security problems	4
54-60	Gharsa Ali Elmarash Najla Mokhtar	A printed book or an e-book? Student Preferences & Reasons	5
61-75	هدية سليمان هويدي نادية عطية القدار دعاء عبد الباسط باكير	التشهير الإلكتروني عبر مواقع التواصل الاجتماعي من وجهة نظر طلبة كلية طب الأسنان بمدينة زليتن	6
76-89	Hamza A. Juma Saif Allah M. Abgenah Mustafa Almahdi Algaet Munayr Mohammed Amir	Designing an Autonomous Embedded System for Temperature Monitoring and Warning in Medical Warehouses	7
90-101	Salem Msaoud Aadrugi Tareg Abdusalam Elawaj Milad Mohamed Alhwat	The effect of using electronic mind maps in learning visual programming through e-learning platforms An experimental study of computer departments students at Elmergib University	8
102-110	Suad Mohamed Ramadan Zainab Ahmed Dali Ahlam Mohammad Aljarray Zenoba Saleh Shubar	Performance analysis of different anode materials of double chamber Microbial Fuel Cell technology using different types of wastewater	9
111-116	Faiza Farag Aljaray Saad Belaid Ghidhan	Evaluation of Hardness for Electroless Ni-P Coatings	10
117-128	Saleh Meftah Albouri Hadya S Hawedi Mansur Ali Jaba	Using Smartphone in Education: How Smartphone has impacted in Education, A Review Paper	11
129-139	Ibrahim O, Sabri	The Concept of Illegal Immigration and Its Causes in North Africa Region	12
140-151	A.S. Deeb I.A.S. Gjam	Solution of a problem of linear plane elasticity in region between a circular boundary with slot by boundary integrals	13





152-173	Musbah Ramadan Elkut	Transforming TESOL Pedagogy: Navigation Emerging Technology and Innovative Process	14
174-192	سالم علي سالم شخطور	آراء أبي محمد القيسي في خزانة الأدب "دراسة وتحليل"	15
193-217	نورية صالح إفريج	اعتراضات النحاة على حجية الشواهد في مسألة إعادة حرف الجر مع حتى العاطفة	16
218-238	نجاه صالح اليسير	الازدواجية اللغوية وأثرها في تعليم اللغة العربية الصفوف الأولى من المرحلة الابتدائية (أنموذجاً)	17
239-256	محمود محمد رحومة الهوش	الرضا الوظيفي وأثره على الاداء المهني لدى معلمي ومعلمات التربية البدنية ببلدية العجيلات	18
257-272	إبراهيم رمضان هدية	السرد الروائي عند إبراهيم الكوني في رواية الدنيا أيام ثلاثة	19
273-279	ابراهيم علي احمدودة ابراهيم علي ارحومة	التحليل الاستراتيجي لشركة الخطوط الجوية الليبية دراسة تطبيقية على الشركة باستخدام النماذج	20
280-294	Ismail F. Shushan Emad Eldin A. Dagdag Salah Eldin M. Elgarmadi	Petrography of Abushyba Formation columnar-jointed sandstones (Triassic-Jurassic) from Jabal Nafusa- Gharian, NW-Libya	21
295-307	Samera Albghil	Multimodal discourse analysis of variations in Islamic dress code in Bo-Kaap, Cape Town	22
308-317	عبداللطيف بشير المكي الديب رجب فرج سالم اقنيير	( استخدام نظم المعلومات الجغرافية والاستشعار عن بعد في تقدير النمو العمراني وأثره على البيئة المحلية بمنطقة سوق الخميس - الخمس / ليبيا)	23
318-331	حنان عبد السلام سليم عائشة حسن حويل	تطوير الخدمات العقارية باستخدام تقنية المعلومات ( تطبيق أندرويد للخدمات العقارية أنموذجاً)	24
332-338	Mahmoud Mohamed Howas	Hepatoprotective Potential of Propolis on Carbontetrachloride-Induced Hepatic Damages in Rats	25
339-352	نورية محمد النائب الشريف	البناء العشوائي في مدينة الخمس (مفهومه - أسبابه - تأثيره على المخطط)	26
353-371	إسماعيل حامد الشعاب معمر فرج الطاهر سالم العامري	اختلاف القراء السبعة في البناء للفاعل وغير الفاعل وأثره في توجيه المعنى "نماذج مختارة"	27
372-376	عبد السلام صالح أبوسديل عطية رمضان الكيلاني	دراسة على مدى انتشار Gnathia sp. في بعض الأسماك البحرية المصطادة من شواطئ الخمس- ليبيا	28
377-392	الصغير محمد المجري	(بيان فعل الخير إذا دخل مكة من حج عن الغير) للملا علي القاري المتوفي سنة 1014هـ دراسة وتحقيق	29
393-421	نجيب منصور ساسي	فضل المواهب في شرح عيون المذاهب لعبد الرؤوف الأنطاكي (1009هـ) (الاستنجا ونواقض الوضوء من كتاب الطهارة) دراسة وتحقيق	30
422-439	حنان ميلاد عطية	برنامج ارشادي معرفي سلوكي في خفض مستوى الوحدة النفسية لأبناء النازحين الليبيين	31
440-457	Hanan A. Algrbaa,	Speaker recognition from speech using Gaussian mixture model (GMM) and (MFCC)	32
458-467	هشام علي مرعي	علاقة المنطق بالعلوم الشرعية عند الغزالي	33



468-476	خالد الهادي الفيتوري زينب أحمد زوليه	الحلول العددية للمعادلات التفاضلية الملزمة باستخدام ب-سبلين التكعيبية	34
478-500	خميس ميلاد الدزيري	تأثير نظم معلومات التسويقية على توزيع السلعة " دراسة تطبيقية على إدارة مصنع إسمنت المرقب "	35
501-517	منصور عمر سالم فرعون	إدارة الوقت في الإدارة المدرسية في ضوء مهامهم الإدارية	36
518-533	فائزة محمد الكوت	أراء العلامة الدماميني النحوية في باب الظروف في كتاب خزانة الأدب ولب لباب لسان العرب	37
534-547	محمد محمد مولود الأنصاري حمزة مسعود محمد مكاري	"فوائد الفرائد في الاستعارة " عبد الجواد بن إبراهيم بن شعيب الأنصاري (1073هـ)	38
548-559	عبدالرحمن بشير الصابري إبراهيم عبد الرحمن الصغير أبوبكر أحمد الصغير	حروف الجر بين التناوب والتضمن دراسة تطبيقية على آيات من القرآن الكريم "دراسة وصفية تحليلية"	39
560-565	Ayda Saad Elagili Abdualah Ibrahim Sultan	An Application of "Kushare Transform" to Partial Differential Equations	40
566-598	أمل إجمد إقميع فاطمة محمد ابوراس	الأداء الوظيفي للمعلم وأثره على العملية التربوية دراسة سوسولوجية على عينة من معلمين ومعلمات مرحلة التعليم الأساسي	41
599-623	خيري عبدالسلام كليب عبدالسلام بشير اشتوي طارق أبوفارس العجيلي محمد عبدالسلام الأسطي فتحية خليل طحيشات	مدى التزام المصارف التجارية بتطبيق مبادئ إدارة الجودة الشاملة (دراسة ميدانية على مصرف الجمهورية فرع المرقب)	42
624-633	Abdulrhman Iqneebir Khaled Muftah Elsherif	Determination of Some Physical and Chemical Parameters of Groundwater in Ashafyeen-Masallata Area	43
634-650	أحمد على معتوق الزائدي	أحكام الأهلية وعوارضها عند الإنسان	44
651-671	عمر مصطفى النعاس السيد مصطفى السنباطي	الثقة بالنفس وعلاقته بالتوجه نحو الحياة لدى طالبات كلية الآداب	45
672-700	فاطمة جمعة الناكوع	معايير جودة آليات التدريب الميداني	46
701-718	إيمان عمر بن سعد بثينة علي أبو حليقة عمر محمد بشينه وليد حسين الفقيه	أثر المخاطر المالية في الأداء المالي للمصارف التجارية الليبية للفترة من (2011-2017)	47
719-730	هدي الهادي عويطي	دور مداخل ادارة المعرفة في تحسين ادارة الموارد البشرية في المؤسسات الحديثة	48
731-739	Khaled Abdusalam B. A Eman Mohammed Alshadhli Tasnim Adel Betro Amera Lutfi Kara Mawada Almashloukh	Antimicrobial Activities of Methanol Extract of Peganum harmala Leaves and Seeds against Urinary Tract Infection Bacteria	49
740-750	فتحية زايد شنييه نجاة بشير الصابري	الصور البيانية في سورة الواقعة	50



751-757	Afifa Milad Omeman	Phytochemical, Heavy Metals and Antimicrobial Study of the Leaves of Amaranthus viridis	51
758-765	أسماء جمعة القلعي	قواعد المنهج عند ديكرت	52
766-777	فرج مجد صالح الدريع	النفط والاقتصاد الليبي 1963م – 1969م	53
778-789	عمر عبدالسلام الصغير رضا القدافي الأسمر	تقويم دية القتل الخطأ بغير الأصل	54
790-804	أبو عجيبة رمضان عويلي أحمد عبد الجليل إبراهيم	مناقشة المسألة الأربعين من كتاب المسائل المشكلة للفارسي	55
805-823	فتحية أبو عجيبة جبران صالحة عمر الخرارزة	في منطقة سوق الخميس التلوث البيئي الناتج عن محطات الوقود (بحث مقدم للحصول على ترقية عضو هيئة تدريس)	56
824-856	هنية عبدالسلام البالوص	بعض المشكلات الضغط النفسي وعلاقتها بالصحة النفسية	57
857-871	احمد علي عزيز علي مفتاح بن عروس	تطبيقات البرمجة الخطية ونماذج صفوف الانتظار في مراقبة وتحسين الأداء دراسة إحصائية تطبيقية على القطاع الصحي بمدينة الخمس	58
872-879	Mona A. Sauf Fathi Shakurfow Sana Ali Soof Abdel-kareem El-Basheer	Isolation of Staphylococcus Aureus From Different Clinical Samples And Detects on Its Antibiotic Resistance	59
880-885	Wafa Mohamed Alabeid Omar Alamari Alshbaili	Combined Method of Wavelet Regression with Local Linear Quantile Regression in enhancing the performance of stock ending-prices in Financial Time Series	60
886-901	خالد مجد بالنور خالد أحمد قناو	حجم الدولة الليبية وأثره عليها طبيعياً وبشرياً	61
902-918	Amna Ali Almashrgy Hawa Faraj Al-Burrki Khadija Ali AlHebshi	EFL Instructors' and Students' Attitudes towards Using PowerPoint Presentation in EFL Classrooms	62
919-934	سالمة عبد العالی السيليني	اضطرابات الشخصية الحدية وعلاقتها بالجمود المعرفي	63
935-952	Samah Taleb	Common English Pronunciation Difficulties Encountered by Third Year Students at the Faculty of Education- English Department- Elmergib University	64
953-958	Hassan M. Krifa	A Study on Bacterial Contamination of Libyan Currency in Al-Khoms, Libya	65
959-964	Jamal Hassn Frjani	A New Application of Kushare Transform for Solving Systems of Volterra Integral Equations and Systems of Volterra Integro-differential Equations	66
965-978	Ismail Elforjani Shushan Saddik Bashir Kamyra Hitham A. Minas	Study of chemical and biological weathering effects on building stones of the Ancient City of Sabratha, NW-Libya	67
979-991	مجد عبد السلام دخيل	الآثار الاجتماعية والثقافية المصاحبة للتغير الاجتماعي في المجتمعات النامية	68



992-998	Ismael Abd-Elaziz Fatma Kahel	Molecularly imprinted polymer ( poly-pyrrole ) modified glassy carbon electrode on based electrochemical sensor for the Sensitive Detection of Pharmaceutical Drug Naproxen	69
999-1008	خالد رمضان الجربوع علي إبراهيم بن محسن صلاح الدين أبوغالية	علي الجمل وقصيدته (اليوم الأربعاء في رثاء النورس الكبير)	70
1009-1014	نادية مجد الدالي ايمان احمد اخميرة	Comparing Review between Wireless Communication Technologies	71
1015-1024	Khairi Alarbi Zaglom Foad Ashur Elbakay	The importance of Using Classroom Language in Teaching English language as a Foreign Language	72
1025-1042	حمزة بن ربيع لقرون	الأدلة المختلف فيها التي نُسب الاختصاص بها إلى مذهب مُعَيَّن (دراسة تحليلية مقارنة)	73
1043-1052	أسماء السنوسي لحيو	معدل انتشار بعض الأوليات المعوية الطفيلية في مدينة الخمس، ليبيا	74
1053-1067	برنية صالح إمام صالح	استعمالات (ما) النافية في سورة البقرة	75
1068-1085	اسماعيل عبدالكريم اعطية	عوامل نجاح وفشل نظام المعلومات دراسة تطبيقية على شركة الأشغال العامة بني وليد	76
1086-1098	نجوى الغويلي	"الرعاية الاجتماعية والدعم الاجتماعي والتربية الإيجابية للطفل"	77
1099-1105	Seham Ibrahim abosoria Fatheia Masood Alsharif Abdussalam Ali Mousa Hamzah Ali Zagloun	The Error Correction in second language writing	78
1106-1128	ميسون خيري عقيلة	أساليب المعاملة الوالدية وعلاقتها بالتحصيل الدراسي لدى عينة من طلبة كليات جامعة المرقب بمدينة (الخمس)	79
1129-1135	Majdi Ibrahim Alashhb Mohammed Alsunousi Salem Mustafa Aldeep	Quality of E-Learning Learning Based on Student Perception Al Asmarya University	80
1136-1150	Ekram Gebрил Khalil	The Importance of Corrective Feedback in leaning a Foreign Language	81
1151-1164	سكينة الهادي الحوات فوزي مجد الحوات سلمية رمضان الكوت	شكل العلاقات الاجتماعية في ظل انتشار الأوبئة والأمراض السارية (جائحة كوفيد 19 نموذجاً)	82
1165-1175	Salma Mohammad Abad	A comparative study of the effects of Rhazya stricta plant residue on Raphanus sativus plant at the age of 15 and 30 days	83
1176-1191	مجد عمر مجد الفقيه الشريف	توظيف الاعتزال عند الزمخشري وانتصاره له من خلال تفسيره	84
1192	الفهرس		