Students' Perceptions towards the Use of Powerpoint Presentation in EFL Classroom

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Bir Bahadur Japrel

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

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Declaration

I hereby declare that to the best of my knowledge; this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 24-02-2021   ...……………………...

                                                          BirBahadurJaprel

Recommendation for Acceptance

This is to certify that **Mr. BirBahadurJaprel** has worked and completed this thesis entitled **Students' Perceptions towards the Use of Powerpoint Presentation in EFL Classroom**under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 26-02-2021

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Recommendation for Evaluation

This thesis has been recommended for evaluation from following **Research Guidance Committee.**

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v

Dedication

Dedicated to

My parents, for the exceptional love, endless support and sacrifices.

Abstract

The use of PowerPoint in ELT is an emerging field of study which has not been researched rigorously in the context of Nepal. Thus, the present study entitled students' perceptions in using PowerPoint presentation in EFL classroom. The main objectives of this research study were toexplore thestudents' perceptions in using PowerPoint presentation in M. ED. EFL classroom. Qualitative interpretative research design was usedin this study. Only 4 EFL Master level students studying at Tribhuvan University in Kathmandu Valley were selected as the sample population of the study. The respondents were chosen through purposive sampling procedure. The data were collected by employing interview as a tool of data collection, and they were analyzed and interpreted in a thematic approach. The findings of this study showed that the PowerPoints based learning is an effective tool to develop different language skills and aspects. It is also useful for the construction of materials, develop creativity, easy to handle classroom and to motivate learner towards learning. The study provides insights to the EFL teachers, teacher educators, policy makers, curriculum developers, syllabus designers in formulating right kinds of planning and policies in the field of English Language Teaching in Nepal.

This thesis consists of five chapters. The first chapter deals with the general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and the operational definitions of the key terms. The second chapter presents the review of the theoretical and empirical literature and conceptual framework of the study. Similarly, the third chapter deals with methods and procedures of the study which include design and method of the study, population, sample and sampling procedure, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical consideration. Likewise, the fourth chapter deals with analysis and interpretation of results. And, the fifth chapter presents findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is also followed by references and appendices.

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Chapter I

Introduction~~NTRODUCTION~~

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

This term information communication technology has been used in the field of academic sectors since the 1980s and the abbreviation ICT became popular after it was used in a report to the UK government by Dennis Stevenson in 1997. To talk about the ICT in the field of education, it has universal contribute for the global knowledge. It contributes to universal access to education, the delivery of quality learning and teaching as well as teachers' professional development. In modern era of science and technology, over three billion people having access to the internet shows the impact of ICT in human life. Similarly, ICT facilitates teaching and learning. However, in the field of ELT Information communication technology plays a vital role to enhance the innovative thoughts and beliefs in the field of teaching and learning as well. Nowadays human behavior has been fostered by the ICT too.

So, the ICT is a widely spread phenomenon in teaching and learning these days. It has made significant contribution in the field of ELT. It can be inferred that technology is an ever-increasing part of English language teaching classroom. It can be easily used inside or outside the classroom. ICT has become an integral part of personal and professional life too. Kayser, Mckenzie, Russell and Sorin (2009) state that Technology is becoming increasingly important in both our personal and professional lives and the learners of English are using technology more and more. Therefore, the problem how to teach English with technologies is very for every teacher nowadays.''English language has acquired global coverage in the 21st century and it is taught and learns in different educational institutions such as schools, colleges and universities. There are so many methods developed in teaching and learning. At first, the teachers taught through teacher centred where only chalk and talk techniques used to give priority in rote learning that's why teacher

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centredtechniques cannot meet the need and interest of the learners. So, scholars began to think about the alternative techniques for teaching and learning which gave birth to different approaches such as students 'centred techniques. As a result, different new techniques, tools and procedures are invented in order to make ELT easier. So, at the present, use of ICT is one of the growing trends of teaching and learning in the sector of education. Its development and use are being largely popular day by day. During these decades, the applications of technology in education have overcome the traditional methods of teaching. One of the most common used tools of technology in the classroom is presentational software Microsoft PowerPoint.

According to Bats and Poole (2003), "PowerPoint was development in 1990 and it has been debated as an effective presenter in education". The use of technological devices such as computers, laptops, television, radio, videos recording devices, internet, Facebook, twitter, PowerPoint presentations have been incorporated as a tool. Similarly, 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 diagram. Hence, PowerPoint allows preparing materials in a slide including images, diagrams, graphs, audio and videos clip to describe the content clearly. It also makes easy for teachers to present their content in teaching learning activity because they did not have to write or draw on the board. It helps to manage the time properly and students get opportunity to pay what teacher is saying because they do not have to worry to copy, they can get print copy or soft copy.

PowerPoint is one of the most influencing tools that are currently used worldwide to present the lesson in a clear way. PowerPoint is a complete presentation graphics package. It gives us everything what we need to produce a professional looking presentation. PowerPoint offers world processing, outlining, drawing, graphing and presentation management tools. The PowerPoint makes concept clear of any text by successful integration of pictures, graphs, charts, main theme and key terms. Nowadays, use of presentation adds primary focus on PowerPoint slides as the main presentation medium in a semester system classroom. The use of PowerPoint in classroom helps the teachers to present the content in easy way and make students the

content with the help of pictures, graphs, charts in an attractive way by making interactive classroom environment. Holzi, 1997 states, "PowerPoint is a user- friendly package that can be used for the creation of visually clear, dynamic and attention capturing presentations. Similarly, Harknett and Cobane, 1997 state, "Its adoption compels the speaker into a well-organized path on which the most important points are emphasized."

PowerPoint's use in education has been already pioneered at many universities and colleges around the world. Lectures are warned, however, that their true challenge is to use PowerPoint and IT in general, for the enrichment of students learning rather than simply for the improvement and/or modernization of their performance in the classroom (Sipress, 1995).

1.2   Statement of the Problem

This is the age of globalization and the information communication technology has crucial role to make world like a small village. Use of ICT is one of the growing trends of teaching and learning in the sector of education. The development and use of ICT is growing rapidly day by day. So, we cannot put ELT away from ICT because it helps to make teaching and learning easy and flexible. The use of technology is slowly replacing traditional methods of teaching. PowerPoint presentation is one of the most common tools which are used in classroom. PowerPoint is an effective presenter in education. Young (2006) explained in his survey research on "when a good technology means bad technology" that a good PowerPoint presentation can enliven a lecture by offering imagery to support key points, and having of prepare set of slides for being easy to read nothing that professor's chalk board scrawls can be illegible.

Many articles and researches are written about the positive effectiveness of PowerPoint in classroom teaching and learning; however, the ways instructor and students perceive it in their classroom is still limited in research. In the context of Nepal, the use of PowerPoint has brought significant changes to the traditional methods and has become new trends in the educational atmosphere. Tribhuvan University implemented semester system from the academic year 2070 for bringing significant changes in traditional teaching and learning activitiesoutcomesof teaching

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learning in Nepal and have a goal to compete Nepalese students to international market. In addition, to the use of PowerPoint presentation can see one of the ways of delivery learner in the classroom. The goal of the PowerPoint presentation is to explore the knowledge of teachers and students in the use of technology as well. Similarly, it brings some changes on teaching learning process by focusing on interactive class, continues assessment and regularity in attendance and teaching through PowerPoint. Through my research, I tried to find out the current practice of using PowerPoint presentation in M.E.D level under semester system in T.U.

In this research, I have found how the students perceive PowerPoint presentation of their teachers in teaching and learning process. Thus, this study was exploredto the students' perceptions on the use of PowerPoint in teaching and learning activity.

1.3   Objective of the Study

The objectives of the study were as follows:

a) To explore thestudents' perceptions in using PowerPoint presentation in EFL Classroom.
b) To suggest some pedagogical implications.

1.4   Research Questions

The following research questions for this study were as follows:

a) How do M.Ed. English students perceive PowerPoint presentation in classroom?
b) How can make they use of PowerPoint presentation productive and effective?
c) What are the students' experiences of using the PowerPoint in class?
d) What are the pedagogical implications of power point presentation in M.Ed. English classes?

1.5   Significance of the Study

After practicing semester system in M.Ed. English, PowerPoint presentation has taken as an important activity in the classroom and PowerPoint becomes the new innovative teaching material for teaching and learning. Therefore, this study will be significant for those who are teaching and learning under semester system by using PowerPoint. Similarly, the PowerPoint is very crucial supporting tools for ELT teachers to motivate students and provide content easily. This study will be fruitful for curriculum designers, textbook writer to consider about the global use of ICT and how PowerPoint can be used to deliver the content while teaching and learning. Likewise, it will be useful for students who are using PowerPoint to study for their presentation as a scaffolding tool to make concept clear by integrating graphs, pictures, diagrams easily. It will be equally fruitful for new colleges which are in the phase of implementing semester system in their colleges in Nepal. It helps to the students who want to study further in this field in future. In addition, this study helps to identify needs, practices and pedagogical implementations of ICT in ELT class.

1.6   Delimitations of the Study

Every research is limited within the certain boundary and this study cannot be an exception. It means that this study also had~~will have~~ some delimitations which are as follows:

The proposed research study is mainly limited to the following ideas:

- The study was delimited to one of the TribhuvanUniversity of Kathmandu.
- This study was delimited to four students of Master level.
- The study was delimited to Qualitative interpretative research design.
- Data were collected by using interviews.
- This study was delimited to explore the role of power points in EFL class.

1.7   Operational Definitions of the Key Terms

Experience: In this study, experience refers to collection of good and bad feeling of students while writing thesis.

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Perceptions: In my study, perception refers to university students views on power point presentation in the actual classroom~~thesis writing~~

PowerPoint Presentation: A PowerPoint presentation created using Microsoft PowerPoint Software. The presentation is a collection of individual slides that contain information on a topic. PowerPoint presentations are commonly used in business meeting and for training and educational purposes.

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

~~C~~hapter~~HAPTER TWO~~ ~~I~~I

~~R~~eview~~EVIEW OF~~of Related~~ELATED~~ ~~L~~iterature~~ITERATURE~~and ~~AND~~ ~~C~~onceptual ~~ONCEPTUAL~~~~FRAMEWORK~~Framework

Literature review is a summary and critique of research related to the particular issue or problems. This is the vital part of the study which includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

~~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. Szabo 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.

Introduction of ICT.We human beings are in the age of information and communication technology. In the age of 21st century, ICT has directly or indirectly great influenced in our every steps of life and every moments of breath. The term "Information and Communication Technology (ICT)" refers information and communication related devices such as computer, internet, and other technologies associates with the term. ICT has played vital role in human society to make it more advanced and modern. So, we cannot imagine our life even for a single second without technology and internet. Similarly, ICT has covered almost every sector of the world that's why education cannot be an exception. The concept of information and communication technology (ICT) is new and fresh in the educational sector. ICT plays the crucial role to make teaching and learning communicative and more fruitful in the modern society. There is gap between implementing communicative teaching and learning method and traditional teaching method. So, it is very important to use ICT to make classroom communicative and student cantered. On the result of the ICT tools came to assist the teaching learning to make students cantered. On the results that different tools such as laptop, multimedia, projector, digital recording, mobile phone, internet etc. and application like Facebook, twitter, and PowerPoint etc. came

in teaching. So, it is often said the new technology has served as the thousand's teachers for the learners.

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

Basically, information handing tools- a varied set of goods applications and services that are used 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 globe.

Similarly, according to Hennessy et al. (2005), 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.

They older technologies such as radio, television and telephone are given less attention; 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 and Salehi, 2011).

Role of ICT in English Language Teaching.English is an international language which is also known as a lingua franca for the world. Teacher of the around the world mostly choose the communicative teaching and learning methods rather than traditional method. The traditional method only prefers chalk and talk method which is teacher cantered and neglect the demanding need of students. So, ICT tools play vital role to reduce the chalk and talk method to make teaching students centred. On the results that different tools such as laptop, multimedia, projector, digital recording, mobile phone, internet etc. and application like Facebook, twitter and

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PowerPoint etc. came in teaching nowadays. So, the role of ICT in ELT is paramount and very significance to change the traditional system of teaching and learning.

Ibrahim (2010, p.212) mentions about the impacts of ICT as:

Tthe ICT put forward an influential base for efficient education. Now, we need the modern technology for a better blended method of delivery to 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 has very significant positive role in carrying out better ELT classroom activities. ICT provides variety content in different forms in audio, video and pictorial form. Similarly, ICT helps learners to increase concentration, well understanding, and long-lasting learning. Thus, we can say that ICT has significant positive impact on ELT. Some positive impacts as proposed by Ibrahim (2010, p.212) are as follow:

a) Availability of materials: ICTs are very stimulating because of the availability of the learning materials whether it is computer-based, in the web or on CDs. Therefore, the students can learn at his/her own pace with a very patient tutor meanwhile, the use of online tele - communications for teaching and learning via the computer in classroom across the world will consolidate the improvement of different academic skills. The availability of images, animations, audio and video clips they help much more in presenting and practicing new language.

b) Students Attitudes: Students have positive attitude on effects of ICT in language teaching and learning. Students can feel more successful and they develop their self confidence and self-esteem when using computer-based instruction.

c) Autonomy: Students get opportunity to choose the features of language which they want to focus. Learner cantered approaches focus rather than traditional approaches while using ICT.

d) Authenticity: ICTs provide the authentic learning environment because the learner can interact with each other across the cites and area very motivating to the language learners.

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e) Multifaceted tools: ICTs helps to delivered materials in multiple ways. They facilitate different activities such as testing, doing exercise, performing different tasks to relate to language skills.

f) Help teachers: ICTs help teachers to prepare, produce, store and retrieve their materials easily. The availability of different rich texts, different topics, and exercise helps in teacher time management. It helps teachers to carry out classroom teaching with great enthusiasm involving learners in different collaborative tasks.

g) Students cantered: ICTs help the students to be exposed with different materials likewise it encourages students to so extra works outside the classroom, play language games. IT helps shy students, who feel discomfort from asking questions, and enhances students' centres and improves the learning process by teacher students' interaction.

h) ICT in self-assessment: ICTs are the valuable means of assessing students' capabilities in the process of learning. It helps to evaluate learners without involving in formal examination. Their different skills such as listening, reading can be tested through computer assisted tools.

Policy and Provision of ICT in Nepal.Although ICT is not fully practiced in our teaching and learning field government of Nepal has made some policy and provision related to ICT.The policies related ICT, are as follows

I) School Sector Reform Plan (SSRP, 2009- 2015)

School Sector Reform Plan (SSRP) has presented following provisions.

- ICT assisted teaching/ learning in all schools
- Development of ICT infrastructure in education
- Alternative modes of schooling through ICT
- Professional development of teachers and personal (distance and online mode course for professional development)

II) National Curriculum Framework, 2063

In the age of 21st century, information and communication technology have huge influenced in education field. So, government has developed so many polices for

making it more effective and worthy. NCF has presented some provisions regarding ICT:

- ） As a tool for delivering information and or service including school administration
- ） As a tool to teach other subjects.
- ） As an academic curriculum subject to equip the students with skills required to success in the knowledge economy.

III) ICT Master Plan, 2013-2017

ICT Master Plan (2013-2017) is working for establishing the use of ICT in education. The major goal of ICT Master Plan is to ensure extensive use of ICT education sector and contribute for access the quality of education for all. The prime aim of Mater Plan is to develop ICT infrastructure, human resources digital contents and system enhancement in education.

- ） To expand equitable access to education
- ） To enhance the quality of education
- ） To reduce the digital divide
- ） To improve the service delivery system in education
- ） To create ICT, enable learning environment in education institutions
- ） To prepare teachers for ICT based education

Although ICT has developed quality education and it helps to expand the knowledge in various fields it has not been fully practiced in real field. So, it is only limited in tea buzz and becoming the term 'I see tea'. Although government has developed so many policies and provisions but in real practice, we are lacking so many things regarding ICT. The government is busy with making more polices and provision in papers day by day but in real those polices are becoming only 'I see tea' for schools and colleges. And students are getting education through the same traditional methods in the name of ICT. There are so many reasons behind this. Firstly, we are clear about that what sort of method is best for teaching in classroom. And still we are ensured about whether ICT should be medium of instruction or teaching ICT as a subject. Government has invested huge amount of money for the

development of ICT infrastructure and the schools and colleges just get ICT devices but they do not have any idea how to use it. And it is becoming just I see tea.

2.2 **Review of Empirical Literature**

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is going to conduct a research. Here are some of the previous studies which have been reviewed considering them as related literature and also as evidence to the present study.

Talking about the pervious study, 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.

Similarly, Nguyen and Anh (2011) investigate students' attitudes towards PowerPoint presentations 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 presenters.

Likewise, 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 with objective to identify the commonly used ICT/web tools in ELT and find out the uses of ICT/web tools in carrying out effective ELT activities. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook,

Wi-Fi, email, and blogs 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.

In this regard, Pramestiya(2013) carried out a research on "students' perception on the use of PowerPoint in public speaking classes". The data were obtained through questioner to the students in public speaking class. The participants were fifty-five students of public speaking class from group A until E. The finding revealed that the participants in the public speaking classes like PowerPoint better than other auto-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.

In addition, Bashyal (2015) conducted a research on "Role of Facebook in improving the English language "the mainaimed 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 Facebook userstudents from master level of central department of English education and used questionnaire as main instruments. The study found that the Facebook has been an excellent tool for interactive learning and has significant role in distance teaching and learning.

Similarly, Shahi (2016) carried out a research on "use of technology in English class" aimed to explore the practice of use technology in language class by English language teachers. He used survey research design and selected thirty English language teachers' who argued 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.

In addition, Neupane(2016),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

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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.

Many researches have been conducted on the sector of ICT tools and PowerPoint. However, no any researches have been carried out on the same topic that I have selected. My research is different from the others research in the sense that nobody has carried out research on "student's perception towards the use of PowerPoint in M.Ed. English classes". I will try to find out the students' perception towards the use of PowerPoint presentation in M.Ed. English classes.

2.3   **Implications of the Review of the Study**

One of the important parts of any research is reviewing the related literature. It helps to give the researchers necessary theoretical back up related to his/her study and lead him/her to go ahead in right path.

To carried out the research I have gone through various theoretical and empirical research studies while reviewing the literature. They all are related to some extend to my research area. After reviewing the research works, I got ideas on different existing theories related to my topic. Likewise, from the empirical research studies; I found information about the various procedures needed to conduct research study. Regarding sampling strategy, use of tools, and analysis and interpretation procedures, I have gained fruitful information from these researches works. All these theoretical and empirical studies were very helpful to me during my whole research work. They were the milestone to make my task more reliable. These were my eye openers to understand this research area very intensively.

To be specific, Nguyena and Anh (2011) assisted me toprovided insight for the research that students favor PowerPoint presentation, lectures and PowerPoint

presenters so PowerPoint can be used in Nepali context to provide lectures in Nepali context.

Similarly,Khanal (2008) study recommend me in teaching learning process computer and internet can be used because teachers' have positive attitudes towards the computer and internet. According to him in teaching process computer and internet play vital role to make learning fruitful and effective as well.

Neupane (2016), suggested me that role of Use of ICT and web tools in English language learning is paramount and it helps teachers and students to make their study easy and fruitful.

Shahi (2016) provided idea that technology tools are very useful essential and teachers' have positive attitudes towards them in classroom teaching learning process.

Moreover, these above-mentioned studies emphasized on the need and importance of PowerPoint presentation for making teaching and learning process effective and efficient. I got ideas from those studies to conduct research on "students' perception towards the use of PowerPoint in M.Ed. English students "in teaching learning process.

2.4   Conceptual Framework

The study on "Students' Perceptions towards the Use of PowerPoint Presentation in M. Ed English Classes" is based on following conceptual framework.

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┌─────────────────────────────────────────┐
│         Power Point Presentation         │
└─────────────────────────────────────────┘
        │                         │
   ┌────▼─────┐              ┌────▼─────┐
   → Presentation           → Practice
   → Involvement            → Enhance Learning
   → Participation          → Provide Verity Content
   → Interaction            → Different form in Pictorial
   → Regular use            → Meet the presented goals

            ┌──────────────────┐
            │  Questionnaire   │
            └──────────────────┘
                     │
         ┌───────────▼───────────┐
         │ Analysis and interpretation │
         └───────────────────────┘
                     │
            ┌────────▼────────┐
            │    Findings     │
            └─────────────────┘
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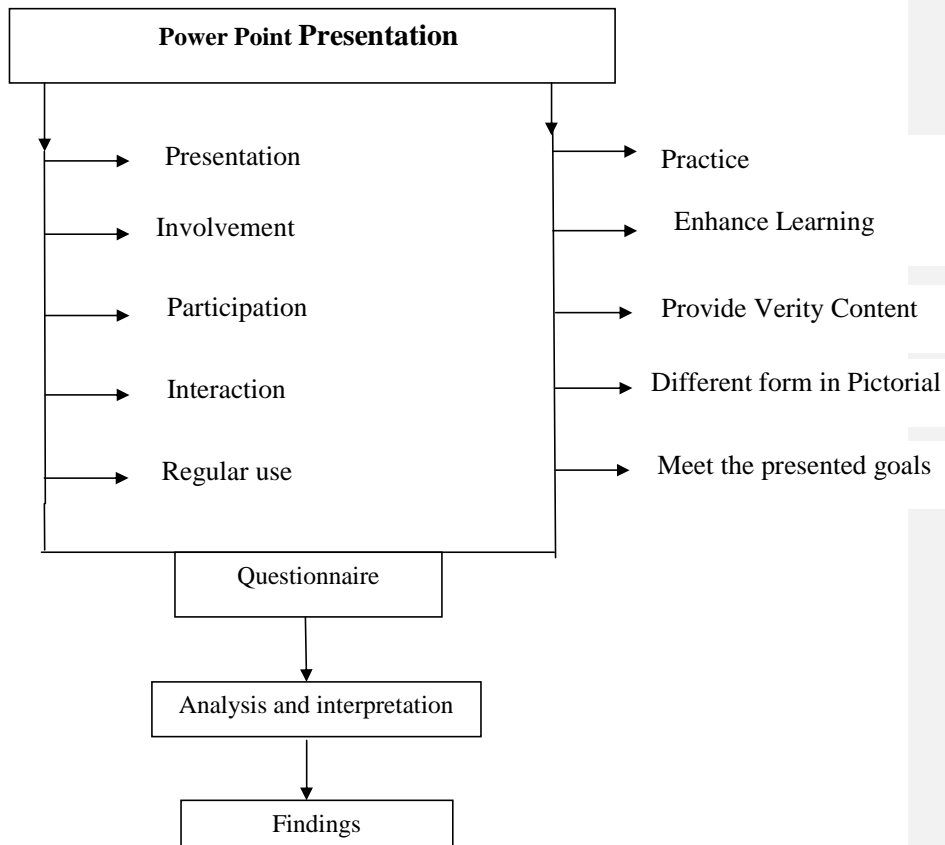
Chapter III~~HAPTERTHREE~~

Methods~~ETHODS~~ and ~~AND~~ Procedures~~ROCEDURES~~ of ~~OF THE~~the Study~~TUDY~~

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

~~3.1~~ Research Design and Methods of the Study

There are different sorts of research design in practice. A researcher can use a particular research design for his/ her study. However, generally selecting a particular design depends on interest; largely it depends on the nature of the study. That means same kind of research design may not be feasible for all sorts of study.

In order to carry out this research I adopted qualitative interpretative research design. Qualitative research design is the process of building a complex and holistic picture of the phenomenon studied. Its studies things in their natural setting. In qualitative research, the researcher emphasizes on observation and description of phenomenon and description and collects and analyses data using descriptive and analytical tools rather than statistical tools. According to Flick (2009) as cited in Ojha and Bhandari (2017, P. 166) "Qualitative research is an investigation of the subjective meaning or the social production of the issues, events or practices by collecting non standardized data and analyzing texts and images rather than numbers and statistics." The focus is on in- depth interviews, observations and document analysis.

As research tools I have used interview for the collection of Data. Moreover, it is concerned with subjective opinion, experiences and feelings of individuals because the goal of research is to find out perception of the people concerned. This kind of research is really useful for exploring the areas about which very little is known and

useful for describing complex phenomena. Furthermore, it is longitudinal in nature which helps to explore the sequential pattern of changes that occur over time.

3.2 Population, Sample and Sampling Strategy

Forty students of Master level were the population of my study. Among them I have selected four students as sample for my study by using purposive sampling procedure, which helps to select the desirable sample for collecting data. I have chosen four students of different level as my study is related with perception, which helps to collect authentic and reliable data.

3.3 Research Tools

In order to collect the required data for my study, I have used interview toguide as research tool for this study.

3.4 Sources of Data

I used both primary and secondary sources for the collection of required data. The primary sources were used for collecting the first-hand data and the secondary data was collected to extend the required theoretical knowledge for this study.

Primary SSources.The primary sources of this study were the four students of master level students of Tribhuvan university of Kathmandu. Data were collected through Interview.

Secondary Sources.As a secondary source of this study, I read the books, journals, articles and movie-based materials (websites, blogs….). Some of them are Ismaili, (2013), Khan (2015), Wood (1999), Giroux (1997) etc. Online resources are the part of secondary sources.

3.1 Data Collection Procedures

Initially, I prepared effective teacher narrative guidelines on the basis of objectives of the study. Then, I visited Tribhuvan university and asked the concerned authorities for permission to carry out the research, explaining the purposes of my study. Afterwards, 4 EFL master level students were selected as the informants

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purposively. I established a close rapport with the selected respondent students for their genuine narrations. Then, I asked the selected respondent students for their stories in different time duration/ multiple times according to their convenience. At the same time, I recorded their narratives using my mobile phone and also noted some worthwhile information in my diary. I have also collected data through presentation based on lesson plan, field study.

Similarly, after the above procedures had been finished, I transcribed the recorded narratives without losing their intentions. At the end, I coded and decoded their narratives and stories into several themes and analyzed them thematically to derive the findings.

3.2   Data Analysis and Interpretation Procedures

The data analysis involved transcribing and translating and typing them up. I analyzed the data through narratives. I began a detailed analysis with a coding process. Similarly, I developed themes by incorporating data directly addressing my research questions, objectives and also, I looked for sub-themes and these themes and sub-themes were analyzed and interpreted qualitatively in a thematic approach.

3.3   Ethical Consideration

Ethical considerations are so significant in the field of research. Safeguarding the participants' interests and ensuring the authenticity of research are two major concerns of a qualitative researcher. Accordingly, provisions had been made so that this study could maintain its authenticity, while my participants' anonymity was secured and promised. Thus, when the participants were contacted and arrangements were made for an interview to take place on a day and at a time of their convenience, I employed the following safeguards:

First, I made sure that their participation in the study was altogether voluntary. Then, I assured the participants that the information they gave me would be strictly confidential and their anonymity would be maintained forevermore. I verbally articulated the purpose of the research, giving them a complete picture of how the data would be used and what I anticipated to derive from it, and made sure they

comprehended entirely about what I said. Afterwards, I visualized that my research was carried out so as to complete a requirement for drawing up my master's thesis. Finally, I assured the interviewees that their interests, wishes, and rights would be ensured regarding the reporting of data. The participants were assured that the data that they provided would not be used for any other purpose.

Chapter ~~HAPTER FOUR~~IV

Results and Discussion~~ANALYSIS AND INTERPRETATION OF THE RESULTS~~

This chapter includes the analysis and interpretation of students' stories in relation to their studying career. Their stories reflected the struggles pertaining to their implementation of teacher training for classroom management. The data obtained from in-depth interview were transcribed and interpreted by using thematic approach. The narratives were first viewed holistically and then analyzed thematically to build themes and interpret based on the objectives. In this research, the pseudo names; Student 'A', Student 'B', Student 'C', and Student 'D' are given to the participants to maintain the confidentiality. Thus, I conceded the following major themes:

~~4.1~~ Interactive Learning

Learningis the fundamental requirement of every individual so as students should be more focused. The students should be curious to learning and hunger of knowledge. To make learning interactive the teacher and student should have good communication. In this sense, students ' C' said:

> *I wish to learn by reading journal and newly published books and videos. As a student, we want learning with entertainment. So, the teacher should understand it and used more student-centered techniques such as PowerPoint presentations, video learning, etc.*

The articulation depicts that learning through PowerPoints in the class create curiosity towards learning among learners. The students feel enjoyable in the classroom while learning through PowerPoints. Even they are ready to prepare the environment and basic things that are needed for it.

In the same vein student C said

> *Umm…. learning became effective when there is proper communication between teacher and students in the class. Through PowerPoints the teachers*

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frequently ask us different questions by showing the PowerPoints and images
of it, that makes classroom interactive and more communicative.

From this narrative I came to know that to increase student's motivation and classroom interactive the teachers have to use PowerPoints in the classroom.

4.2   Development of Language Aspects and Skills

Language aspects and skill of English are so important for the EFL students. Regarding this, student –A said:

……. well, PowerPoints can be very relevant medium and source if it is
presented well by teachers. Through it we can develop all the aspects and
skills of language like reading, writing, speaking, listening, vocabulary,
pronunciation etc. by asking different questions related to it…….

Fromthe narrative above, it can be said that EFL students were truly found to be motivated towards ELT related PowerPoints. They added that these PowerPoints are really effective for the development of their different language skills, like listening, speaking, reading, and writing, and also the language aspects such as pronunciation, vocabulary and spelling and so forth. This shows that the EFL teachers should always be directed towards using diverse ELT related PowerPoint for the enhancement of all language skills and aspects in a dramatic way.

In the similar vein, student –B said

Hmmmm………   *PowerPoints are the tool to develop my speaking skills….*
Through it the teachers ask us different vocabulary, words and sometimes they
ask me to pronounce the word and show the pictures and asks us to explore its
meaning.

From student B's narrative it was found that PowerPoints are really helpful to improve speaking skills, vocabulary, pronunciation, and other aspects and skills of language. Therefore, it can be argued that the EFL teacher have to use the PowerPoints in EFL classroom for the development of spelling, pronunciation, and speaking skill.

Furthermore, the student C added;

……. Well... I have better understand the concept and develop the pronunciation, vocabulary when the teacher uses the PowerPoints.

The articulation depicts that sometimes students may not understand what the slides is about. Thus, to solve these problems of students the teacher should use PowerPoints to have effective communication and for the development of language skills and aspects.

4.3   Construction of Materials

Construction of materials refers to the developments of different material to be taught. If there is not the proper construction ~~of materials~~of materials than learning isnot effective. In this regard student C Said,

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 respondents a teacher of Department of Foundation of Education, TU, Kritipur 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.

4.4   DevelopingCritical Thinking and Students Confidence

Creative thinking and problem solving are the necessary factor for the learner for better performances. To be a good learner, they should develop their creativity and solve the problem by problem solving techniques, which helpstechniques, which help them to develop their confidence. In the regard student D said:

> *Well... PowerPoints consist of moving images, sound and text.... Whenever going through the PowerPoint ...it involves my multiple senses.... whenever we use multiple senses to grasp the depth of a concept, it allows for more cognitive connection.... This is not only facilitating deep thinking and understanding of the concepts from different perspectives but they also acquire problem solving for better performance.... which help student to develop their level of confidence.*

From the narratives of student D: it was found that PowerPoints are very effective tools for cognitive development and creativity of students which help them to solve the problems. Therefore, the teacher should show different videos to develop the critical thinking of the learner in the EFL classroom.

In the same way student C said

> *Yes....PowerPoints develop the creativity of the students that allows me to solve my problems because the teacher sometimes show the pictures only in*

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PowerPoints and asks us to explore and it happens regularly and now, I feel more confident than previous level….

From the above-mentionednarratives, it was found that PowerPoints are authentic tools to make the learner creative thinker. These power points develop the creativity of the students and problem solving. Therefore, the teacher should use the PowerPoints in EFL classroom to make the learner creative.

In the same way student, A said:

Before the use of PowerPoint presentation, we just focus on the root learning and memorization as prescribed in books…. But now due to it, students have their own understanding of the content…. My way of thinking regarding the pictures used in power point are different than another student....

From the narrative of student, A it was found that videos trigger the thinking of students and makes the students critically aware about the content. Therefore, the teacher should use the power points and ask the student to analyze it from different perspectives in EFL classroom.

4.5 Motivatinge Students towards Learning

Motivation is important key for the student to get success in learning a language. A motivated student can learn better than the demotivated students. In order to find out the Students perceptions on Using PowerPoint. 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 this regard student A said:

Obviously……We 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 slides and they may have opportunity to listen, the recording, looking at the videos, pictures, map, concept etc. so it increases students' motivation.

From the above-mentionednarratives, it was found that PowerPoints are the sources of motivation for the students towards learning. To make the classroom attentive, enjoyable, videos play vital roles. Therefore, the teachers have to use the PowerPoint to motivate the student and to make the classroom attentive.

In the same vein student D said

Umm……. Teachers not only present the lengthy content in slides but make them easily understandable with the support of pictures, examples, graphics and charts. MmmmTeacher also can review or go back to the previous slides so that students feel easy and motivated. When the teacher come with PowerPoint classroom became fruitful.

As the above narratives it was found that students were found attentive, curious and happy, when the teacher taught by using different video content. Thus, it can be said that the teacher should always use short videos so as to draw the full attention of the student about what they are teaching.

In the same context the student C said

Yes……Whenever the teacher comes to the class with boring lecture, I feel like sleeping and disturb another student and when the teacher begins to teach through PowerPoint. I feel motivated and attentive towards learning.

From the narrative above, the students were found to be motivated to learn the things wherever they teacher used to teach them by Using PowerPoint's related to what is being taught, at the same time they also added that they are not ready to learn the things at all at times when the teachers teach only with the boring lectures till the beginning to the end. And so, it is imperative that the teachers must always teach the students at least short video clips if they wish to make their teaching effective and desirous.

4.6 Minimization of Student's Disruptive Behavior

Disruptive behavior is the behavior that disturb teaching and learning in the classroom. So, it is very necessary to use PowerPoint in EFL classroom to minimize the disruption. In this regard student D said:

Well…. Whenever the teacher comes to the classroom without any videos, I don't feel like staying in the classroom and go out in the middle of the classroom making the pretention of urgency and sometimes whenever I'm in the class I engaged myself in bullying other student, chatting, gossiping with other student………

From the above narrative it was found that PowerPoints were pretty effective for the minimization of student's disruptive behavior. Student said that he felt like going out of the classroom even in the middle of teaching because he said that he did not like the way teacher taught. Therefore, to minimize the disruptive behavior of the student, the teacher has to use the PowerPoint.

In the same way student C said

……. Wow...… interesting question to me...… To be honest I feel energetic whenever the teacher comes to the class with videotapes……and even I'm engaged myself in minimizing the disruptive behavior.

From this narrative it was found that the students felt energetic and engaged themselves in minimizing the disruptive behavior in the class. Thus, the teacher should use PowerPoint to increase maximum level of energy towards learning the things.

In the same vein the student A said:

…. Obviously…. Most of the times in the class we make noises, dozing off when the teacher teaches through lecture methods…. Obviously, the class is disruptive…… even I engaged myself in disturbing the class, walking randomly from here and there…. and the whole class goes out of track or out of control from the teacher's hand...…

From this articulation it was found that students were found to be disruptive in the classroom because they were forced to keep listening to teacher's boring lecture for whole day and they engaged themselves in making noise in the classroom. Thus, to handle or control the class the teacher should use PowerPoint in EFL classroom.

From the all narratives above, what can be said is that PowerPoint are so effective means to minimize the students' disruption in the classroom, to familiarize the students with the diverse cross-cultural traditions and value, and more importantly, to enhance different language skills and aspects.

Being based on the analysis and interpretation of the collected data, thefollowing findings have been drawn.

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.

e) PowerPoint presentation motivate the students and it saves time and allows more opportunities to engage students on teaching learning process.

f) Engage with new technology and learn new things with iconic way.

PowerPoint is very useful to construct materials for teaching learning as well as teacher can use additional materials using laptop and projector for the students.

ChapterHAPTER FIVE IV

FINDINGS,ConclusionONCLUSION AND and RECOMMENDATIONS 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 findings of the study are as follows:

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.

e) PowerPoint presentation motivate the students and it saves time and allows more opportunities to engage students on teaching learning process.

f) Engage with new technology and learn new things with iconic way.

5.2 Conclusion

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

Both the teachers and the students were found to have positive attitudes towards the use of PowerPoint in classes. 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.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. Using PowerPoint in classroom develops the technical skill to the students and they can present vivid additional materials and PowerPoint is useful to construct more reading materials for teaching. Students are found to be participating actively in classrooms activities and it also helps to finish the course in time.

5.3   Recommendations

This study gives some of the implication for the text book writers, readers, as well as forth coming researcher. Though this study has ensured to find out proposed objectives to some extent, there are many things that are to be found yet. Some of the pedagogical implications of the study have been recommended to the policy level, practice level and further researches in future.

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 educational development.

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Some Interview guidelines

Researcher: How do you perceive learning through PowerPoints? why? in what way?

Respondent: As we are in the area of technology, which makes our life easier. Teaching through PowerPoints simply means teaching and learning with entertainment. It is not only help us to memorize the things but also presentation of real world. For me it is better to teach through PowerPoints than of written documents like books journal etc. It is a means to motivate a student towards learning and makes classroom more attentive. PowerPoints can be very relevant media and source if it is presented well by teachers. Because as we experience of our class while learning through PowerPoints or reading with printed materials. As there is a saying a picture speaks more than words. So, PowerPoints speak more than pictures.

Researcher: What are the difficulties you faced while learning through PowerPoints? Why?

Respondent: Yes, everything has advantages and disadvantages too. Learning through PowerPoints, there are some difficulties that I faced while going through it. First one is it depends upon the user and its purposes. Another is the minor difficulties like electricity, electronic flaws. How are the differences you feel while learning through PowerPoints and teaching through traditional ways? Why?

Respondent: There are lots of differences that I found while going through PowerPoints and traditional way of teaching. Through PowerPoints we can develop all the aspects and skills of language like reading, writing, speaking, sometime listening too, vocabulary, pronunciation etc. Because PowerPoints combine all these things, but it is not nearly possible to develop all the aspects and skills of language. Another one is as I have already mentioned that PowerPoints encourage student for learning and presents the real pictures and situations in the class but not in traditional teaching.

Researcher: How are the advantages of PowerPoints presentation for you? Why?

Respondent: As we are in the age of 21st century, it makes our life easier and
motivates to learn. As a student teaching through PowerPoints have
many advantages like

➢ Provides clear understanding about the subject matter: Through PowerPoints',
we can gain a lot of information in detail, which helps to provide clear
concept of the content.

➢ To develop all aspects and skills of language; PowerPoints can be very
relevant media and source if it is presented well by teachers. Through
PowerPoints we can develop all the aspects and skills of language like
reading, writing, speaking, listening, vocabulary, pronunciation etc. Because
PowerPoints combine all these things.

➢ To motivate student towards learning; PowerPoint encourage student for
learning. As a student, most of the time I feel bored when a teacher come to
class without bringing PowerPoints'. Not only myself other student too, when
the teacher teaches just by lecture methods at that time some students are busy
in gossips, some of them are sleeping and only few students of first bench are
listening to the teacher. When the teacher told us that today we would learn
through videos at that time all students became happy and more attentive.

➢ Develop learner´s creativity: learner became more critical. From PowerPoints
the learner engages themselves in the PowerPoints and think critically on that.
They think in their own way and develop the themes from different
perspective. Whenever I go through the PowerPoints, I analyze the
PowerPoints from different perspectives… which makes me critical…for me
Being critical means analyzing the PowerPoints from different perspectives.
Construction of materials; 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.

➢

Researcher: What do you expect further to make classroom teaching effective
through videos? How? why?

Respondent: As I have already mentioned using PowerPoints in the classroom itself
effective. The basic thing that the teacher should do is better

preparation. Before playing the PowerPoints, the teacher should also design learning activities that can keep the leaners in active learning mood. The most important thing that the teacher should do is to use the videos with its subtitle which help the students to understand the target language clearly and classroom became more effective, because if they don't understand what they are going to study then the class became noisier. Teacher should use locally and culturally appropriate videos.

Researcher: How were the teaching methods before?

Respondent: Before 2, 3 years ago many teachers use traditional way of teaching especially lecture methods, a teacher centered techniques. In past we feel bore while teaching. Almost three or four students enjoyed because the teacher had center focus on them, other remain unfocused. It means talent student have good relationship with the teacher but not others. So, in my opinion teaching through PowerPoints is the best way to learn by incorporating all the students. In past learning is just based on textbook or only in limited resources, but now we have lots of resources.

Researcher: How do you feel about the role of teacher while showing PowerPoints? why? How?

Respondent: As a teacher is a leader of class, who leads the class into right path. The teacher plays a key role in the success and failure of any PowerPoints in the language classroom. It is the teacher who select the videos and while selecting the videos the teacher should select locally and culturally appropriate videos and relate them to student´s needs and integrate the PowerPoints with another area of language. PowerPoints is extremely dense medium, which incorporates a wide range of visual elements and a great range of audio experiences in addition to spoken language. This can be baffling for many students, So, the teacher should select the PowerPoints properly with preparation. The teacher should do is better preparation. Before playing the videos, the teacher should also design learning activities that can keep the leaners in active learning mood. The most important thing that the teacher should do is to use the PowerPoints with its subtitle which help the students to understand the target language

clearly and classroom became more effective, because if they don't understand what they are going to study then the class became noisier. Teacher should use locally and culturally appropriate PowerPoints.

Researcher: How effective the learning was? Which methods of teaching do you like the best? why? how?

Respondent: Teaching through PowerPoints is effective as I have already mention how effective it is. I like teaching through PowerPoints, which is a student-centered technique. I like this technique because it has many advantages than disadvantages like

- Provides clear understanding about the subject matter: Through videos, we can gain a lot of information in detail, which helps to provide clear concept of the content.

- To develop all aspects and skills of language; PowerPoints can be very relevant media and source if it is presented well by teachers. Through videos we can develop all the aspects and skills of language like reading, writing, speaking, listening, vocabulary, pronunciation etc. Because PowerPoints combine all these things.

- To motivate student towards learning; PowerPoints encourage student for learning. As a student, most of the time I feel bored when a teacher come to class without bringing PowerPoints. Not only myself other student too, when the teacher teaches just by lecture methods at that time some students are busy in gossips, some of them are sleeping and only few students of first bench are listening to the teacher. When the teacher told us that today we would learn through PowerPoints at that time all students became happy and more attentive.

- Provide real pictures or presents real world in the classroom than of traditional technique.

- Easy to handle class: Obviously, most of the times in the class we make noises, dozing off when the teacher teaches through lecture method. Frequently the class is disruptive…… even I engaged myself in disturbing the class, walking randomly from here and there…. and the whole class goes out of track or out of control from the teacher's hand…... So, for me it is an effective means to handle classroom.

Development; 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.

Respondent C

Researcher: How do you perceive learning through PowerPoints? why? in what
way

Respondent: learning through PowerPoint is one of the convenient ways of learning.
It   can be easily taken, displayed in the class. it can be taken as a practical teaching
because various information is practically demonstrated and visualized through
PowerPoint. PowerPoint provides a lot of information about the subject matter. I
wish to learn by reading journal and newly published books and videos. As a student,
we want learning with entertainment. So, the teacher should understand it and used
more student-centered techniques such as PowerPoint presentations, video learning,
etc.

Researcher: What are the difficulties you faced while learning through PowerPoints?
Why?
Respondent: Some of the difficulties that he faced in PowerPoint based classroom
are:
1. In some cases, the learner may face problem of electronical
scarcity.
2. Arrangements of electronic devices may take more time than the
estimated time, because of it the class may not run at the schedule
time.
Researcher: How are the differences you feel while learning through PowerPoint
and teaching through traditional ways? Why?
Respondent: In some cases, traditional based classroom is better than PowerPoint
based classroom. In traditional teaching a teacher comes and write
something on the bord and illustrate it and goes, which creates laziness
to us. But PowerPoint-based learning motivates us to study or learn
with entertainment. Through PowerPoint-teaching a teacher do not
need to explain the things or subject matter in detail.
Researcher: How are the advantages of PowerPoint presentation for you? Why?
Respondent: There are lots of advantages of showing PowerPoint-in

the classroom. As the major advantages is learning take place simultaneously with entertainment.

1. It motivates the learner to learn.
2. It reduces the role of teacher. it means a teacher do not need to describe the subject matter in detail
3. It makes classroom environment enjoyable and fruitful
4. It helps to minimize classroom disturbance: Wow, interesting question to me. To be honest I feel energetic whenever the teacher comes to the class with videotape and even, I'm engaged myself in minimizing the disruptive behavior and tries to control the classroom environment.

Students are eager to learn: I wish to learn by reading journal and newly published books and especially by videos. Similarly, Curriculum development center uploads different videos in different websites that help me to learn and be updated time to time. I use mobile as teaching materials but not as mobile. So, students are eager to learn as I. ……. Well… I have better understand the concept and develop the pronunciation, vocabulary when the teacher uses the PowerPoints.

Researcher: What do you expect further to make classroom teaching effective through PowerPoint? How? Why?

Respondent: A classroom should be well managed and the electrical appliances should be arranged properly. The PowerPoint should be based on the context to the subject matter. It should be visible and clear.

Researcher: How were the teaching methods before?

Before 1 or 2 yrs. our teacher comes with a book and stick-on hand. Nowadays due to technology in education there is totally change in the methodology, it is totally based on practical. Before PowerPoint-based learning, the teacher uses chalk, talk and duster.

Researcher: How do you feel about the role of teacher while showing PowerPoint? Why? How?

Respondent: The presence of teacher while showing the PowerPoint is most important to make the class more effective. The teacher should explain

	difficult words and vocabulary, and also explain the context of pictures, if he has added them into PowerPoint later on.
Researcher:	Which methods of teaching do you like the best? Why? How effective the learning was?
Respondent:	The traditional methods of teaching appeared to be less effective in comparison to the learning through PowerPoint. As above mentioned, points

As the major advantages is learning take place simultaneously with entertainment.

1. It motivates the learner to learn: learner is motivated, even I feel motivated to learn language. Whenever the teacher come to the class with boring lecture, I feel like sleeping and disturb other student and when the teacher begins to teach through PowerPoint, I feel motivated and attentive towards learning.

2. It reduces the role of teacher. it means a teacher do not need to describe the subject matter in detail

3. It makes classroom environment enjoyable and fruitful: Learning is happened with entertainment.

4. Student became more critical in the subject matter: Yes, PowerPoints are the authentic tool to develop the creativity of the students that allows me to solve my problems… Before using PowerPoint, we just focus on the root learning and memorization as prescribed in books. But now due to the PowerPoints students have their own understanding of the pictures on PowerPoints. My way of thinking regarding PowerPoints are different than another student. It makes us critical thinker to solve our problem...

5. Develop different skills and aspects of language: Well, I have better understand the concept and develop the pronunciation, vocabulary when the teacher uses new vocabulary and pictures and ask student to explain the PowerPoint. This is the best way to develop language skills and aspects.