

**TEACHERS' AND STUDENTS' PERCEPTIONS TOWARDS
THE USE OF POWERPOINT IN ENGLISH CLASSES**

**The Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

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**Faculty of Education,
Tribhuvan University Kirtipur,
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CHAPTER ONE

INTRODUCTION

This study is about **Teachers' and Students' Perceptions towards the Use of PowerPoint in English Classes**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

The English language has acquired global coverage in the 21st century. English language teaching is gaining its importance day by day. Nowadays, English is an international language. So, it is included in almost all educational programs most countries. At first, there was the trend of teaching in teacher centered/ dominated way through chalk and talk technique which gave priority to rote learning. Teacher dominated teaching learning cannot meet the need or interest of the learners so scholars began to think about the alternatives of teacher centered teaching learning which gave birth to different approaches such as student centered technique.

Gradually, Information Communication Technologies (ICTs) are replacing teacher centered techniques. As a result, different new techniques, tools and procedures are being used in order to make English Language Teaching (ELT) easier. According to Castells (1999, p.9) "the world is in the midst of a historical transformation at the turn of the millennium. Like all major transformations in history, it is multidimensional technological, economic, socio-cultural, political and geopolitical". This modern world is entirely dominated by technology. Nowadays, the use of new technology as a tool to develop learners' ability in language teaching is gaining its importance. The use of technological devices such as computers, laptops, televisions, radios, video recording devices, internet, Facebook, twitter and PowerPoint presentation have been incorporated as a tool. So it is found ELT is influenced by Information Communication Technology (ICT). ICT is seen as mediating our communicative efforts in the form of different Medias.

PowerPoint has become one of the professional tools for improving teaching and learning for both students and teachers. PowerPoint is an application program of presentation which consists of slides allowing the user to present their message. Alley & Nelly (2005) state that PowerPoint is software tool that has become a presentation staple in lecture halls, conference rooms through the application of computers. In this regard Amare (2006) states, initially, PowerPoint was developed to improve learning by providing the means to develop presentations that are more structured and interesting the audiences. It means that PowerPoint is software tool from Microsoft that really sophisticated than the word and excel.

There has been a huge body of research arguing the efficiency of PowerPoint. The use of PowerPoint is really helpful for students to understand more about the materials also for teachers the use of PowerPoint is helpful for teachers in teaching learning process. It is thought that PowerPoint is more modern and efficient in terms of time and cost than using pictures and cards. The PowerPoint presentation can reduce the passive class the boredom and make the class atmosphere more interesting. But PowerPoint also has bad effects such as it can waste the time when the teachers did not operate the slides of PowerPoint well and when the teachers make all materials in the slides of PowerPoint and suddenly the electricity is down the teachers can get a bad effect from it. Sometime it can make the teachers lazy also because they can use the same slides of PowerPoint for next year without any preparations. So PowerPoint is neither good nor bad in itself. It depends on the skill of the users.

Anderson (2004) states that electronic slides are becoming an important presentation tool in the classroom. They allow advanced preparation of materials, improving organization of the presentation and giving a means of showing information- rich content such as complex tables, formulas, programs and diagrams. Hence, PowerPoint allows preparing materials in a slide including images, diagrams, graphs, audio clips to describe the content clearly. It also makes easy for teachers to present their content in teaching learning activity because they do not have to write or draw on the board. It helps to manage the time properly and students get opportunity to pay attention on

what the teacher is saying because they do not have to worry to copy, they can get print copy or soft copy.

Semester system is taken to be good for quality of education. The countries like India, China, Britain, USA, Japan, Australia, and Bangladesh as well as other countries in the world have adopted semester system. Due to international practice and growing charm of semester as well as to make Nepali students able to compete in international market Tribhuvan University, the oldest University of Nepal also implemented semester system in the Central Department from academic year 2070. In this regard Khaniya (2014 p.4) states:

the semester system is not new phenomena in TU, before 2036 there was also semester system. A semester system involves 15 – 20 weeks' rigorous study compare to annual system; it involves focused attention of teachers and students on teaching and learning. It is more organized and interactive in classroom because it involves pedagogical process instead of methods, the number of students in classroom is fixed; they are selected on the merit basis based on an entrance exam; they are kept busy at the same level of burden throughout the session; they are required to be regular for completing the tasks and projects and participate in group discussion and presentation.

Hence, TU attempted to provide quality of education by involving interactive classrooms, continuous assessment system, group discussions, and regularity in attendance through semester system. Then the system of teaching and learning is also slightly changed and teachers began to use PowerPoint for their Presentation in their classrooms.

1.2 Statement of the Problem

The use of ICT is one of the growing trends of teaching and learning in the sector of education. Its development and use are being very popular day by day. ELT cannot

remain away from ICT because new techniques and technology in ELT are moving towards success due to rapid development of science and technology. During this decade the applications of technology in education has overcome the traditional methods of teaching. One of the most common tools of technology in the classroom is Microsoft PowerPoint. The use of PowerPoint as a teaching tool is becoming more and more widespread for the instructors in teacher education, especially with those who wish to integrate multimedia technology into their teaching and use modern technology in the classroom. In this regard Bates and Poole (2003) write as PowerPoint was developed in 1990; PowerPoint has been debated as an effective presenter in education. Young (2006) explained in a survey that a good PowerPoint presentation can enliven a lecture by offering imagery to support key points, and having prepared set of slides can keep professors from straying off on tangents. Many students also praise PowerPoint slides for being easy to read than the professors' handwriting on the chalk board.

However, the positive effectiveness of PowerPoint in classroom teaching and learning has been the main focus of many articles and researches but the ways instructors and students perceive it in their classrooms use is still limited in research. In the context of Nepalese classrooms the use of PowerPoint has caused significant changes to the traditional teaching methods and has become buzz word in the most educational atmosphere. From the Academic year 2070 TU implemented the semester system at University Campus, Kiritipur with the goal to make Nepali students able to compete in international market. The new system started and it brought some changes on teaching learning process by focusing on interactive class, continuous assessment and regularity in attendance and teaching through PowerPoint. Through this research, the researcher has tried to examine the current practice of using PowerPoint in English language teaching in Semester System in Department of English Education in Nepalese Context.

It is important to better understand how teachers and students perceive the use of PowerPoint in their classes. In this research, the researcher made an effort to explore how both the teachers and students perceive towards the use of PowerPoint in

teaching and learning process. Thus, this present study has explored the teachers' and students' perceptionstowards the use of PowerPoint in teaching and learning activity.

1.3 Objectives of the Study

The objectives of my study are as follows:

- a. To explore the perceptions of teachers and students towards the use of PowerPoint in teaching and learning.and
- b. To suggestthe pedagogical implications.

1.4 Research Questions

The present study was based on the following questions which were raised while carrying out this research.

- a. What are teachers' personal experiences before using PowerPoint in classes?
- b. What are teachers' personal experiences after using PowerPoint in classes?
- c. What are the things to be considered while preparing PowerPoint?
- d. How can PowerPoint stand as a supporting tool in classes?
- e. How can PowerPoint befruitfully used in ELT classes?
- f. What are the students' attitudes towards PowerPoint presentation in classes?
- g. How do students perceive the value of PowerPoint handouts?
- h. Do students find PowerPoint influencing in their learning?
- i. How can PowerPoint presentation increase understanding level of students?

1.5 Significance of the Study

At first, this study is significant to those who are interested in ELT by using PowerPoint. English Language teachers are using it as supporting tool to motivate students and provide content easily .Curriculum designers and textbook writers can design curriculum as well as course books considering the global use of ICT and how PowerPoint can be used to deliver the content while teaching and learning. It is useful for students who are using PowerPoint to study and for their presentation as a scaffolding tool to make concept clear by integrating graphs, pictures, diagrams easily. It is equally fruitful for those who want to study further in this field in future. In

addition to this, this study helps identify needs, practices and pedagogical implementations of ICT in ELT classes.

1.6 Delimitations of the Study

The research study had the following delimitations:

- a. The study was only conducted at Department of English Education, TU Kirtipur.
- b. The present study was delimited only to examine the perceptions of teachers and students towards the use of PowerPoint in teaching and learning the course prescribed for M.Ed. in English.
- c. The primary data were delimited to only 20 students and 10 teachers at the Department of English Education.
- d. The data were collected from teachers and students who have the experiences of the use of PowerPoint.

1.7 Operational Definition of Key Terms

In the context of this study, the term listed below has following specific definitions:

PowerPoint: It typically refers to Microsoft PowerPoint, which is multimedia program that enables organization and presentation of the materials in any topics. In my study PowerPoint is only defined as a tool used for presentation in teaching and learning process of M.Ed. in English.

Perceptions: It refers to the way that the teachers and students think about something. In my study perceptions is defined as what teachers and students think about the use of PowerPoint in classroom teaching learning process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is fundamental stage of any kind of research. The purpose of this chapter is to provide a comprehensive review and synthesis of literature related to the present study. Throughout this section, theories as well as researches related to PowerPoint are considered in order to get insights and to make the study more practical.

2.1 Review of Related Theoretical Literature

Technology is one of the innovative ideas in the present era which has changed the contemporary society into modernism. Technology can also be defined as a description of art that brings change in society. So it can be said that technology is the means of transformation of society into civic one by developing good information of knowledge. Technology is the backbone of development and civilization of a country. The technological tools are very effective tools to be used in language classes for meaningful learning, for high motivation and high achievement in learning because these tools draw the attention of learners towards the lesson. So many educational stakeholders, subject experts, trainers, and curriculum planners have been showing their interest in practicing technology in ELT classes to develop the language skills.

Everything is in the process of change and the field of ELT is also in the process of change. The ELT scenario of today is quite different than some years back because of the changing process in the society and present demand of new technology. ICT as a part of technology has brought drastic change in ELT. The use of technological devices such as Computer, Mobile phone, Internet, and PowerPoint software have been incorporated as a tool for language teaching and learning. Such tools are becoming very important part in course of teaching learning activities in the present world to compete with global society.

PowerPoint is the tool that is currently used worldwide to present the lesson in a clear way and make concept clear of any text by successful integration of pictures, graphs, charts, main theme and key terms. PowerPoint provides benefits both the teachers and students when they are used effectively. Nowadays the primary focus is on PowerPoint slides as the main presentation medium in a semester system's classrooms. The use of PowerPoint in classroom helps the teacher to present the content in easy way and makes students easy to understand the content with the help of pictures, graphs, and charts in an attractive way by making interactive classroom environment. For example if the teacher is teaching about vocal organs he can show the pictures showing different vocal organs to make students clear about that. Murray (2002) states, PowerPoint had become a very popular teaching tool in academia learning, PowerPoint did not require major technical skills and familiarity with high tech technology. Szaba and Hasting (2000) have demonstrated that the use of PowerPoint increased lecture attendance, thereby making the most compelling case for adopting PowerPoint in classroom. ICT has the potential to innovate, accelerate, helps relate school experience to work practices, create economics validity for tomorrow's workers, as well as strengthening teaching and helping school change.

2.1.1 Purpose of Using Technology

In the present world the students learn the language skills form different sources as their need and desire in an entertaining environment and using technology as the tool in the language class makes them creative, autonomous and collaborative. So, the teachers use the technology as the best tool in language teaching to motivate the learners, to make them concentrate to their class. Technology helps provide motivation to language learning without motivation learning cannot be effective and long lasting. The use of technology encourages the students to develop their treasures of knowledge in course of language learning. Patel (2014) states that teachers need to seek ways of using technology as a learning tool for their students even if they do not master on it, the technology is usually viewed as a delivery and instructional tool, many instructors struggle to support their students to learn from, and about technology, but ignore the most important aspects of learning with technology.

Students learn meaningfully when they learn with the help of computer so technology is viewed as the resource to help them to develop, among other things, higher order thinking, creativity and research skills.

Hence, teaching and learning by using technology is effective. Learners can learn through different sources and technology is one of the best ways among them. Technology activates the learners' motivation and concentration during their lesson. Learners feel comfortable using technology to get knowledge. Teachers can teach in an effective way using technology and can develop their professional skills. Technology helps change traditional teaching method into modern method so technology is used in teaching and learning process.

2.1.2 Information Communication Technology (ICT)

ICT is very important in teaching and learning process from post-modern perspectives. As in postmodern era the perceptions towards everything has been revisited and deconstructed. In the same way, the teaching learning process has been changed. In the past teachers used to be all in all. They used to be responsible for each and every activity but now the roles of teachers have been shifted. There is the concept of twenty four hours and seven days learning. The post modernism is an era of science and technology. The ICT has made them able to choose the contents and time according to learners' desires. They have access to a wide range of information on the same topic and they view the same topic from multiple perspectives. So it is often said that the new technology has served as the thousands of teachers for the learners.

The United Nations Development Programme (UNDP) (2003) defines ICT as follows:

Basically information handling tools – a varied set of goods applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the internet. These

different tools are now able to work together and combine to form our 'network world', a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.

The older technology such as radio, television and telephone are given less attention although they have a longer and richer background as educational tools. Therefore, “the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social networks in education is still in its infancy in comparison with the use of older technologies such as radio and television”. Salehi & Salehi(2011). Similarly, Hennessy, Harrison & Wamakote (2005) state

The term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), and means of tele communication and information systems.

2.1.3 Impact of ICT in ELT

Teacher of English around the world prefer the communicative teaching and learning methods rather than traditional teaching methods. The traditional teaching methods dominate the students centered approach and neglect the students' communicative skills. The teacher dominated chalk and talk method did not concern the demanding need of students the need of new methods/ approaches was seen. Due to the result of that ICT tools came to assist the teaching learning to make students centered. So that different tools such as laptop, multimedia, projector, digital recording, mobile phone, internet and applications like Facebook, twitter and PowerPoint came in teaching learning process. The ICT has changed the way of teaching strategies to suit the materials and needs of learners. On the other hand, ICTs have given the students many opportunities to practice English in and out of classroom Ibrahim (2010, p.212) mentions about the impacts of ICT as:

The ICT put forward an influential base for efficient education. Now, we need the modern technology for a better blended method of delivery to create apt teaching techniques to enhance the process of learning English language. ICTs are very motivating because they help the learners to learn the language which is carefully designed to meet the prescribed goals.

At the present day, ICT can be a very effective means in carrying out better ELT classroom activities. ICT provides variety of contents in different forms in audio, video and pictorial form. It helps the learners develop concentration, better understanding and long lasting learning. Thus, we can say that ICT has significant positive impact on ELT. Some positive impacts of ICT tools in teaching learning process as proposed by Ibrahim (2010) are as follows:

- a. *Availability of materials:* ICTs are very important for availability of learning materials whether it is computer or web based. The students can learn in their own pace due to available of materials. Students can get materials in PowerPoint including image, animations, pictures and graphs.
- b. *Students' attitude:* ICTs have positive effects on students' attitude towards language teaching and learning. Students get more successful, motivated, self-confidence when using computer based instructions in teaching.
- c. *Autonomy:* Students have opportunity to choose the elements of language which they want to focus. Learner centered approaches are focused rather than traditional approach while using ICT. The students feel free to practice the language without fear from other at their own pace.
- d. *Authenticity:* ICTs provide the authentic learning environment because the learners can interact with each other across the city and are very motivating to the language learners.

- e. *Multifaceted tools:* ICTs help deliver materials in multiple ways. They facilitate different activities such as testing, doing exercise, performing different tasks to relate to language skills.
- f. *Helps teachers:* ICTs help teachers prepare, produce, store and retrieve their materials easily. The availability of different rich texts, different topics, and exercises help in teachers' time management. It helps teachers carry out classroom teaching with great enthusiasm by involving learners in different collaborative tasks.
- g. *Students centered:* ICTs help the students be exposed with different materials likewise, it encourage students to do extra works outside the classroom, play language games. IT helps shy students, who feel discomfort from asking questions, and enhances students' centeredness and improves the learning process by teachers and students interaction.
- h. *ICT in self-assessment:* ICTs are the valuable means of assessing students' capabilities in the process of learning. It helps evaluate learners without involving in formal examination. Their different skills such as listening, reading, writing and speaking can be tested through computer assisted tools.

2.1.4 Policy and Provision of ICT in Education of Nepal

Nepal has undertaken a number of policies initiatives in the Information and Communication Technology sector over the past several years. Different policies related to ICT such as IT Policy 2010, School Sector Reform Plan (SSRP), Policy and Provision on National Curriculum Framework 2006 and The Recent Plan (three years plan 2011-2013 of GoN) has served as a backbone to develop ICT in education as well as it has provided some framework to use in our curriculum.

IT Policy 2010 of Nepal has made some of the provisions in order to develop rapidly in the sector of education, health, and agriculture. In the sector of education IT policy has made provisions for expansion of access of the Internet to all schools.

Coordination and collaboration with national and international institutions to develop

skilled human resources for continuous, relevant and quality education is another important provision. Likewise, promotion of Industry-Academia Collaboration (IAC) and formulation and implementation of special IT programs focusing on students, teachers and schools to develop competent human resources are the provisions of IT Policy 2010.

SSRP of Nepal has also its own policy and provisions related to ICT. SSRP has the provisions to develop ICT assisted teaching/learning in all schools, development of ICT infrastructure in education, alternative modes of schooling through ICT and professional development of teachers and personnel (distance and on line mode course for professional development). The policies and legal provisions may be reviewed and amended every two year in conformity with technological development and expansion of services.

National Curriculum Framework (2006) has its own policies and provisions related to ICT in education. It has brought provisions into the schools in three different ways. The first way is to implement ICT as a tool for delivering information and or service including school administration. The second way is to implement ICT as a tool to teach other subjects. And the third way is ICT as an academic curriculum subject to equip the students with skills required to success in the knowledge economy.

The Three Year plan (2011-2013) of GoN has included some of the policies related to ICT in education. The policies according to recent plans are schools will be encouraged to use ICT in education to increase access to quality education in rural areas. Similarly, digital divide will be reduced through use of ICT. And ICT will be integrated in all aspects of education.

ICT in Education Master Plan (2012-2017) is working for establishing the use of ICT in education by specific visions, goals and objectives. The vision of Master Plan is to ensure extensive use of ICT in Education Sector and Contribute for access to quality of education for all. The mission of the Master Plan is to narrow down the digital divide through the development of ICT infrastructures, human resources, digital

contents and system enhancement in education. The main goals in education Master Plan are to expand equitable access to education, likewise to enhance the quality of education. Similarly to reduce digital divide and to improve the service delivery system in education are its main goals. The main objectives of ICT in Education Master Plan are to create ICT enables learning environment in educational institutions. Similarly to expand the interval access to schools and other educational institutions is another objective. Likewise, to expand the accessibility to learning resources through educational resources sharing platform is also its objective. Its objective are to prepare teachers for ICT based education, in the same way to develop favorable environment for policy making and management for ICT based education, and to enhance ICT competencies of human resources working in education sector is another objective.

The policies and provisions related to ICT have focused on the use of ICT tools in educational process. Many schools and universities of Nepal have started to use ICT tools to facilitate in teaching and learning process. As the result of that Tribhuvan University has also focused on using ICT in teaching learning process in its semester system.

2.1.5 Current Practice of ICT in Nepalese Context

The 21st century world is moving faster and faster with the rapid development of ICT. Today's academic systems have been gradually replacing traditional educational activities. As a phrase 'Technology in education', the buzz word in every educational atmosphere in the world, Nepalese ELT context has no exception to it.

ICT has become part and parcel of educational plans, ensuring its implementation. It also enables education stakeholders to examine opportunities for ICT in education. (UNESCO, 2004). In fact ICT provides many opportunities to language teachers as well as learners. So, the Nepalese Government approach to importance of ICT in education during the last ten years has been changing. The government has made a commitment and passed the 'National Information Law 2067' to launch the e-governance in the country. It is to support computer literacy of citizens and to adopt digital technology in education. 'Open Learning Exchange and E path' (OLE Nepal)

is an example of an endeavor that the government made for the integration of ICT in ELT. Nepal E-Pustakalaya is an electronic library, developed as a repository of reference materials for the students, consisting of full text documents, images, audios, video clips and software that are relevant for students. (www.pustakalaya.org) Moreover, students can download the content materials as well as read it online. The repository is also accessible on the internet to other users at <http://www.pustakalaya.org>. In reference to Duwadi (2015) also in Nepal one laptop per child (OLPC) I/NGOs have started to distribute laptops to sample schools that contain integrated lesson.

Undoubtedly, in teaching learning process we are compelled to face some problems in our class due to different causes. “Teachers of English as a foreign language (EFL) who want to develop successful lessons face numerous challenges, including large class sizes and inadequate instructional materials and technological support” (Sad, 2008). Ministry of Education of Nepal is encouraging the use of integrated educational technologies including mobile and laptop and this is filtering into English language classroom. The use of multimodal technology in language studies is cost effective and highly stimulating way to achieve the goal of acquiring a second language. It is aiming to improve its teaching and learning practice with the innovative use of ICT. ICT is an example of technology that is powerful change agent and an innovative tool to promote ELT producing empowered human resource for the development of nation.

We can see that some of the well-facilitated community and institutional schools are integrating ‘Midas e-learning’ at primary and lower secondary level. Many facilitated higher secondary schools and colleges are using ICT tools as well as TU also after implementation of semester system in order to make students aware and competent in ICT technology in teaching learning process. There is ICT course in Master’s degree in education as well as ICT course is taught in math education as elective course. To fulfill the gaps of modern educational practices, Tribhuvan University, faculty of education has designed four years specialization course in Information and Communication Technology at bachelor level programme. Regarding the Syllabus of

B.Ed. in ICT, ICT programme provides students with a broad education in computer science and information technology including Programming, Algorithms, Hardware, Database management information system, Data structures, Computer Graphics, Cyber law, Web programming and other ICT allied areas. This is one of the significant steps of bringing new technologies in instructing students in language learning activities. The e-learning tools like internet, YouTube, Skype, Twitter, Blogs, Mobile phones, PowerPoint Presentation and Interactive Boards have increased the learners' engagement and true interaction among teachers and students in language learning activities. With the help of these tools, teachers can engage the learners to become skilled in teaching by using the innovative ELT techniques.

By and large, in the name of digitization, the schools and colleges have recently been installing a couple of digital e-learning tools and ICT tools and many more. This is of course a good sign, and a very good positive step, however, we cannot be satisfied with it. Every ELT culture throughout the country should be equipped at least with laptop, multimedia projector, networked computers and printers so that ELT activities can be carried out with the notion of student-centeredness.

2.1.6 Microsoft PowerPoint

Microsoft PowerPoint is a complete presentation program developed by Microsoft. PowerPoint is a part of ICT program developed by Microsoft in 1987. It is an application program of presentation which consists of slides allowing the user to present their information. We can present our information for larger audience by making PowerPoint and presenting through projector. PowerPoint is being one of the common applications in our classroom from pre- primary level to university level because it can be used in classroom for supporting students learning by combining computer and projector to display the slides for illustrating a lesson. Microsoft PowerPoint includes its ability to do spell check, allowing the user to add, correct, make changes to the lessons and finally use printout materials for students for their personal use. (Technology .com 2007) PowerPoint gives the user the opportunity to incorporate visual and auditory aspects to a presentation in a slide, not only that it also

provides options to remove existing slide, to design it with different animation and background.

PowerPoint presentation provides numerous features that offer flexibility and ability to create professional presentation. It provides the ability to create a presentation or sound effects for particular slides. In addition to the ability to add sound files, the presentation can be designed to run like movie on its own. In this regard, Shakya (2072, p.111) the information in slide can be presented by using more than one medium like texts, pictures, audios, videos and animations. The presentation helps you to present ideas, concepts, and information in more clearly and concise way. In this regard Harrison (1999) argues that PowerPoint enhances instruction and motivates students to learn. It means that from the use of PowerPoint the teachers can improve students' motivation in learning while teaching in classroom because students need something different to learn the materials in classroom that make them enjoy when their teachers deliver the materials for them.

PowerPoint allows the user to record the slide show; they may customize slide shows and present other materials easily. Microsoft also offers the ability to broadcast the presentation to users by the use of PowerPoint. The following table shows the development of PowerPoint with its version in different years.

Table: 1
Microsoft PowerPoint and Its Version

S. N.	Year	Name	Version
1.	1990 A.D.	PowerPoint 2.0	2.0
2.	1992 A.D.	PowerPoint 3.0	3.0
3.	1993 A.D.	PowerPoint 4	4.0
4.	1995 A.D.	PowerPoint 95	7.0
5.	1997 A.D.	PowerPoint 97	8.0
6.	1999 A.D.	PowerPoint 2000	9.0
7.	2001 A.D.	PowerPoint 2002	10.0
8.	2003 A.D.	PowerPoint 2003	11.0

9.	2007 A.D.	PowerPoint 2007	12.0
10.	2010 A.D.	PowerPoint 2010	13.0
11.	2013 A.D.	PowerPoint 2013	14.0
12.	2015 A.D.	PowerPoint 2016	15.0

Source: (<https://en.m.wikipedia.org/wikimicrosoft.powerpoint>.Retrived on29 August 2016)

2.1.7 Use of PowerPoint in Higher Education

PowerPoint has become very popular in academia because of its ease to use, structure and popularity among the students. In this sense Murray (2002) says the use of PowerPoint in classroom teaching and learning is increasing day by day. The use of PowerPoint has been expanded from pre- primary to university level. In higher education lecturers are using PowerPoint for their presentation with the help of laptop, projector and screen in the classroom setting. So, nowadays it can be seen that many colleges and universities have rooms equipped with technology necessary for PowerPoint presentation. In the context of Nepal recently PowerPoint is being used as integrated part in urban areas in private institutions as well as in Tribhuvan University in Semester System. In this regard Murray (2002) states during this period, in response to the urge for the use of new multimedia technologies at higher level education many faculty members abandoned traditional lecturing methods and use overhead transparencies in favor of an adopted MS PowerPoint for giving presentation in class.

Hence, PowerPoint is being heavily used by lecturers to present their class and by students for their presentation. Teachers prefer to use PowerPoint in their class because they can present their ideas in the form of slides, it makes easy for them to describe the content on the basis of point included in slides and it makes them easy to construct the materials. Likewise, they can show pictures, graphics, diagrams easily

on slides and need not write on board which enable the teachers easy to deliver the content and manage their time. For students they can see and hear at the same time, they do not have to copy the point written on the board by the teachers because they can get handouts from their teachers as well as with the help of the pictures, and graphs they can make concept clear in friendly environment. So, recently TU has implemented ICT course at B.Ed. and M.Ed. level to make students familiar with ICT technology.

2.1.8 Importance of Teaching through PowerPoint

PowerPoint has become very popular because it is easy to learn and widely available. It provides ability to equip our presentation with different types of Media including images, sounds, animations, and graphs. It enhances the ability of students on the subject they are being taught. Teachers can focus on interactive classes instead of writing on board because the text is already there on the form of PowerPoint file. PowerPoint presentation is not only for teachers but students can also use it to read as well as for their presentation. PowerPoint can be highly effective tool to aid learning so PowerPoint is being frequently used in classroom teaching and learning. Some of the advantages of using PowerPoint in classroom can be mentioned as:

- a) Engaging students in Multiple learning style
- b) Increasing the visual impact
- c) Improving the audience focus
- d) Providing annotations and highlights
- e) Analyzing and synthesizing complexities
- f) Enriching curriculum with interdisciplinary content
- g) Increasing spontaneity and interactivity
- h) Increasing wonder
- i) Students centered teaching

(source: <http://www.fctl.ucf.edu/teaching and Learning>

[Resources/technology/powerpoint/index/php](http://www.fctl.ucf.edu/teaching and Learning/technology/powerpoint/index/php). Retrieved on July, 3 2016)

2.1.9 Weaknesses of Teaching through PowerPoint

PowerPoint is one of the commonly used tools in ELT class. Although it is very important in teaching learning process, it has some weaknesses. Some of the weaknesses of teaching by using PowerPoint according to Jones (2003) are as follows:

- a) Including excessive detail so that students need not be active (or even present if files are made available) during delivery
- b) Slides are visually poor and/or boring or even over the top
- c) Too much text is put on a slide detracting from its legibility
- d) Excessive use of graphics
- e) Irritating noises and slide transitions
- f) Inappropriate use of multimedia options
- g) Content often unmodified from an earlier non-PowerPoint presentation thus failing to make use of the advantages offered
- h) Tendency to go too fast is common simply because of the ease of delivery of the material
- i) Not making plans for coping in event of technological failure e.g. backup overheads (expensive) or alternative activities

These negative aspects/ weaknesses may be seen while teaching through PowerPoint so it is most important to consider how to avoid such negative aspects in our teaching process.

2.1.10 Guidance for Preparing PowerPoint

PowerPoint is a tool which visually conveys the information in both text and images. When it is used effectively it offers benefits for both students and teachers. So the users of PowerPoint should consider the materials what should be included and organization of those materials to make the attractive and user friendly. Some of the guidance for PowerPoint preparation according to Caputo (2002 pp.1-5) are:

- a. *Have a specific purpose:* PowerPoint should be used only for specific purpose. Teachers should consider the content of each class to determine whether there is a reason to use PowerPoint for that session or not.

- b. *Consider Atmosphere:* When using PowerPoint, the teachers should keep the atmosphere in the classroom conducive to learning by taking steps to avoid discouraging interactivities. The room should be as bright as possible while screen on which presentation is projected. Teachers should consider the effective colours which is clearly visible. Teachers should have students' focus on what is being said and not on how it is being said.
- c. *Limit content:* Teachers should meaningfully limit the content of their presentation. A few well-chosen words can speak volumes so, experts suggest limiting slides to 40 words. And each point should be kept as concise as possible.
- d. *Maintain context:* Teachers should maintain context when using PowerPoint as a teaching enhancement. It is better to outline the class discussion for that an introduction slide should be used to outline discussion. To maintain the context carefully teacher should develop the transitions between ideas and not slides.

2.2 Review of Empirical Literature

Empirical literature review refers to an act of reviewing or studying related literature to the topic carried out earlier by different people or organizations. Reviewing the Empirical literature is related to the practical work of previous research. Under this topic, the following related empirical literatures are reviewed. At first the researcher has reviewed the researches done outside the country and then after the researches done inside the country in chronological order.

Nguyen and Anh (2011) investigated Efficacy of PowerPoint presentations; Students' perceptions in the English lectures in the context of English language classroom. A survey was carried out on the students' attitudes involving classrooms observations through a questionnaire for one class of English Proficiency course. The result indicates that students favor PowerPoint presentation, lectures and PowerPoint presenters.

Pramestiya (2013) carried out a research on “Students’ perception on the use of PowerPoint in public speaking classes.” A survey research was carried out. The data were obtained through questionnaire to the students in public speaking class. The participants were fifty five students of public speaking class from group A until E selected through non-random sampling. The finding revealed that the participants in the public speaking classes like PowerPoint better than other Audio- visual Aids to be used by teachers in teaching learning process in interesting class increase the students’ motivation and make the teachers more efficient in using time to deliver the materials.

Arifah (2014) carried out a research entitled “Study on the Use of Technology in ELT Classroom: Teachers’ Perspective” that the use of multimedia and internet have positive impact in language teaching. The main objectives of the research were to know the response from the teachers about the use of multimedia and internet in classrooms and how they are teaching language skills. The research study was based on survey design and limited to Admjee cantonment Public College Dhaka, Bangladesh which was facilitated with technologically advanced classroom. The researcher used the questionnaire and observation as the research tools to collect data. The researcher selected fifteen English language teachers who were using technology as the sample from Admjee Cantonment Public College by applying non-random sampling procedure. The finding showed that technology helps to promote communication approach of teaching, use of authentic materials, introduce a lot of exposure to students.

Khanal (2008) in his research entitled “Attitudes of higher secondary teachers towards the use of computer and the internet.” He conducted his research to study the attitudes of Higher Secondary English Language Teacher of Kathmandu valley and their perception on the basis of their personal experience of using computer and internet by using questionnaire and interview tools. The data were collected from 100+ respondents from non-random purposive sampling. He used questionnaire as a tool to collect data. Analysis of data yielded with the finding that majority of the teachers had positive attitudes towards the computer and the internet. All teachers were interested in increasing computer and the internet access in the future.

Acharya (2013) conducted a research on “Use of ICT and web tools in English language teaching. He conducted his research on 40 English teachers teaching in private schools of Kathmandu Valley selected purposively with the objectives to identify the commonly used ICT/Web Tools in ELT and to find out the uses of ICT/Web Tools in carrying out effective ELT activities. He used questionnaire to collect data. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook, wiki, email, blog are used in ELT. Similarly, majority of the teachers used ICT/ Web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

Bashyal (2015) in her research entitled “Role of Facebook in improving the English language” aimed to identify teachers’ and students’ perceptions to the use of Facebook in ELT by using survey research design. To meet the objective she selected thirty Facebookusers’ students from Master Level of Department of English Education purposively and used questionnaire as a main instrument. The study found that the Facebook has been beneficial to teach and learn the English language as well as Facebook has been an excellent tool for interactive learning and has significant role in distance teaching and learning.

Shahi (2016) carried out a research under the title “Use of technology in English class” aimed to explore the practice of use of technology in language class by English language teachers. He used survey research design and selected thirty English language teachers who used technology in language class as the sample from fifteen schools in Kathmandu valley using non-random purposive sampling procedure. He used questionnaire as a tool and explored that technological tools are very useful and essential in English language class to develop the language skill in students and to develop the professional skills of the language teachers in secondary schools. The teachers were found to have positive view towards the use of technology such as mobile, computer and internet in language class.

Till today, no any researches have been carried out by on the same topic that the researcher has selected. This research is different from the others in the sense that nobody has carried out the research on the topic of “Teachers’ and students’ perceptions towards the use of PowerPoint in English classes.” The researcher has attempted to find out perceptions of teachers and students towards the use of PowerPoint in teaching and learning.

2.3 Implications of the Review for the Study

One of the most important parts of any research is reviewing the related literature. It gives the researcher necessary theoretical back up related to his study and lead him to go ahead in right path.

While reviewing the literature the researcher has gone through various theoretical works and various empirical research studies. They all are related to some extent to the researcher’s study area. After reviewing the research works, the researcher got ideas on different existing theories related to his topic. Furthermore, from the empirical research studies the researcher got information about the various procedures needed to conduct research study. Regarding sampling strategy, use of tools, and analysis and interpretation procedures, the researcher has gained valuable information from these research works. All these theoretical and empirical studies are helpful to the researcher during his whole research work. They are the milestone to make the researcher’s task more informative and reliable.

To be Specific, Nguyena and Anh (2011) study provided insight for the researcher that students favor PowerPoint presentation, lecturers using PowerPoint in classrooms so PowerPoint can be used to provide lectures in Nepali context. This study was helpful to sample the population, selecting research design for his study. Similarly, from Pramestiya (2013) the researcher got ideas that in teaching learning process to make class interesting and increase motivation and make the teacher more efficient in using time to deliver the content, PowerPoint can be used in semester system. This research provides the researcher with broad theoretical knowledge on selecting methodology and making tools for data collection. Arifan’s (2014) study provided the researcher

insight that use of technology in ELT class promotes communicative approach of teaching in classroom. It helped him to make overall research for his study.

Likewise, Khanal's (2008) study recommended the researcher that in teaching learning process computer and internet can be used because teachers have positive attitudes towards the computer and internet, which helped the researcher to select the research design. Acharya's (2013) research provided the researcher with ideas of using ICT tools in classroom for effective teaching and learning. It helped him to select methodology, design, questionnaires and data analysis process. In the same way Bashyal's (2015) research provided insight that Facebook has been beneficial and interactive in learning which recommend us to use Facebook in classroom teaching learning process. From this study the researcher learnt to select research design and data analysis process. Shahi's (2016) study also provided the ideas that technological tools are very useful and essential as well as teachers have positive attitudes towards them in classroom teaching learning process. This study helped the researcher to prepare his overall research study.

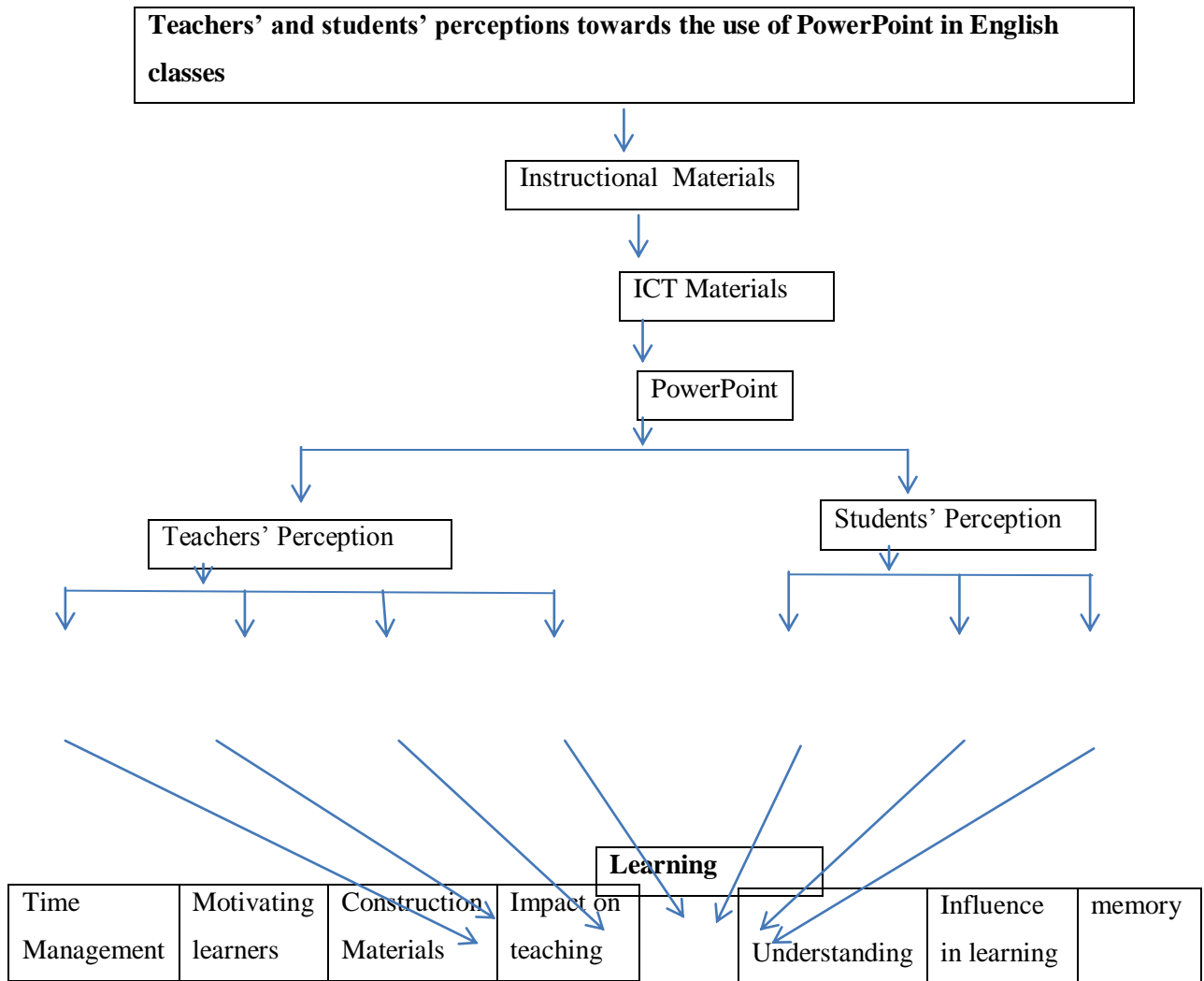
Above studies emphasized on the need and importance of ICT tools and PowerPoint presentation for making teaching learning process effective and efficient. Those studies provided the researcher ideas to conduct the research on 'Teachers' and students' perceptions towards the use of PowerPoint' in English classes.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his conceptualization of the relationship among different variables.

It is the visual representation of the presumed relationship of the concept or variables that involves in the study.

The conceptual framework of the study ‘Teachers’ and students’ perceptions towards the use of PowerPoint in English classes is presented diagrammatically as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology and procedures are the vital elements of a research study. If any research work follows appropriate methodology and procedures, it will obtain its objectives easily. Appropriate methodology helps the researchers go in a right path in his research work. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

3.1 Design of the Study

Research is a kind of work or study which is done to find out truth or evidence on something. The research topic itself reveals the nature of the research to be undertaken. To be precise, the researcher used survey research design. To define the survey research, various scholars have put their views forward. According to (Cohen, Manion & Morrison, 1985, cited in Nunan, 1992, p. 140) survey are the most commonly used descriptive methods in educational research and may very large scale government investigation to small studies carried out by a single researcher. Cohen, Manion & Morrison. (2010, p.208) concluded that survey can be both descriptive and analytical. Descriptive survey simply describes data on variables of interest where analytical surveys operate with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables. (Ary, Jacobs & Razaviech, as cited in Khanal, 2072) states the survey is research technique in which data are gathered by asking questions of a group of individuals called respondents.

To sum up, survey is the descriptive research which deals with clearly defined problems and objectives. It is used for collecting data in most of the areas. The purpose of the survey is generally to find out the opinions, beliefs and attitudes on a certain issues as well as to find out behaviors of different professionals which are quite related to subjectivity of the study.

Cohen et al. (2010, p.208) present the following characteristics of survey research.

- It collects data on one-shot basis and hence is economical and efficient
- It represents wide target population
- It generates numerical data
- It gathers standardized information
- It captures data from multiple choice, closed question, test scores or observation schedules

The eight steps of survey research which is presented by Nunan (1992, p.160) are as follows:

1. Defining objectives
2. Identify the target population
3. Literature review
4. Determine sample
5. Identify survey instruments
6. Design survey procedure
7. Identify analytical procedure
8. Identify analytical procedure

To summarize, the study was based on survey research designs. The researcher used survey design because the study is to find out the teachers and students perceptions on the use of PowerPoint. Survey research was done to derive the actual situation by observing it. To accomplish this study it was not possible to compare different variables as well as experiment the condition before and after using ICT in ELT classes so, the researcher used survey research design for this study.

3.2 Population, Sample and Sampling Strategy

The research was conducted at Central Department of Education. Students, who have appeared M.Ed. 4th semester examination in English Education and lecturers teaching in English Education in the Central Department of Education TU, Kirtipur were the population of this study. The researcher chose 20 students and 10 teachers as a sample

because of time and expense constraints. The researcher used non-random purposive sampling procedure to select the sample from the population of the study.

3.3 Research Tools

Tools are the most important elements of any research. For this study the researcher used pre-formulated questionnaire in which both open ended and close ended questions were included in order to find out perceptions and condition of using PowerPoint in teaching learning process.

3.4 Sources of Data

The researcher used both primary and secondary sources of data for the study. The primary sources of the study were teachers and students. For secondary Sources of this study the researcher consulted Nunan (1992), Szabo and Hasting (2000), Cohen et al. (2000), Caputo (2002), Bats and Poole (2003), UNDP (2003), Anderson (2004), Hennessy et al. (2005), Young (2006), Ibrahim (2010), Nguyen and Anh (2011), Salehi and Salehi (2011), Pramestiya (2013), Patel (2014), Arifan (2014), Khanal (2008), Acharya (2013), Bashyal (2015), Shahi (2016)

3.5 Data Collection Procedures

When a researcher follows appropriate data collection procedures, he can easily gain the required data. To collect the required data for this study, the researcher used the following procedures.

- At first, the researcher prepared two sets of questionnaire for the teachers and students.
- Then, the researcher built a rapport with the teachers and students.
- Then, the researcher took permission from concerned personnel.
- Then, the researcher selected 10 teachers using PowerPoint while teaching and 20 students who have appeared the final examination of fourth semester by using non random sampling strategy.
- The researcher administered the questionnaire to selected teachers and students.

- After the time was over, the researcher collected the distributed questionnaire from the teachers and students.
- Finally, the researcher thanked them for their cooperation.

3.6 Data Analysis Procedure

After the collection of data, the researcher needs to organize and analyze the data to come to the conclusion. The researcher decided to analyze the data according to his purpose, nature of study and convenience. Generally, the data from qualitative research were analyzed using description and language and the data from quantitative research were analyzed using statistical tools.

3.7 Ethical Considerations

Ethical considerations are one the most valuable ornament that a researcher should follow while conducting his research work. As the research involved human beings as participants, before conducting of the study the researcher took approval from Department of English Education TU, Kirtipur. After obtaining the approval the researcher invited the participants, students who have finished their fourth semester examination in English Education and teachers teaching in English Education using PowerPoint at Department of English Education TU, Kirtipur. Then the researcher asked them to fill consent form and after that the researcher handed them participant information statement and questionnaire. The researcher kept the responses of respondents' confidential one and did not mention the real name of participant in the research. All the ideas generated in this research are the researcher's own except from the cited ones and tried his best to keep it safe from plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with analysis and interpretation of data collected from primary sources. The data was collected through the questionnaire. The rigorous analysis and interpretation of data are done in two different sections students' and teachers' perceptions.

4.1 Analysis of Data and Interpretation of the Results

In this chapter, the data collected through both the questionnaire has been analyzed and interpreted using statistical tools (percentile). In other words, it includes the process of sifting, organizing, summarizing and synthesizing the data so as to drive the results and conclusion of the study.

The data has been analyzed and interpreted by grouping in two different sections which is presented below:

- A. Students' perceptions towards the use of PowerPoint in English classes.
- B. Teachers' perceptions towards the use of PowerPoint in English classes.

4.1.1 Students' Perceptions towards the Use of PowerPoint in English classes

The following section analyses and interprets the data to explore students' perceptions towards the use of PowerPoint in English classes. The data collected from 20 students of Department of English Education who have appeared the final examination of fourth semester. The data was analyzed through 15 close ended questions

i) Role of Understanding

This section of the thesis deals with analyzing and interpretation of data with regard to the role of understanding while using PowerPoint in English classes for teaching. There is great important role of understanding in teaching learning process. If the students can understand the content presented in the class then only our class is thought to be fruitful. The respondents were asked four close ended questions. The summary of the statement and result obtained from the data are presented on the following table.

Table: 2
Role of PowerPoint in Understanding

Item No.	SA	A	D	SD

		N	%	N	%	N	%	N	%
1.	Useful for understanding the text	11	55	9	45	-	-	-	-
2.	Useful to draw attention for understanding	5	25	14	70	1	5	-	-
3.	Useful in understanding the handouts	7	35	11	55	2	10	-	-
4.	Ease in understanding the content	6	30	10	50	3	15	1	5

(Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

The data presented in table two reveals that out of 20 students 55% strongly agree, 45% agree and no one disagree and strongly disagree on item 1 that is they positively replied the statement *PowerPoint slides are very useful for me to understand text because it helps to integrate complex pictures, charts and figures so it helps to develop my understanding*. Similarly, on item 2 *PowerPoint draws my attentions so it helps to enhance the understanding level* 25% strongly agree, 70% agree, 5% disagree and no one strongly disagree. Likewise, on item 3 *I found PowerPoint handouts very useful for understanding the information by following along the presentation* 35% strongly agree, 55% agree, 10% disagree and no one strongly disagree. In the item 5 *it is easier to understand the content when the teacher uses PowerPoint in well-organized form*. The data shows that 30% strongly agree, 50% agree, 15% disagree and only 5% strongly disagree.

From the above analysis it can be understood that PowerPoint slides are very useful for students to understand the text because it helps in integrating complex pictures, charts and figures to develop their understanding level. Likewise, students found PowerPoint handouts useful to understand information and PowerPoint makes easier to understand the content when the teacher uses PowerPoint in class in well-organized form.

ii) Enhancing Students' Memory

Regarding the PowerPoint enhancing students' memory the respondents were asked five close ended questions. Enhancing students' memory is also important aspect which should be consider while teaching the students. If students can enhance their

memory then they can remember or store the knowledge in their long term memory. The following table presents the summary of the statement and data obtained from the students.

Table: 3
PowerPoint Enhances Memory of Students

Item No.		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1.	Encouraging the students' participation and students' centeredness	14	70	5	25	1	5	-	-
2.	Varieties in materials	6	30	13	65	1	5	-	-
3.	Useful in increasing memory	11	55	8	40	1	5	-	-
4.	Hierarchical or systematic presentation	5	25	13	65	2	10	-	-
5.	Stimulating for short term memory	3	15	14	70	3	15	-	-

(Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

The information presented in table three reveals that out of 20 students, 70% strongly agree, 25% agree, 5% disagree and 0% strongly disagree the statement of item 1 that is they positively replied the statement *through the use of PowerPoint in classroom teaching teachers focus on students participation and students centered techniques which helps students to understand the content*. Similarly, 30% strongly agree, 65% agree, 5% disagree and no one strongly disagree on the view of item 2 *I like teachers using PowerPoint including various materials while teaching because it obviously aids in my memory*. In the same way, while analyzing the item 3, *PowerPoint uses different forms of texts, pictures, audios at the same time and is really useful to increase memory* 55% of respondent strongly agree, 40% agree and 5% disagree as well as nobody disagree on it. Likewise, 25% strongly agree, 65% agree and 10% disagree on item 4 which is *PowerPoint presentation are presented in hierarchical fashions with graphics, colours, animations, students could use a mental image of that*

outline to study to increase their long terms memory. In addition to this, on the item 5, *PowerPoint presentation stimulates my short terms memory so that I can perform better in my classroom* 15% of the respondents strongly agree, 70% agree, 15% disagree and no one strongly disagree.

In short, through the use of PowerPoint in classroom teaching teachers can focus on student centered teaching which helps students to understand the content as well as students like teachers using PowerPoint while teaching. Likewise, PowerPoint uses different forms of texts, pictures, audios at the same time and is really useful to increase memory of students. Similarly, PowerPoint presentation also helps to increase the long term memory of students with the help of graphics, pictures and animations. In the same way, it stimulates the short terms memory and helps students to do better and achieve more in teaching learning process in classroom.

iii) Influence in Learning

In order to find out the both positive and negative influence of PowerPoint in learning of students, the students were asked 6 close ended questions. Students have both positive and negative influence in learning. If students have positive influence towards learning then there can be meaningful as well as fast learning. The responses collected from the students and summary of the statement are presented on the following table.

Table: 4

Influence of PowerPoint in learning

Item No.		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1.	Ease in remembering the content	3	15	16	80	1	5	-	-
2.	Laziness of teachers	7	35	9	45	3	15	1	5
3.	Encouraging reading on and writing from the slides	4	20	3	15	7	35	6	30
4.	Difficulty in understanding	7	35	7	35	4	20	2	10
5.	Encouraging the use of internet materials	1	5	14	70	5	25	-	-

6.	Varieties in resources	6	30	13	65	1	5	-	-
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(Note: SA=Strongly Agree, A=Agree, D= Disagree, SD= Strongly Disagree)

According to data presented in table four majorities of students i.e.80 % agree 15% strongly agree, 5% disagree and no one strongly disagree on item 1 that is ideas presented in form of PowerPoint slides helps them to remember the content easily it. Similarly, 45% of respondent agree,35% strongly agree, 15% disagree and 5% strongly disagree on the statement of item 2*PowerPoint makes teacher lazy because once they prepare PowerPoint, they will use it in next year without any preparation.*

While analyzing the response on item 3 *teachers read from the slide, did not engage students and make student write what is on each slides*, 20% respondent strongly agree, 15% agree, 35% disagree and 30 % strongly disagree on it. Similarly 35% strongly agree, 35% agree and 20% disagree and 10% strongly disagree on item 4 *it is hard to understand the concept presented in PowerPoint because slides lacks explanation and it just in bullets form.*

Likewise, most of the respondent response i.e. 70% agree, 5% strongly agree and 25% disagree and no one strongly disagree on the statement of item 5 *internet materials can be used in PowerPoint presentations which encourages students to surf internet for additional information about their topics.* In the same way, most of the respondents response i.e. 65% agree, 30% strongly agree and 5% disagree and no one strongly disagree on item 6 *PowerPoint provides with various resources and develop my confidence.*

In short, PowerPoint presentations have both positive and negative influences on teaching learning process. PowerPoint presentation helps students remember the content easily and it makes teachers lazy, some teachers may only read the slides presented in PowerPoint and it is hard for students to understand ideas presented in bullet forms which lacks explanation. PowerPoint presentation provides different materials with various resources which help develop confidence of students.

B) Teachers' Perceptions on the Use of PowerPoint in English classes

This section of thesis analyses and interprets the data to explore the perceptions of teachers who are using PowerPoint in their classroom teaching. To understand the perceptions of teachers they were asked 13 close ended questions and 5 open ended questions. The perceptions of teachers on the use of PowerPoint are discussed under the following headings.

i) Time Management

In order to elicit information of teachers about the use of PowerPoint for time management the teachers were asked 4 close ended questions and 1 open ended question. Time management is an important issue in teaching learning process. It is the responsibility of the teachers to manage their time properly while teaching in the classroom. If time is properly managed it is easy to finish the course within the time, to allow interaction for students, to increase students' participation in learning process. The responses given by respondent on close ended questions and summary of the statement are presented on the following table.

Table: 5
Use of PowerPoint for Time Management

Item No		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1.	No need to write on board	3		7		-	-	-	-
2.	Time saving in presentation	5		4		1		-	-
3.	No need to copy the content	5		3		2		-	-
4.	Time saving in regard to time and effort spent	1		4		5		-	-

(Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

Based on the information presented in the above table, it can be said that out of 10 teachers the majority of teachers (7) agree, least (3) strongly agree whereas no body disagree and strongly disagree on item 1 *while using PowerPoint I do not have to write on board , draw pictures so , it is efficient on time management.* In the same way, majority of teachers (5) strongly agree, 4 agree, 1 disagree and no one strongly

disagree on the statement of item 2 *long text can be presented in bullet form so it saves time while presenting in class.*

Similarly, 5 of teachers strongly agree, 3 agree and 2 disagree on item 3 *students do not have to copy the content written in slides because they get in form of handouts so it saves time.* Likewise 1 of respondent strongly agree, 4 agree, 5 disagree and no one strongly disagree on the final statement of item 4 *PowerPoint saves my time while presenting ideas in front of class although it takes more time and effort to prepare it.*

In short, PowerPoint presentation is efficient on time management in class because teachers do not have to write more, draw picture on board as well as long texts can be presented in bullet form in order to save time in classroom presentation. Students do not have to copy the note in class they can get in the form of handouts so it saves time of teachers while teaching through PowerPoint. But to prepare PowerPoint it takes a lot of time and effort so it is time consuming for teachers.

To understand teacher perception on time management, the teachers were asked an open ended question *could you please share your opinion how PowerPoint presentation helps in your effective time management in classes?*

The response made by the teachers on the questions is listed on the following manner.

- a) While using PowerPoint in the class I donot have to write much and draw on the board, so in little time I can teach much content.
- b) It gives chance to the students also to read and write from the slides.
- c) Students can get handouts, it makes them confident about getting materials and students do not take time to copy on their notebook.
- d) Teachers can go back to previous slides when students ask questions, it also saves time to reorient new students and revise the content as per the need.
- e) It is easier to present large amount of information in short period of time.
- f) It also makes the presentation vivid and effective by saving time required for clarification.
- g) Use of picture makes my class effective and; through use of picture there needs less explanation.
- h) It helps to bring variety in presentation in short period of time.

In short, it can be inferred that the use of PowerPoint in class teachers do not have to use board more, students get time for their reading, easier to present vivid materials and content in short period of time so it helps for effective time management in class.

ii) Motivating Learners

Regarding the motivating learners through the use of PowerPoint in English classes, the participants were asked 3 close ended questions and 1 open ended question. Motivation is one of the important aspects of classroom teaching and learning process. Until and unless the students are motivated on teaching learning process they cannot learn better. The table below shows the responses provided by responded on close ended question and summary of the statement.

Table: 6
Use of PowerPoint for Motivating Learners

Item No		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1.	Allowing time for interaction	8		2		-	-	-	-
2.	Motivating learners	4		6		-	-	-	-
3.	Potentiality to increase students' motivation	6		4		-	-	-	-

(Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

The information presented in the above table reveals that out of 10 participants most of the participants i.e. 8 strongly agree and 2 agree, no one strongly disagree and strongly disagree on the statement of item 1 *PowerPoint allows for interaction and present content in different audio, pictorial and visual form to increase motivation of learners*. Likewise, majority of participants i.e. 6 agree and 4 strongly agree, nobody disagree and strongly disagree on the item 2 *PowerPoint is form of new technology, working with new technology motivates students*. In the same way, majority of

respondent i.e. 6 strongly agree and 4 agree, no one disagree and strongly disagree on the item 3 *PowerPoint is potential to increase students' motivation because slides can illustrate or explain point visually.*

In common, it can be inferred that the use of PowerPoint in class allows time for interaction and present content in vivid form. Students get chance to work with new technology as well as slides illustrates and explain points visually so it helps increase students' motivation.

In order to find out the teachers' perceptions on how PowerPoint is used for motivating students the respondents were asked an open ended question; *How PowerPoint presentations increase students motivation please share your opinion.* All the teachers who are teaching by using PowerPoint in their class room mentioned their personal opinion or view. Some of the samples of respondents' opinion on PowerPoint presentation increasing students' motivation are presented in the following manner.

Firstly, one teacher of Department of English Education TU, Kritipur Kathmandu responded that;

Students get the opportunity of learning and seeing, they need not to copy whole ideas line by line. They become motivated to see the things arranged in each of these slide and they may have opportunity to listen, the recording, looking at the videos, pictures, map, concept etc. so it increase students' motivation.

Similarly, another teacher of Department of Foundation of Education, TU, Kritipur Kathmandu teaching Compulsory course in English classes responded that

Teachers not only present the lengthy content in slides but make them easily understandable with the support of pictures, examples, graphics and charts. Teacher also can review or go back to the previous slides so that students fell easy and motivated.

In addition to above mentioned opinions of teachers, some of other responded that the texts, audios, videos and photos are used in slides which activate learners' sense organs and create insight, which helps to increase motivation. Similarly, students are very

much interested to hear and listen from PowerPoint; they feel easy to understand texts from pictures, words and points included in PowerPoint. PowerPoint makes presentation vivid and interesting, as multiple sense organs of students are involved, learning become effective, long lasting and motivating. Likewise, PowerPoint is as a form of new technological device to most of the students so, it motivates them.

To sum up, the use of PowerPoint in classes provides students opportunity of hearing and seeing with support of videos, pictures, texts, maps, graphs. It activates vivid sense organs of students while presenting in front of class which helps to motivate learners in teaching learning process.

iii) Construction of Materials

To obtain the information about construction of materials by using PowerPoint in English classes both close ended as well as open ended questions were asked to the respondent. The things or objects what we use in teaching learning process is called teaching materials. Teaching materials are very important because it helps the students make concept clear, increase motivation and it is also equally useful for the teacher for fruitful teaching. The entire respondent mentioned that PowerPoint is useful for construction of materials. The response provided by respondent on close ended questions is provided on following table.

Table: 7
Construction of Materials Using PowerPoint

Item No.		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1.	Easy to add materials by downloading	2		4		3	30	-	-
2.	Bringing varieties of instructional materials	2	20	8	80	-	-	-	-

3.	Useful for teaching including audio, video, pictures and graphs	4	40	6	60	-	-	-	-
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(Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

The collected data shows that out of 10 teachers using PowerPoint in teaching 4 agree, 3 disagree, 2strongly agree, 1 respondentdid not answer and no one strongly disagree with the item 1*while using PowerPoint I can use more additional materials by downloading it from internet and it is economy for me.* Likewise, majority of respondents (i.e.8)agree, minority i.e. 2 strongly agree and no one disagree as well as strongly disagree with the viewof item 2*PowerPoint is very beneficial to present varieties of instructional materials through the use of laptop and projector.* In the same way 6 of respondent agree, 4 strongly agree and no one disagree and strongly disagree with the statement of item 3*various types of teaching materials in form of audios,videos,pictures and graphs can be used in classroom for fruitful teaching.*

In short, it can be inferred that majority of teachers found PowerPoint very useful to construct materials for teaching learning process. They can use additional materials by downloading from internet; they can present varieties of materials in form of audios,videos,pictures and graphs for fruitful teaching by using laptop and projector.

To find out teachers opinion on use of PowerPoint for materials construction, the respondents were asked an open ended question*could you please share your opinion how PowerPoint can be used for involving multimedia materials.* All the teachers who are teaching by using PowerPoint in their classes mentioned their personal opinion or view. Some of the samples of respondents' opinion on use of PowerPoint for materials construction are presented as follows:

Firstly,a teacher of Department of English Education TU, Kritipur Kathmandu responded that

It can be used for materials construction by writing some words or sentences as flash cards , some pictures , graphs , charts etc. can be drawn by getting some relevant training by the experts but case should be taken as it can affect

eye sight of both teacher and students if proper color is not used , short period use is okay.

Similarly, one of the respondent a teacher of Department of Foundation of Education, TU, Kirtipur Kathmandu teaching compulsory course in English classes responded that;

Consulting written books and web materials make teacher easy to prepare adequate content materials. We can insert new materials and erase unnecessary details from the slides. We can also hyperlink the slides with additional materials so that teachers can give references while teaching.

In addition to above mentioned opinions of teachers some other responded that we can get lots of pictures, images, maps content related to our course from Google and use it. Materials preparation method can be shown visually by using PowerPoint. Similarly, Multimedia materials can be brought together with the help of PowerPoint, any audio or video materials can be presented well and easily. Likewise, if they have technical skill usual animation and designing can be used for making PowerPoint attractive and presenting ideas in a good way.

To sum up, through the use of PowerPoint it helps teachers to construct materials in varied form. Teachers can get many sources and references of materials for fruitful teaching by using web and Google. Likewise multimedia materials can be brought together with the help of PowerPoint. But it is very important for teachers to have technical knowledge about PowerPoint for the better animation and designing of slides.

iv) Impact of PowerPoint on Teaching

In order to elicit information about the impact of PowerPoint presentation on teaching and learning the teachers were asked both open and close ended questions. The following table on the next pages shows the response provided by teachers on close ended questions:

Table: 8
Impact of PowerPoint on Teaching

S.N		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1.	Finishing content within time	-	-	6		3		1	
2.	Based on note and lecture	3		6		-	-	1	
3.	Encouraging students' participation	-	-	7		2		-	-

(Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree)

The information presented in the above table reveals that among the respondents 6 agree, 3 disagree, 1 strongly disagree and no one strongly agree with the view of item 1 *before using PowerPoint in classroom teaching it was difficult to finish content within time* likewise, 6 of the teachers agree, 3 strongly agree, 1 strongly disagree and no one disagree with item 2 *my classroom discussion was fully based on my note and my lecture before I use PowerPoint to present in my class*. In the same way among the respondent most of them (i.e. 7) agree, 2 disagree, no one strongly agree as well as strongly disagree and 1 respondent did not answer with the item 3 *students are found to be participating in classroom activating after using PowerPoint in my class*.

In common, it can be inferred that through the use of PowerPoint in class we can see changes. Before using PowerPoint in classroom teaching was in traditional way, it was based on teachers note and lecture. But after using PowerPoint in class new innovation came in the field of teaching learning process. Before using PowerPoint it was hard to finish course but after using PowerPoint it is found to complete course easily within time.

To understand the teachers' perception on impact of PowerPoint presentation on teaching the teachers were asked two open ended questions. The response given by teacher on *could you please share your personal experience of teaching before using PowerPoint in class* is presented as follow:

Firstly, a teacher of Department of English Education TU Kritipur, Kathmandu responded that;

Class was based on note; I had to talk more in class. I felt difficult to present long text, charts, tables etc. for which I had to spend much time and energy.

Similarly, another teacher of Department of English Education TU, Kritipur, Kathmandu responded that;

I depend on lecture /explanation to teach earlier but we can use pictures, charts, audio clips videos now.

In addition to above mentioned opinions of teachers some other responded that it was difficult on the sense that it is more time consuming to write on the board. The classes were less organized teachers have to depend totally on outdated notes. As well as it was very hard to complete the course within time.

Another open ended question was asked *could you please share your personal experience after using PowerPoint in class?* the response provided by respondent were as follow:

Firstly, a teacher of Department of English Education TU, Kritipur Kathmandu responded that

It makes teacher easy to present the content with illustration, pictures, graphics can be presented easily. It has also become an important for motivation, students. Difficulty is faced when there I unavailability of handouts for the students.

Similarly, another teacher of Department of English Education TU, Kritipur Kathmandu responded that;

It has made my classes in my opinion more organized I can share PowerPoint slide to my students to support their learning. I can easily modify my presentation if I am to teach the same course again.

In the same way, on the above mentioned opinions of teachers some other responded that after using PowerPoint in class it increases teachers and students interaction and makes good relationship. It provides relief to teachers to talk more as well as it helps the teachers to complete the course within time. Similarly, PowerPoint presentation is effective way to determine knowledge and make class interactive. Teachers use PowerPoint to illustrate ideas, use resources from internet like videos, and it is fun and

interactive. And teacher feels easy in class discussion and teacher found students more attentive.

To sum up, after using and before using PowerPoint in classroom while teaching it has different impact on teaching learning process. Before using PowerPoint in class, the classes were based on teachers note, teachers cannot use more resources. It was hard to present long text charts, tables etc. and it was more time consuming to write on board. After using PowerPoint in class it is found to be easy for teachers to present ideas in vivid form. In time teachers are able to finish their course as well as they can teach in student centered method by focusing on students' performance and students are getting sufficient exposure and became active in the classes.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter of the study incorporates the findings, conclusion and recommendations which are based on the analysis of data and interpretation of result.

5.1 Findings

On the basis of analysis of data and interpretation of results the following findings have been derived which have been grouped in two different sections students' perceptions and teachers' perceptions.

I) Students' Perceptions towards the Use of PowerPoint

The major findings on students' perceptions towards the use of PowerPoint the following findings have been made.

- a. The respondents agreed that the use of PowerPoint in English classes helps to develop the understanding level of students because complex pictures, charts , figures can be integrated in well-organized form to make content clear.
- b. Students were found to have positive view towards their teachers who uses PowerPoint in classes and teach by focusing on students' participation and students centered techniques.
- c. Students agreed that PowerPoint is useful tool in teaching learning process. Sometimes it makes teachers lazy because teachers do not have to do preparations as they can use the same slides for many years and they may just the slide.
- d. The use of PowerPoint helps to boost up their memory as the content are presented in vivid form audio, pictorial as well video form.

II) Teachers' Perceptions towards the Use of PowerPoint

The following major findings have been made on teachers' perception towards the use of PowerPoint.

- a. The respondents agreed that while using PowerPoint in classroom it helps to manage time, teachers do not have to write on board as well as long text can be presented in bullet form.
- b. It is found that while preparing PowerPoint it takes much time and effort of teachers but while presenting it saves time and allows more opportunities to engage students on teaching learning process.
- c. For the teachers PowerPoint is supporting tool in classes because it allows time for interaction and present content in vivid form with new technology to increase students' motivation in learning.
- d. The teachers informed that PowerPoint is very useful to construct materials for teaching learning as well as they can use additional materials using laptop and projector.
- e. The respondents informed that the teachers having technical skill can use animation and different designing materials to bring together all multimedia materials together and present the content in attractive way.
- f. The respondents agreed that the use of PowerPoint in English classes has made easy to finish course in time, before using PowerPoint in classes it was very difficult to finish content in time.
- g. The respondents agreed that through the use of PowerPoint in classroom teaching, students are found to be participating in classroom activities actively.
- h. The respondents were found very much interested towards the use of PowerPoint to make their English language classes very effective although there are so many challenges towards the use of PowerPoint in language classes.

5.2 Conclusion

The study was set out to explore the the perceptions of teachers and students towards the use of PowerPoint in teaching and learning. The conclusion of the study can be made based on the findings of the study in the following concise form.

- a. Almost all the English teachers and students have found that the use of PowerPoint in classroom presentation is very beneficial to carry out effective classroom activities to meet target goals and objectives of ELT.
- b. The use of PowerPoint in English classroom helps develop understanding level of students by interpreting complex pictures, charts, graphs and videos in well-organized form.
- c. Both the teachers and the students were found to have positive attitudes towards the use of PowerPoint in classes.
- d. PowerPoint presentation is a useful tool in teaching learning process although teachers can be lazy sometimes because they can use the same slides for next year without any preparation.
- e. Through the use of PowerPoint in English classroom teachers can present the content in various forms such audio, pictorial, video and bullet form which help to boost up the memory of students and increase memory power of students.
- f. While preparing PowerPoint it takes more time and efforts of teachers but while presenting in classes, it saves time and provides time to students for interaction.
- g. Using PowerPoint in classroom develops the technical skills of teachers and they can present vivid additional materials and PowerPoint is useful to construct materials for teaching.
- h. Students are found to be participating actively in classroom activities and it also helps to finish the course in time.
- i. Using PowerPoint in classroom is useful but load shedding, lack of technical knowledge to operate it and government policies are some common problems seen while using it in classroom.

5.3 Recommendations

Grounded on the major findings of the study, recommendations related to three different levels i.e. policy, practice and further researches have been made.

5.3.1 Policy Related

For the improvement of quality of education, government and other related factors should make strong policies. To bring quality in education and improve ELT government should be aware of practice, need and importance of technology in language development in language learners and in teachers' professional development.

I recommend the following actions to be taken at policy level.

- a) Most of the respondents responded that PowerPoint is very useful in teaching learning process. I would like to suggest making strong policy to use PowerPoint in teaching learning process.
- b) There should be policies to encourage teachers to use PowerPoint while teaching because teaching through PowerPoint helps to increase motivation of students, develop understanding level of students and finish the course in time.
- c) There should be policy related to ICT for uniformity in its implementation and it should be made compulsory for higher secondary level teachers to use PowerPoint in their classes while teaching.
- d) Education planners, syllabus designers should design such a course which can be presented easily by using PowerPoint.

5.3.2 Practice Related

My research is equally advantageous for those who are at practice level. Therefore I can confidently assert that my research is very much significant for the teachers especially for ELT teachers who do different activities at practice level. The following recommended can be made in practice level on the basis of findings of my research.

- a) Teachers are suggested to prepare PowerPoint in attractive form using vivid forms such as audios, videos, pictures and charts in well-organized form.

- b) Teachers are suggested to prepare new slides for each batch.
- c) While teaching through PowerPoint teachers should make students' active for participation involving students in different activities.

5.3.3 Further Research Related

Use of PowerPoint in class has not only become the need of the era but truly it has also become a part for several teachers and students. Still it needs a lot of exploration and investigation. This research was confined to explore the perceptions of teachers' and students' of higher level towards the use of PowerPoint, in order to do research in depth the researcher recommend the further researcher to carry out researches in this area such as 'impact of PowerPoint in English language teaching', 'Current practices of using PowerPoint in classroom teaching' and 'Effectiveness of PowerPoint presentation in classroom teaching'.

In conclusion, if further insights can be generated based on the conceptual framework and results of the present study , the growing use of technology in ELT can be better promoted in Nepal in near future .And problem of use of technology like PowerPoint in classroom teaching and learning can also be minimized in Nepalese ELT atmosphere. Finally, adaptation of PowerPoint in English classes is not an end in itself; proper implementation will play the vital role to sustain for long term educationssnal development of nation.

Appendix-I

Questionnaire

Dear Sir/ Madam

I am **ShishirKhanal**, an M.Ed student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. This questionnaire has been specially designed to collect students' perception on the use of PowerPoint. It has been prepared in order to accomplish for the thesis 'Teachers' and students' perceptions towards the use of PowerPoint in English classes' of M.Ed in Education in English as a requirement of the course 'Thesis Writing' (Eng. Ed. 544). The research is being carried out under the supervision of **Dr. AnjanaBhattarai**, Professor and Head of the Department. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my thesis writing. I appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise you that strict confidentiality will be maintained in study.

Thank you for your patience and cooperation in advance.

Researcher

ShishirKhanal

Department of English
Education, TU Kirtipur

Name:

Please Tick (✓) the right answer from the given alternatives:

1. PowerPoint slides are very useful for me to understand text because it helps to integrate complex pictures, charts, and figures so it helps to develop my understanding.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
2. PowerPoint draws my attention so it helps to enhance the understanding level.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
3. I found PowerPoint handouts very useful for understanding the information by following along the presentation.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
4. It is easier to understand the content when the teacher uses PowerPoint in well-organized form.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
5. Through use of PowerPoint in classroom teaching teachers focus on students' participation and student centered technique which helps students to understand the content.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
6. I like teacher using PowerPoint including various materials while teaching because it obviously aids in my memory.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
7. PowerPoint uses different forms of texts, pictures; audio at the same time is really useful to increase memory.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
8. PowerPoint presentations are presented in hierarchical fashion with graphics, colors, animations; students could use a mental image of that outline to study to increase their long term memory.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
9. PowerPoint presentation stimulates my short term memory so that I can perform better in classroom.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

10. Ideas presented in the form of PowerPoint slides help me to remember content easily.
- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
11. PowerPoint makes teacher lazy because once they prepare PowerPoint, they will use it in next years without any preparation.
- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
12. Teacher reads from the slides, did not engage students and make students write what is on each slide.
- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
13. It is hard to understand the content presented in PowerPoint because slides lacks explanation and it just present in bullet form.
- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
14. Internet materials can be used in PowerPoint presentation which encourages students to surf internet for additional information about their topic.
- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
15. PowerPoint provides me with various resources and develops my confidence.
- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

Thank you so much for your participation. Your responses are much appreciated.

Appendix-II

Questionnaire

Dear Sir/ Madam

I am **ShishirKhanal**, an M.Ed student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. This questionnaire has been specially designed to collect teachers' perception on the use of PowerPoint. It has been prepared in order to accomplish for the thesis 'Teachers' and students' perceptions towards the use of PowerPoint in English classes' of M.Ed in Education in English as a requirement of the course 'Thesis Writing' (Eng. Ed. 544). The research is being carried out under the supervision of **Dr. AnjanaBhattarai**, Professor and Head of the Department. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my thesis writing. I appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise you that strict confidentiality will be maintained in study.

Thank you for your patience and cooperation in advance.

Researcher

ShishirKhanal

Department of English
Education, TU Kirtipur

Name:

Please Tick (✓) the answer from the given alternatives:

1. While using PowerPoint I do not have to write on board, draw picture so it is efficient on time management.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
2. Long text can be presented in bullet form so it saves time while presenting in class.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
3. Students do not have to copy the content written in slides because they get in form of handouts so it saves time.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
4. PowerPoint saves my time while presenting ideas in front of class although it takes more time and effort to prepare it.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
5. PowerPoint allows time for interaction and present content in different audio, pictorial and visual form to increase motivation of students.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
6. PowerPoint presentation is a form of new technology, working with new technology motivates students.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
7. PowerPoint is potential to increase students' motivation because slides can illustrate or explain points visually.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
8. While using PowerPoint I can use more additional materials by downloading from internet and it is economy for me.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
9. PowerPoint is very beneficial to present varieties of instructional materials through use of laptop and projector.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
10. Various types of teaching materials in form of audio, video, picture, graphs, etc. can be used in classroom for fruitful teaching.

- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

11. Before using PowerPoint in classroom teaching it was difficult to finish content within time.

- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

12. My classroom discussion was fully based on my note and my lecture before I use PowerPoint to present in my class.

- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

13. Students are found to be participating in classroom activity actively after using PowerPoint in my class to some extent.

- a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

Please write your opinion in the spaces:

14. Could you please share your personal experience before making PowerPoint in class?

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.....
.....
.....

15. Could you please share your personal experience of teaching using PowerPoint in class?

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16. Could you please share your opinion how PowerPoint presentation helps in your effective time management in class?

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17. How PowerPoint presentations increase students' motivation? Please share your opinion.

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.....
.....

18. Could you please share your opinion how PowerPoint can be used for involving multimedia materials.

.....
.....
.....
.....

Thank you so much for your participation. Your responses are much appreciated.

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Participant Information Statement

1. What is this study about?

You are invited to take part in a research entitled ‘Teachers’ and Students’ Perceptions on the Use of PowerPoint in English Classes’ which aims to examine the perception of teachers and students towards the use of PowerPoint in teaching and learning the courses prescribed for M.Ed in English and to derive the pedagogical implementation. To date, there has not been sufficient research in this area; therefore, this research is an effort towards identifying perceptions of both teachers and students on the use of PowerPoint in English classes.

You have been invited to participate in this study because I am interested to find how teachers and students perceive on the use of PowerPoint in classes. Your response will be helpful in making an informed decision on the use of PowerPoint in English classes in the context of Nepal. This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in research. Please read this sheet carefully and ask questions about anything that you have query about the study. Participation in this research study is voluntary. So, it is up to you whether you wish to take part or not. And you will be given a copy of this participant Information Statement to keep.

2. Who is carrying out the study?

The study is being carried out by Mr. ShishirKhanal, as the basis for the master degree of English Education at the Department of English Education, TU, Kirtipur. This study will take place under the supervision of Prof. Dr. AnjanaBhattarai, Department of English Education.

3. What will the study involve for me?

This study involves completing two different sets of questionnaire separate for teachers and students. The questionnaire contains both open ended and close ended

questions. For students the questionnaire will be close ended and for teachers it will be both open ended and close ended.

4. How much of my time will the study take?

It will take you about 30 minutes to complete the questionnaire.

5. Who can take part in the study?

All the students of English Education who has just completed their fourth semester with specialization in English Education, as well as the teachers who are involved in teaching through PowerPoint in English Education can participate in this study.

6. Is this study compulsory?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at Tribhuvan University.

7. Are there any benefits associated with this study?

This study will help you to know the perception of both teachers and students on the use of PowerPoint in English classes which is focused in semester system. The findings of this research will be helpful to know the perceptions of teachers and students on using PowerPoint and it will also help to bring improvement and it will also provide some basis for further research related with this topic.

8. Are there any risks or costs associated with being in the study?

There will not be any risks or costs associated with taking part in this study aside from investing your valuable time.

9. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study and make them to participate.

10. How can I get further information about the study?

If you would like to know more at any stage during the study, please feel free and easy to contact Mr. ShishirKhanal on 9857821402 or email shishirkhanal95@gmail.com.

Participant Consent Form

Faculty of Education, Tribhuvan University

The Department of English Education

Kirtipur, Kathmandu, Nepal

Supervisor Prof. Dr. AnjanaBhattarai

Teachers' and Students' Perceptions on the use of PowerPoint in English Classes

I, agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of study, what I will be asked to do, and any risks/ benefits involved.

1. I have read the participant Information Statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire YES NO

Signature.....Name

Date