

**Use of PowerPoint Presentations in English Language Teaching Classrooms in  
Master Level: Perspectives and Issues**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Masters of Education in English**

**Submitted by  
Krishna Prasad Katel**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2021**

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Proposal: 02/02/2020  
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## **Declaration**

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

Date: 30-03-2021

.....  
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## **Recommendation for Acceptance**

This is to certify that **Mr. Krishna Prasad Katel** has prepared this thesis entitled **Use of PowerPoint Presentations in English Language Teaching Classrooms** at Master Level: Perspectives and Issues under my guidance and supervision.

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## **Dedication**

Dedicated to

My parents and teachers whose blessing is with me forever.

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First and foremost, I would like to take this opportunity to express my humble gratitude to my thesis supervisor, **Mr. Bhim Prasad Wasti**, Reader, Department of English Education for his proper guidance, constant supervision and constructive feedback to shape the research work in this frame. I thankfully express my gratefulness and acknowledgement to external thesis supervisor **Prof. Dr. Anjana Bhattra**, Department of English Education, Tribhuwan University, Kirtipur for her kind co-operation and suggestions related to the thesis.

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**Krishna Prasad Katel**



## **Abstract**

This study entitled Use of PowerPoint Presentations in English Language Teaching Classrooms in Master Level: Perspectives and Issues was conducted to explore the students' perspectives and issues towards the use of PowerPoint presentations in ELT classroom. I used mixed method and survey as a research design. Forty students were selected as participants by simple random sampling procedure from Department of English Education of University Campus. In order to obtain the objectives, close ended and open ended questions were made. The data were analyzed statistically and thematically, the result revealed positive perspectives towards the use of PowerPoint in ELT classroom for the better understanding and demonstration of content, specific classroom presentation, content review, to attract students' attention in learning. The findings showed that major issues were lack of skillful resources, lack of administrative support, classroom management, monotonous and teacher centered classroom, lack of proper skills and knowledge about the innovative tools, lack of trainings. The study also suggested that the proper designing of slides, administrative support, interaction with the students, training is essential for the effectiveness of PowerPoint presentation in the ELT classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way the forth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy related, practiced related, and further research related recommendation based on the study. The references and the appendices are also included for the validation of the research at the end of the study.

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## **Abbreviations**

|      |   |   |
|------|---|---|
| CALL | - | Computer Assisted Language Learning     |
| CG   | - | Control Group                           |
| CTML | - | Cognitive Theory of Multimedia Learning |
| EFL  | - | English as a Foreign Language           |
| ELT  | - | English Language Teaching               |
| i.e  | - | That is                                 |
| ICT  | - | Information Communication Technology    |
| N    | - | Number                                  |
| PPP  | - | PowerPoint presentations                |
| TU   | - | Tribhuvan University                    |

## **Chapter 1**

### **Introduction**

This study entitled **Use of PowerPoint Presentations in English Language Teaching Classrooms in Master Level: Perspectives and Issues** is an attempt to find out the students' perspectives and issues on PowerPoint presentations in English Language Teaching in master level. This chapter includes 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 definitions of the key terms.

### **Background of the Study**

Today's world is highly dominated by technology. It has created several changes in all aspects of the society for its betterment and progress. Information Communication Technology (ICT) has been increasingly growing day by day along with globalization. ICT is playing significant role in its global profusion in the field of education along with the integration of technology. Regarding the use of ICT in ELT, Lam and Lawrence (2009) say that the tradition of ELT has been drastically changed with the remarkable entry of technology and the use of ICT in teaching. It not only gives learners the opportunity to control their own learning processes but also provide them with ready access to vast amount of information over which the teacher has no power or control. It means that there is no need of teachers and students presence in the real classroom setting for getting ideas, knowledge, and sharing experiences rather they can do everything through the use of ICT by sitting their own place. So, ICT fosters learners to learn autonomously with own pace. With the widespread use of ICT in the field of education, immense increment has been observed in the use of PowerPoint software which is included in the 'Microsoft Office' package programs as a supporting teaching tool that is a powerful presentation material in almost all modern classrooms. Due to this reason, many studies have been undertaken to investigate the effects of PowerPoint use in classes on student success and attitudes.

PowerPoint has become one of the professional tools for improving teaching and learning both for teachers and students. Since the introduction of this pedagogical



device in various educational settings, there has been a huge body of research arguing the efficiency of PowerPoint. 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." This statement shows that PowerPoint was developed to make presentations in the beginning. Today technology plays an important role in pedagogy. When teachers use it in the classrooms, in fact it attracts the students' attention, so that they can enhance effective ways of learning. In this regard, 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 ease 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.

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) states the information in slide can be presented by using more than one medium like texts, pictures, audios, videos and animations. The presentation helps to present ideas, concepts, and information in more clearly and concise way. Similarly, 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 is a powerful and ubiquitous communication technology and modern aid to teaching and learning language as well as the best presentations in the field of business. It can develop characters, quality of life, sharpen the people

knowledge, so all educators and students have to know technology to support their learning process. Slides in PowerPoint for language teaching have high degree of production, including animation and links to websites. Students also make classroom presentations often relying heavily on PowerPoint slides. Similarly, main thrust of a lesson can be presented using bullets in PowerPoint presentation for easy recall (Savoy, Proctor and Salvendy, 2009). Moreover, changes can be made in PowerPoint presentations if need be, unlike images on cardboards or printouts.

Semester system is adopted worldwide for the quality 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 practices and growing charm of semester as well as to make Nepali students able to compete in international market Tribhuvan University (TU), the oldest University of Nepal also implemented semester system in the Central Department from year 2013 A.D. In this regard, Khaniya (2014) states, semester system involves 15 – 20 weeks' rigorous study compare to annual system. It involves focused attention of teachers and students on teaching and learning. 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 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 the classrooms as well as they suggest students to use PowerPoint for making presentations as well as all the academic programs like seminar and conference.

### **Statement of the Problem**

The use of technology as a new innovative teaching tool, the PowerPoint has become an important part of effective and meaningful teaching learning in and out of the classroom. It is one of the growing trends of teaching and learning in the sector of education. Its development and use are getting very popular day by day. English language teaching (ELT) cannot remain away from information communication technology (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 teaching in the classroom is Microsoft PowerPoint. The use of PowerPoint as a teaching tool is becoming 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, Young (as cited in Khanal, 2008) explains that a good PowerPoint presentation can make a lecture appealing by offering imagery to support key points, and having prepared set of slides can keep professors clear on the content to deliver. Many students also praise PowerPoint slides for being easy to read than the professors' handwriting on the chalk board and white board.

Researches carried so far in the field of PowerPoint in ELT classroom have shown that use of ICT tools in language teaching and learning has facilitated students' learning. Researches from Nepal like Acharya (2013) entitled Use of ICT and Web tools in English language teaching and Khanal (2008) on Attitudes of Higher Secondary Teachers Towards the use of Computer and Internet as well have shown ICT as a supportive tool in language learning. Similarly, government of Nepal and Ministry of Education has also proposed Information and Communication Technology in Education Master Plan 2013-2017. Since the year 2013A.D. TU has implemented the semester system at University Campus, Kirtipur at Master level 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.

By reviewing the previous research studies and practices, it can be stated that there are many discussions on practices and advocacies of ICT tools for language teaching and learning. PowerPoint has become an inevitable device to achieve the ideas in the modern ICT based classrooms. However, in the context of Nepal, there has no sufficient ICT materials in the field of language teaching and learning. Similarly, the teachers and students have not used available ICT materials properly, which has created problems to get ideas by the use of ICT. Moreover, a few research studies carried out emphasizing on the attitudes of students for the effectiveness of PowerPoint in ELT classroom. In addition of that, the challenges that have been

encountered by students while teaching through power point in the real classroom context has not been addressed properly in the field of research study so, this study was carried out.

### **Objectives of the Study**

The followings were the objectives of this study.

- i. To find out the students' perspectives towards the use of PowerPoint presentations in ELT classrooms.
- ii. To assess the issues of PowerPoint presentations in ELT classrooms.
- iii. To suggest some pedagogical implications for the betterment of PowerPoint presentation.

### **Research Questions**

Followings were the research questions of this study:

- i) How do students perceive the use of PowerPoint presentation in ELT classrooms?
- ii) What are the issues that students identify in the use of PowerPoint in ELT?
- iii) What is the use of PowerPoint presentation in ELT classroom?
- iv) How can PowerPoint presentation be effective in ELT classrooms?

### **Significance of the Study**

PowerPoint has become one of the professional tools for improving teaching and learning activities both for students and teachers. Here, especially PowerPoint Presentation (PPP) has significant role in ELT classroom to enhance student learning as well as to develop linguistic competence. This study aims to explore the perspectives and issues of semester students of master level at T.U on PowerPoint presentation in ELT classroom. At first, this study can be significant to those who are interested in ELT by using PowerPoint. English Language teachers may be benefited because they are using it as supporting tool to motivate students and provide content easily. Similarly, Curriculum designers and textbook writers also can be benefited because they 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 can be supportive for the 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 can be also equally fruitful for those who want to study further in this field in future. Likewise, the entire people who are directly or indirectly involved in teaching profession may also be benefitted from this research study to get insights on the scope of technology in ELT classroom.

### **Delimitations of the Study**

None of research can cover the entire study population. No research can use all the tools and the aspects of research related to the area of the study due to time, economic and resource consent. The researcher has to limit his/her study to a certain boundary. In the same way, this research has some points of limitation. To this concern, this study was limited in terms of the study area, population, sample population, research tools and method.

This research was limited to the following concerns:

- This research was limited to explore the students' perspectives and issues towards the use of PowerPoint in ELT Classrooms.
- The data were collected from students who were pursuing and using PowerPoint in ELT classrooms at Master level.
- This study was limited to mixed research method.
- Sample population of the study was limited to 40 students of the Department of English Education, TU.
- Data collection tools were confined to open-ended and close ended questions.

### **Operational Definitions of the Key Terms**

In this study, the following terms have been used as the key terms with the given specific meanings:

**PowerPoint:** It 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 ELT classroom.

**Perspectives:** It means the way that students think about PowerPoint. In this research perspective is defined as what students think about the use of PowerPoint in ELT classroom for teaching and learning process.

**Issues:** It refers to the various challenges faced by the students as well as the difficulties behind use of PowerPoint in the real ELT classroom. Further it suggests different barriers or obstacles in the proper use of PowerPoint in ELT classroom.

## Chapter 2

### 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. This part of study consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### Review of Related Theoretical Literature

The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. One of the most important parts of any research is reviewing the related literature. Literature gives the researcher necessary theoretical back up related to his study and lead him to go ahead in right path (Kumar, 2009). More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way from the review of related literature.

**Structuralist theory.** Structuralism is a method used by sociologist, anthropologist, literary theorists, and linguists. They employ this method to show how all aspects of cultures are based upon some underlying structure. The origins of structuralism are linked to the work of the Swiss linguist Ferdinand de Saussure and the subsequent Prague, Moscow and Copenhagen schools of linguistics in the early 1900s ( between 1913 and 1915). Ferdinand de Saussure introduced a concept that language is a system of systems. Similarly, Bloomfield, C.C Fries, Z. Harris and other linguists, also flourishes this concept. The basic idea behind structuralism is that individual and collective behaviours emerge from some underlying structure. The Saussure and the linguists state that the structure is an abstract system of interrelated concepts. Structuralism claims that human culture itself is fundamentally a language, a complex system of signified and signifiers. This theory focuses on structure as a whole to understand the meaning of texts. Similarly, to understand the piece of

literature, we need to understand the structure used by the author. Structuralism suggests there is a specific structure or framework that makes up the total concept. The structuralist approach implies that in order for anyone to fully understand a concept such as linguistics, first all must understand the sub-sets and how these fit into the overarching structure. Additionally, an important factor in the structuralist approach understands that these sub-sets all fit and work together collaboratively (Selden, 1993).

***Principles of structuralism.*** The main concepts of teaching English from a structuralist approach include a focus on sentence structure, patterns of sentences and appropriate grammar and composition. Teaching English through a structuralist approach includes a focus on **four main skills** (Selden, 1993) :

- ) Understanding the grammatical structures,
- ) Speaking properly, according to the rules of proper grammar and mechanics; using proper sentence structure,
- ) Reading properly, according to the rules of comprehension,
- ) Writing properly, according to the rules of proper grammar and mechanics; using proper sentence structure.

***Strengths of structuralism.*** As an approach to teaching the English language, structuralism has merits. Specifically, for young English learners, the basic, fundamental approach to the language can make it easy to learn. The heavy focus on mechanics and proper structure make access to the language more concrete, therefore easier to learn.

The structuralist approach to teaching English also supports proper use of the language in verbal and written expression. This increases the likelihood that the English learner will speak and write English in the proper way. Because of the interrelated nature, understanding the foundation first, *students more easily learn more complex grammar* and word use as they move through the curriculum.



***Weaknesses of structuralism.*** As with any teaching methodology, there are some drawbacks to the use of structuralism to teach English. Because it starts with the early structures first and builds upward, *the structuralist approach is best suited for young students in early elementary.* Although it emerged as a widespread movement, it collapsed during the mid-twentieth century and was replaced by post-structuralism that was propounded by Derrida (Tyson, 2006). Therefore, unless this approach has been started in the early grades, it would difficult to introduce it later on in middle or high school.

Additionally, because the focus is often so structured, and often relies on rote memory, there is less focus on the reading and creative writing of the students. Some may argue that creativity comes later during the education process, and the focus on the early years should be learning the foundation of the language. In other words, students will have less success being creative writers if they do not have a mastery of the rules and structures of the proper application of the English language (Selden, *ibid.*).

With the advent of knowledge and a revolution in technology, there has been a drastic change in language teaching and learning methods. Many language teaching theories and methods like grammar translation method, direct method, audio lingual method, and communicative method have been developed in course of temporal development of language teaching methods and approaches. In recent era, the whole globe is guided by the science and technology due to this reason education is not far from it. Nowadays many schools colleges and universities have been practicing ICT tools in the real classroom teaching to share contents to the students.

**Cognitive theory of multimedia learning.** The theoretical foundation for the cognitive theory of multimedia learning (CTML) draws from several cognitive theories including Baddeley's model of working memory, Paivio's dual coding theory, and Sweller's Theory of Cognitive Load. Multimedia learning is a cognitive theory of learning which has been popularized by the work of Richard E. Mayer and other (Sorden, 2013). As a cognitive theory of learning, it falls under the larger framework of cognitive science and the information-processing model of cognition. Cognitive Theory of Multimedia learning supports to create meaningful teaching and learning environment, which allows teachers to integrate different audios videos and

text in teaching and learning. The cognitive theory of multimedia learning has three main assumptions.

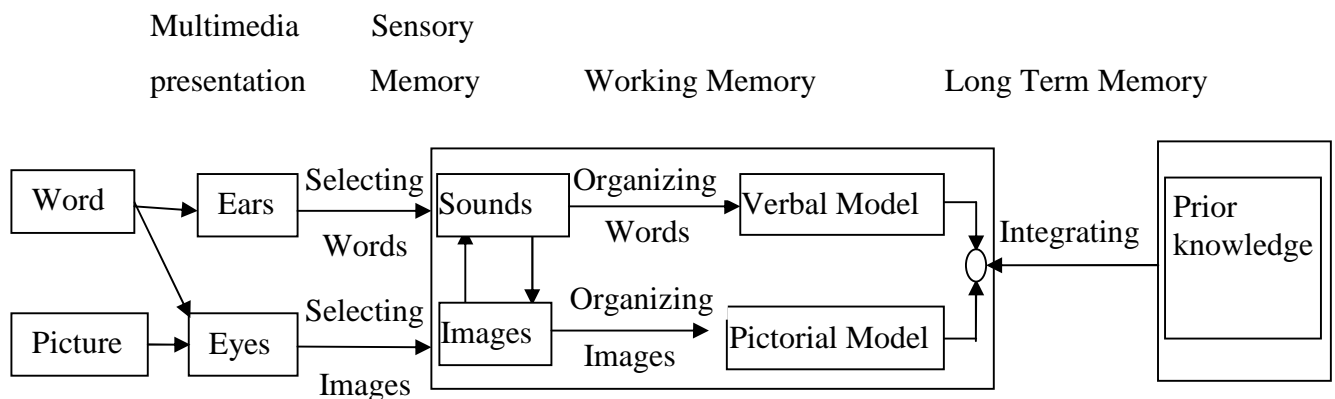
### Three Assumptions about How the Mind Works in Multimedia Learning

#### Assumption Definition

**Dual channel:** Human process separate information processing channel for verbal and visual material.

**Limited capacity:** There is only a limited amount of processing capacity available in the verbal and visual channel.

**Active processing:** Learning requires substantial cognitive processing in the verbal and visual channels.



**Figure 1: Cognitive Theory of Multimedia Learning**

Source: Richard E. Mayer and Roxana Moreno (2003)

There are two separate channels (auditory and visual) for processing information from sensory memory (e.g. Dual-Coding theory). Each channel has a limited (finite) working memory capacity (e.g. Cognitive Load Theory and Working Memory Theory). Multimedia learning is an active process of selecting words, selecting images, organizing words, organizing images and integrating them together and with prior knowledge from long term memory.

The cognitive theory of multimedia learning was popularized by the work of Richard E. Mayer and other cognitive researchers who argue that multimedia supports

the way that the human brain learns. They assert that people learn more deeply from words and pictures than from words alone, which are referred to as the multimedia principle (Mayer, 2005). Multimedia researchers generally define multimedia as the combination of text and pictures; and suggest that multimedia learning occurs when we build mental representations from these words and pictures (Mayer, 2005). The words can be spoken or written, and the pictures can be any form of graphical imagery including illustrations, photos, animation, or video. Multimedia instructional design attempts to use cognitive research to combine words and pictures that maximize learning effectiveness.

The theoretical foundation for the cognitive theory of multimedia learning (CTML) draws from several cognitive theories including Baddeley's model of working memory, Paivio's dual coding theory, and Sweller's Theory of Cognitive Load. As a cognitive theory of learning, it falls under the larger framework of cognitive science and the information-processing model of cognition. The information processing model suggests several information stores (memory) that are governed by processes that convert stimuli to information.

The cognitive theory of multimedia learning (CTML) concerns on the idea that learners attempt to build meaningful connections between words and pictures and that they learn more deeply than they could have with words or pictures alone (Mayer, 2009).

CTML states, one of the principle aims of multimedia instruction is to encourage the learner to build a coherent mental representation from the presented material. The learner's job is to make sense of the presented material as an active participant, ultimately constructing new knowledge, structure, and integrate it with their prior knowledge (Mayer, 1996).

The Three Store Structure of Memory in CTML accepts a model that includes three memory stores known as sensory memory, working memory, and long-term memory. Weller (2005) defines sensory memory as the cognitive structure that permits us to perceive new information, working memory as the cognitive structure in which we consciously process information, and long-term memory as the cognitive structure that stores our knowledge. We are only conscious of information in long-

term memory when it has been transferred to working memory. Mayer (2005) states that sensory memory has a visual sensory memory that briefly holds pictures and printed text as visual images; and auditory memory that briefly holds spoken words and sounds as auditory images. Schnotz (2005) refers to sensory memory as sensory registers or sensory channels and points out that though we tend to view the dual channel sensors as eye-to-visual working memory and ear-to-auditory working memory, that it is possible for other sensory channels to introduce information to working memory such as “reading” with the fingers through Braille or a deaf person being able to “hear” by reading lips.

Multimedia learning theory, Mayer (as cited in Mayer and Johnson 2008) "redundancy should be controlled in presenting materials". The main consideration of this theory is the cognitive load that any type of education and information technologies input can have on learners' memory. The principle known as the “multimedia principle” states that “people learn more deeply from words and pictures than from words alone. However, simply adding words to pictures is not an effective way to achieve multimedia learning. The goal is to instructional media in the light of how human mind works. This is the basis for Mayer’s cognitive theory of multimedia learning.

With regard to PowerPoint presentation, this theory suggests including short phrases in the slides to optimize learning. Additionally, based on Cognitive Load theory (Sweller, 2011) instructional format can lead to creating irrelevant cognitive load which can be modified. For example, ‘lengthy, complex, spoken information that cannot be adequately processed in working memory may impose an extraneous cognitive load’. The implication of such theories for learning is that in preparing any types of instructional materials including PowerPoint slides, instructors need to design them in line with the amount of cognitive load they create in order to prevent hindering the learning on the part of learners. It seems necessary for practitioners to become familiar with these theories in order to act successfully in teaching with technology.

The advent of any new technology including PowerPoint is claimed to have advantages for the learning process. However, research findings are required to confirm the benefits of applying any new technology in educational contexts. In fact,

there are always restrictions on using technology effectively in the classroom. As far as language education is concerned, a large number of language teachers are comfortable with using PowerPoint software. However, according to Palak and Walls (2009) teachers may not apply technology to the benefit of their learners because of a lack of proper methods of integrating technology into their classrooms. Due to this problem, while teachers may be interested in applying this technology in their classes, mismatches between learning theories and the way that teachers use technology may lead to adverse effects on students' success. As far as learning theories are concerned, the modality principle and cognitive load theory explain the use of PPP in learning.

**Information communication technology.** Information communication technology 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 Program (UNDP, 2003) defines ICT as 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, De Jong (2010) states 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 communication and information systems.

**Microsoft powerpoint.** 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) says the information in slide can be presented by using more than one medium like texts, pictures, audios, videos and animations. The presentation helps 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**

| <b>S. N.</b> | <b>Year</b> | <b>Name</b>     | <b>Version</b> |
|--------------|-------------|-----------------|----------------|
| 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:** (Khanal, 2016)

**Positive aspects of powerpoint presentations.** While PowerPoint presentations help teachers improve teaching, they also help learners absorb teachers' messages. Szaboa and Hastings (2000) hold that PowerPoint based classroom instruction helps learners' focus, attention and reduce distraction and observe that the learners want PowerPoint presentations to be adopted in English language classroom instruction. Cashman and Shelly (2000) find that learners learn most effectively when their five senses are involved. The PowerPoint presentations appeal to learners' diverse learning styles, such as visual, auditory, kinaesthetic, and creative by employing multimedia methods, such as sounds, images, colour, action, design and so on. Catherina (2006) indicates that learners think PowerPoint based lectures are more interesting than traditional lectures. According to Gaskins (1984) PowerPoint improves effectiveness of presentation and improves clarity of complex materials.

Similarly, Roblyer (2003) indicates that highly effective use of PowerPoint presentation helps learners to attend to retain much of what they see on these slideshows. Moreover, Fisher (1998) reports that student scores on tests are even improved with PowerPoint in classroom instruction as opposed traditional chalk-walk and talk lectures. Using PowerPoint as a Pedagogical instrument in the classroom is as a source of excitement, motivation, learning and attraction.

Similarly, another important benefit of PowerPoint presentations for the instructors, according to Lanius (2004) instructors can have face to face communication with learners contrary to the conventional chalk board teaching where instructors often face the chalkboard with their back to the class. Then, the format of creating a title and bullet points on a PowerPoint slide helps learners identify main ideas and their supporting details and there by helps learners structure their thinking. Further, the strength of PowerPoint is its ability to allow an instructor to import graphics, audio, quotes, and music or to link to simulations or web pages and thus create an enriching learning experience. Miltenoff (2003) indicates that PowerPoint can be used as a multimedia and interactive tool. Pictures, animation, sound effects, and music can greatly enhance the quality of the presentation. It is much easier to use attractive fonts, photos, clipart, tables, and graphs in PowerPoint. Instructors can use PowerPoint presentations to enhance the effectiveness of classroom instruction in many ways and in every subject area. Teachers can modify lessons and use them over and over again. Therefore, teachers save time on handing out instructional material, writing on blackboard, repeated speech and so on.

**Criticism on powerpoint presentation.** Although PowerPoint presentations are found to be effective in English language teaching, they pose some problems too. Voss (2004) thinks learners feel ignored in the classroom when the instructor is focusing on the presentation and not paying attention to the class. Instead of interacting with learners during the class, the instructor in most cases is transfixed to the podium clicking the mouse all the time because of the need to advance to the next slide and unable to move across the room giving individual attention to learners.

Tufte(2003) criticizes PowerPoint presentations by saying that merely flashing words or images on the slides will not make the content relevant if they are not on point. The audience gradually gets bored of the presentation if the content is not



appropriately supported and enhanced. Similarly, Miltenoff (2003) indicates that teachers do not need to write information on the blackboard, but just click the mouse. Therefore, it is very easy for teachers to give too much information in one class, which can be difficult for learners to comprehend. Boyle (1997) warns that technology such as PowerPoint is a mixed blessing. It helps teachers communicate information more quickly, but does not necessarily help them to analyze whether or not information is accurate, relevant, or current. The more information they have, the more important it becomes to learn critical analysis, visual literacy, and information literacy skills but PowerPoint presentations do not always comply with this.

PowerPoint has become synonymous with oral presentations in classrooms. The visual display of sequential slides demonstrating texts using bullet points and clip art is ubiquitous during students' presentations. While some students employ PowerPoint slides creatively making their presentations lively and interesting, many others have slides which are poorly designed. Many present a summary instead of making a supporting argument or focus on trivial information rather than critical points and present far more than the allotted time (Oliver and Kowalczyk, 2013). Reading from crammed texts and the overuse of bullet points hinder them from presenting their ideas coherently or speaking effectively and confidently in front of large groups.

The first problem is the need to "bulletize" all information presented, which is at the heart of the PowerPoint template. It has been suggested that reducing information down to a list of several-word bullets neglects context, leaves critical relationships between the bullets unspecified and also inhibits the processing and storing of information (Adams, 2006). Similarly, the lack of a hierarchical arrangement of the bullet points across slides can further contribute to cognitive overload because it interferes with schema construction (Van Merriënboer and Ayres, 2005). Focus solely on the presentation is another weakness of using PowerPoint in the classroom. It takes the focus away from the lecturer and the relevant content of the lecture as well as from the student, and places it entirely on the slides themselves (Crang, 2003). Nunberg (1999) argues that "PowerPoint slides have begun to take on a life of their own, as if they no longer needed talking heads to speak for them". In fact, students often comment that they can study with just the PowerPoint slides that

they do not need to read the material or take their own notes or even hear the lecture to learn the material. On student perceptions of PowerPoint, researcher theorized that students may be relying too much on the PowerPoint presentations provided by their professor and neglecting their textbooks.

Lack of interaction and discussion on the lecturer also results in a loss of "connection" between the student and teacher, with the format of the slideshow dictating the flow of the lecture and limiting discussion and interaction, both of which are known to be important to student learning. Student-centred learning techniques include active learning (problem solving, debating, and discussion during class), team work, and inductive teaching and learning (which allow students to use the course materials to solve problems), none of which are present in the typical PowerPoint presentation. The assumption that "One teaching style fits all" Another problem with the use of PowerPoint in the classroom is that it tends to be used the same way across all types of students, all learning styles and all disciplines in a "one teaching style fits all" manner. It assumes that everyone is a visual learner (Khurshid and Mahmood, 2012).

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 boring.
- 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.

**Using powerpoint in ELT classroom.** As Radanov (2008) explains, PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound. This tool can be shown on a computer screen or using a projector with a large screen for the whole class who can view the same presentation at the same time. PowerPoint has many features, which make it a useful classroom tool. Ahmed (2005) as cited in Radanov (2008) PowerPoint can save teachers' time because the materials that are produced for PowerPoint can be reduced many times. PowerPoint also allows teachers to vary their teaching methods and break the routine. Moreover, Steele and Johnson note that using PowerPoint is big screen allows all learners (at the front and back of the class) to see what is being introduced. They argue that it can enhance the teachers' instruction and learners' motivation. Of course, teachers must be aware of potential disadvantages of using PowerPoint. The use of presentation software encourages use of all four skills. Fisher (2003) explains that the PowerPoint can be used for initial teaching for practice and drilling for games, for reviews and for test.

Microsoft PowerPoint is a presentation program developed by Microsoft. It is a part of the Microsoft Office system which is widely used by businesspeople, educators, trainers and students. As a part of Microsoft Office, PowerPoint has become the widely used presentation program throughout the world. It is a complete presentation program that allows teachers and students to produce professional looking presentations in ELT classroom.

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.

Today technology plays an important role in pedagogy. Teachers use PowerPoint in their classroom to attract the students' attention, so that they can enhance effective ways of teaching (Lari, 2014). It is no doubt that learning a new language in a traditional way is not so enjoyable for today's technology guided classrooms and students. Students learned better if the course materials were presented through some visual tools. Teachers believed that PowerPoint presentations made the content more appealing; therefore, they helped teachers to take students' attention in learning (Ozaslan and Maden (as cited in Lari, 2014). Similarly, Zhao (2006) conducted a qualitative research on *Social Studies Teachers' Perspectives of Technology Integration* to investigate the perspectives and experiences of 17 social studies teachers following technology integration training. The research showed that teachers held a variety of views towards technology integration. Most teachers were willing to use technology, expressed positive experience with technology integration training which is supportive for students and teachers to increase educational achievement.

**PowerPoint presentations as CALL materials.** The current proliferation of technological tools are connected with computer assisted language learning (CALL), which has been used to reinforce teaching and learning in the classroom and help students with limited language proficiency (Wang & Chang, 2011). Communication tools such as iPads, audio blogs and podcasts have in recent times been extensively employed, particularly in developing oral competencies. According to Levy and Stockwell (2006), however, the technologies used in CALL extend beyond communication tools to include generic tools and devices such as word processors, online dictionaries and MP3. They argue that although technological tools are often used directly, some are also used indirectly for learning, as a means to an end (Levy & Stockwell, 2006). Hence, CALL materials can be referred to as artifacts that encompass tasks, software, courseware, and websites and other products that are created by the language teacher using technological resources. Several studies have demonstrated the benefits of PowerPoint in English language teaching and learning in university level. Because of PowerPoint has power to adjust and project all the CALL materials on screen which develops competencies, linguistics skills as well as technological capabilities of learners.

CALL activities would then include using e-mail, software and electronic conferencing systems as well as creating web quests and web pages (Egbert, 2002). It is vital to bear in mind that a CALL task must afford the opportunity to use the target language in ways that learners will be called upon to do as language users. Adopting these views supports the use of PowerPoint as a CALL material to develop oral presentation skills in a language classroom.

**Impact of ICT in English language teaching.** Teachers 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' new methods/ approaches. 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) 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. 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 are as follows:

***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 availability of materials. Students can get materials in PowerPoint including image, animations, pictures and graphs.

***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.

***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.

***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.

***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.

***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.

***Students centered.*** ICTs help the students be exposed with different materials likewise; it encourages 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.

***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.

## Review of Empirical Literature

Many research works have been carried out in the field of PowerPoint presentations in language teaching and learning in the international forum and a few are carried out in the context of Nepal regarding the use of ICT in higher education. They have some kind of connection with my research too.

Beets and Lobingier (as cited in Savoy, Proctor and Salvendy, 2009) examined the relative effectiveness of three pedagogical techniques (chalkboard, overhead projector, presentation software). This study used content from accounting principle courses. Although the authors did not explicitly mention that PowerPoint is used, one could expect that it was the presentation software referred to in the article. Students were exposed to all three delivery styles within one semester, and the same instructor lectured. The result showed no significant difference in students' performance among the delivery styles. However, the use of presentation software really enhanced their retention of the major ideas for the examination point view. Further, the findings showed that students developed comparatively more ideas because the content remains as a map in their mental schema.

Similarly, Kaharaman, Cevik and Kodan (2011) have published a survey research entitled *Investigation of University Students' Attitude toward the Use of PowerPoint According to Some Variables*. The main objective of this study was to investigate whether university students toward the use of PowerPoint as a supporting teaching tool in the lectures change according to variables such as gender, academic unit attended. The sample consisted of total 653 students who enrolled, Faculty of Education (N=287), Faculty of Engineering (N=125), School of Economic and Administrative Sciences (N=92) and Vocational School (N=149) in Byburt University. Data was collected using "attitude toward the use of PowerPoint" scale. Additionally, students' opinions of the use of PowerPoint as supporting teaching tool were collected from responses to a question, and then written documents were analyzed to reveal opinions with respect to the use of PowerPoint. The obtained data were statistically analyzed. The result showed that there was no significant difference in the participants' attitude toward the use of PowerPoint according to academic unit attended. According to the results of the content analysis, students stated that PowerPoint Presentations increase the retention of information in the mind by

featuring visuals and raises motivation by arousing interest and attention as well as supports to enable students' learning.

Adhikari (2011) carried out a survey research on "Beliefs of English Teachers' in Using Multimedia in their Class". She conducted the research study to find out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. The population of her study was the English language teachers teaching in Kathmandu valley using multimedia technology in their language classroom. She uses a set of close ended and open ended questionnaire tool to elicit the data from the sample population to meet the objectives of the study. She concluded that teachers used multimedia technology in their language classroom to expedite the rate and route of learning and to make teaching learning effective.

Similarly, Nam and Trinh (2012) have conducted an experimental research on *PowerPoint as a Potential Tool to Learners' Vocabulary Retention: Empirical Evidences from a Vietnamese Secondary Education Setting*. The main objectives of this research paper were; to investigate the impact of implementing PowerPoint in teaching vocabulary in English classes in a Vietnamese secondary education setting. This study has made two tests as pre-test and post-test which aimed to test the effects of PowerPoint on learners' vocabulary retention and to investigate their attitudes towards the use of PowerPoint based materials in teaching and learning vocabulary. 68 (33 female and 35 male) grade 10 students of an upper secondary school in the Mekong Delta were selected randomly from 440 students for sample in this study. Further, those students were kept in experimental group and control group. Three instruments were used to collect data: English vocabulary tests, questionnaire on students' perceptions toward the use of PowerPoint and interview questions on teachers' evaluation of the contribution of PowerPoint in vocabulary teaching and learning. The result of this research paper showed that participants in the experimental group outperformed those in the control group in terms of vocabulary retention and their attitudes towards teaching and learning vocabulary were highly positive. Findings indicated that use of PowerPoint brings sound, picture, video animation and makes classroom live and avoids monotonous of students in teaching and learning process.



Corbeil (2013) has conducted a comparative action research entitled *Can PowerPoint Presentations Effectively Replace Textbooks and Blackboards for Teaching Grammar? Do Students Find Them an Effective Learning Tools?*(i)The objectives of this study were: to compare the effectiveness of PowerPoint presentation (i) to investigate the student's perception on the use of PowerPoint presentation and traditional tools (textbook and blackboard) in teaching grammar. To obtain these objectives two major research questions were made which were: Is textual enhancement using PowerPoint presentation more effective than that provided by the use of textbook plus blackboard for the teaching of qualifying adjectives in French? And what are students' perceptions of the effectiveness of PowerPoint Presentation in terms of attracting their attention? The researcher has made questionnaire as a tool to collect students' opinion. Similarly, 105 students having English as a first language were selected randomly and divided into two (controlled and experimental) groups. The research findings showed that no significant difference from pre to post-test between two groups. However, high interaction, sufficient explanations and examples are found in PowerPoint presentations. Similarly, very few respondents responded too many colors with a lot of different fonts distracted the students' attention in 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.

Sehati and Khodabandehlou (2017) have conducted an experimental research on *Effect of PowerPoint Enhanced Teaching (Visual Input) on Iranian Intermediate EFL Learners' Listening Comprehension Ability*. The main objective of this study was to investigate the impact of visuals; in the case PowerPoint enhanced teaching, on listening comprehension. The main research questions was: ( i) Does PowerPoint

enhanced teaching (visual input) have effect on Iranian Intermediate EFL learners' listening comprehension ability?. To conduct the investigation and to implement the process of data collection, the researcher used OPT test of English language proficiency in order to measure the students' current status of proficiency. Pre-test and post-tests were conducted to find out the effectiveness of PowerPoint in students listening comprehension. Result showed that power point enhanced teaching (visual input) in listening comprehension seems to be an effective way to help students comprehend the content of the listening text, which had a contribution to the students' listening improvement as well as developed interest in classroom activities and listening lessons.

Ogeyik (2017) has conducted a quasi-experimental study entitled *The Effect of PowerPoint Presentation and Conventional Lecture on Pedagogical Content Knowledge Attainment*. The major objective of this study was to compare the effectiveness of PowerPoint presentations (PPP) and conventional lecture/discussion sessions on the pedagogical content knowledge of the student-teachers of English. PPP were use in the experimental group and conventional lecture/discussion sessions were employed in the control group (CG). The findings revealed that the treatment process was effective on both groups, but the CG achieved better in the post test. Following the treatment process, the efficiency of the applications was also tested by means of a questionnaire. The CG reflected more positive attitudes towards the conventional lecture/discussion in terms of the quality of instructional strategies, academic language use, professional development, professional perception and problem solving.

Baker, Goodboy, Bowman and Wright (2018) have conducted a meta- analysis on *Does Teaching with PowerPoint Increase Students' Learning?* The main aim of this study was to provide a summary effect of the impact of PowerPoint on students' cognitive learning to bring coherence to muddled research. This research has revealed inconsistent and contrasting results. To probe this inconsistency, a meta-analysis of 48 studies was conducted to determine if students learn more when taught the same material using PowerPoint compared to traditional instruction. The result of the random effects meta-analysis revealed a no significant average difference between PowerPoint and traditional instruction on students' cognitive learning. Further, result

has suggested that researchers should move past strictly comparing the absence or presence of this instructional tool, to instead examine how instructors are integrating features of PowerPoint in ways that help students learn. Researchers should devote efforts to investigate when and how to use PowerPoint, not if they should use PowerPoint, in order to offer instructors specific evidence about how to integrate it into teaching and / or avoid its pitfalls that might detract from learning.

### **Implications of the Review for the Study**

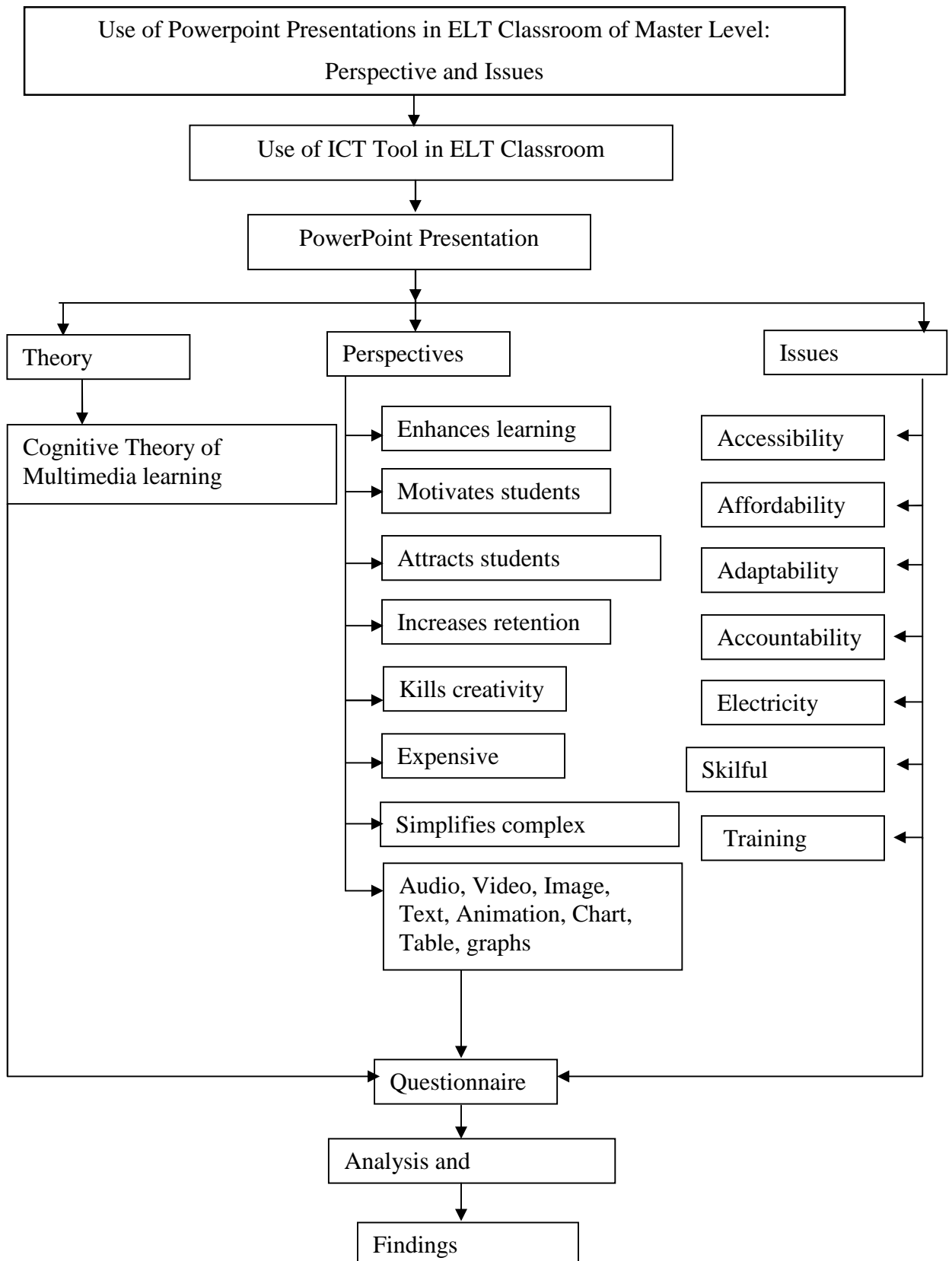
From the review of cognitive theory of multiple learning theories by Richard E. Mayer (2005), researcher came to know that learners attempt to build meaningful connections between words and pictures and learn more deeply from words and pictures than from words alone. Similarly, scholars like Szaboa and Hastings (2000) argues the positive aspect of PowerPoint telling that PowerPoint based classroom instruction focus learners' attention and reduce distraction. Similarly, from Gaskins (1984) PowerPoint improves effectiveness of presentation and improves clarity of complex materials. On the other hand, from the study of Tufte (2003) researcher perceived that PowerPoint Presentation having merely flashing words or images on the slides will not make the content relevant if they are not on point. Regarding Microsoft PowerPoint, from Shakya (2072) researcher learnt that the information in slides can be presented by using more than one medium like texts, pictures, audios, videos and animations which helps to present ideas, concepts, and information in more clearly and concise way. Furthermore, researcher gained the insight regarding the weakness of teaching through PowerPoint by the work of Khurshid and Mahmood (2012). They argued that PowerPoint lacks the connection between student and teacher. So, it limits discussion and interaction on any topics in the classroom.

Similarly, 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. Muhlise Cosgun Ogeyik (2016) has carried out a research using quasi-experimental research design which helped to draw some insights on comparative understanding regarding the effectiveness of PowerPoint with conventional language teaching and learning for content knowledge attainment and retention. Similarly, Adhikari (2011) has carried

out a research adopting mixed method and survey as a research design which helped to prepare the data collection tools and some insights on methodology. In the same way, Baker, Goodboy, Bowman and Wright (2018) have carried out a meta analysis which helped to conceptualize the theoretical knowledge required in this research. Likewise, Kaharaman et.al. (2011) conducted a research using mixed method and survey design which helped by providing the ideas for preparing research tool. In the same way, other research works also provided support for developing study in a scientific and procedural scheme.

## Conceptual Framework

The Conceptual Framework of this Study will be as follows:



## **Chapter 3**

### **Methods and Procedures of the Study**

This chapter deals with the methodology which was used in the study. This chapter consists of design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

#### **Design and Method of the Study**

Research is a careful and detailed study into a specific problem, concern, or issue using scientific method. According to Kumar (2005) "Research is one of the ways of eliciting information and studying phenomena to find out the solution to the specific research problems". It means research is a rigorous plan of investigation. It helps to get detailed information about the investigation. Method is necessary for the systematic research. This study aimed to find out the perspective and issues of master level students who are pursuing their study in semester system on use of PowerPoint in ELT classroom. To find out the opinions, beliefs and attitudes on a certain issues as well as to find out behaviour of the students, researcher has used mixed method for this research.

Kerlinger (1986) states that "Survey research is a kind of research designs which studies large and small population or universe by selecting and studying sample chosen from the population, discover the relative incidence, distribution and inter relationship of social and psychological variables". This research also encompasses with the field of educational spaces to ICT use. As survey research is most commonly used method of investigation in educational research. In this research the researcher has followed survey research design to achieve the objectives of the study because it aims to find out the opinions, beliefs, perspectives and issues regarding the use of PowerPoint in ELT classrooms which contains large number of sample for the study. So, this present study was totally based on survey design to collect the in depth information about the students perspectives and issues regarding the use of PowerPoint in ELT classroom.

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.141) 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. Determine reporting procedure

### **Population, Sample and Sampling Strategy**

The population of this study included all the semester students who were pursuing masters under the Department of English Education at Tribhuvan University. Among them 40 students were selected as a sample population by using purposive non random sampling procedure.

### **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 the perspectives and issues of using PowerPoint in teaching learning process in ELT classroom. Specifically, open-ended questionnaire was used for finding out the subjective response where the respondents

could give their opinions freely so that researcher could have the real data on hands and the closed-ended questionnaire was used for limiting the responses of the respondents in a particular question.

### **Sources of Data**

Both primary and secondary sources of data were used for the collection of required information. Primary sources were used to get information regarding perspectives and issues of PowerPoint in ELT classroom whereas secondary sources were used in forming the theoretical part of the research.

**Primary sources.** The fundamental bases of the study will be the primary sources of data. The primary sources of this study were 40 students of master level of TU under Department of English Education.

**Secondary sources.** In order to complete the study, various books, journals, thesis, articles and related websites were used as a secondary source of data to collect more information.

### **Data Collection Procedures**

In order to collect the data, researcher followed the following stepwise procedures to carry out the study:

- ) At first, researcher prepared the structured (open and close ended) questionnaire for data collection,
- ) After that, researcher visited to the selected university, met the participant students and explained the purpose and process of the study,
- ) Then asked for permission to students to assist the study by filling questionnaire,
- ) Then researcher developed good rapport with students and requested them to fill the questionnaire,
- ) Then researcher distributed the questionnaires to get their perspectives and issues on use of PowerPoint in their ELT classes,
- ) Finally, researcher collected the distributed questionnaires and thanks them for their cooperation and support.



## **Data Analysis and Interpretation of the Result**

In this section, the research concerned with the systematic procedures of analysis and descriptive interpretations of collected data. The systematically collected data were analyzed by using appropriate methods. Especially, quantitative data were analyzed statistically in percentile by using graphs, diagram, charts, table and other qualitative data were presented thematically and descriptively.

## **Ethical Considerations**

The researcher has several ethical considerations while taking any research. Since research is risky task, the researcher has to follow all the necessary ethical guidelines while undertaking any research. Research is also the matter of confidentiality. It is one of the most important parts of any research. In order to maintain the confidentiality, researcher followed the following ethical considerations.

- i) Researcher informed the respondents about the purpose of the study.
- ii) Researcher conducted research by taking permission from the participants.
- iii) Researcher kept the responses of the respondents confidential.
- iv) Researcher did not use the data for any other purpose except for this study without the permission of the respondents.
- v) Researcher gave proper credit to the authors of the books, journals, articles, to avoid the risk of plagiarism.
- vi) Researcher maintained the privacy, trustworthiness, objectivity, openness and credibility in this research.

## Chapter 4

### Analysis and Interpretation of Data

This chapter is concerned with analysis and interpretation of data collected from both primary and secondary sources. The data was collected through the questionnaire.

#### Analysis of Data and Interpretation of the Results

In this chapter, the collected data were analysed from both qualitative and quantitative approach of data analysis. The collected data through open-ended questions were analysed thematically and the responses obtained from the close ended questions were analysed statistically in tables, pie chart and graphs on the basis of major themes.

**Table 2**

#### Overall Students Perspectives on PowerPoint Presentations in ELT Classrooms

| Item | Students' perspective on use of PowerPoint presentation in ELT classrooms.                 | Strongly Agree | Agree | Disagree | Strongly Disagree |
|------|--|----------------|-------|----------|-------------------|
| 1    | I feel uncomfortable using PPP in front of friends.  | 0%             | 20%   | 62%      | 18%               |
| 2    | The use of PP increases students' participation in English language teaching and learning. | 18%            | 70%   | 12%      | 0%                |
| 3    | I do not like much use of PP in language instruction.                                      | 0%             | 50%   | 47%      | 3%                |
| 4    | I can give more effective presentation with PowerPoint.                                    | 37%            | 58%   | 5%       | 0%                |
| 5    | I prefer PowerPoint slides with full concept outline.                                      | 25%            | 52%   | 20%      | 3%                |
| 6    | I prefer PowerPoint slides with key terms  | 15%            | 75%   | 7%       | 3%                |

|    |   |     |     |     |     |
|----|---|-----|-----|-----|-----|
|    | definitions.  |     |     |     |     |
| 7  | PowerPoint makes teacher lazy   | 32% | 50% | 18% | 0%  |
| 8  | PowerPoint effectively captures students' attention.  | 12% | 70% | 18% | 0%  |
| 9  | Teachers use appropriate colors, pictures, videos and animations in PowerPoint Presentations.                   | 15% | 70% | 15% | 0%  |
| 10 | PowerPoint makes learning more enjoyable and more interesting.  | 15% | 65% | 18% | 2%  |
| 11 | PowerPoint increases the interaction and participation of students  | 5%  | 70% | 22% | 3%  |
| 12 | PP slides are useful to understand text and develop understanding.  | 30% | 55% | 5%  | 10% |
| 13 | PowerPoint texts are very useful to get specific information.   | 20% | 63% | 12% | 5%  |
| 14 | PowerPoint uses different forms of texts, pictures; audio at the same time is really useful to increase memory. | 25% | 63% | 7%  | 5%  |
| 15 | Ideas presented in the form of PowerPoint slides help me to remember content easily.                            | 25% | 50% | 22% | 3%  |
| 16 | PowerPoint provides me with various resources and develops my confidence.                                       | 12% | 72% | 13% | 3%  |
| 17 | The teachers only emphasized on PowerPoint rather than on students learning.                                    | 22% | 50% | 25% | 3%  |
| 18 | PowerPoint discourages the students' interaction and discussion in the classroom.                               | 5%  | 47% | 40% | 8%  |
| 19 | Teachers prepare the slides using 6×6 principles.   | 0%  | 32% | 53% | 15% |
| 20 | It is quite difficult to understand the content presented in PowerPoint because slides lacks explanation.       | 12% | 50% | 35% | 3%  |

Going back to the question, researcher rose previously about how students perceive the use of PowerPoint presentations in ELT classrooms, the vast majority of the students displayed positive attitudes towards the use of PowerPoint presentations in ELT classrooms. 80% of students feel comfortable using PowerPoint in front of the friends. 70% students agreed the use of PowerPoint increases students' participation in English language teaching and learning. Similarly, 58% students agreed that, they can give more effective presentation with PowerPoint. Furthermore, 75% students claimed that they prefer PowerPoint slides with key terms definitions whereas very few 3% students strongly disagreed on it. 72% students responded that PowerPoint provides various resources and develops confidence. Similarly, 63% students emphasized PowerPoint is really useful to increase memory because it uses different forms of texts, pictures and audio simultaneously.

Giving students the opportunity to presentation and share them with their classmates was more interesting and more enjoyable for language learning, so 80% students found it pleasurable to learn through PowerPoint. On the contrary of above mentioned positive aspects of PowerPoint, 47% agreed that PowerPoint discourages the students' interaction and discussion in the classrooms. In addition of it, 50 % students agreed that it is quite difficult to understand the content presented in the PowerPoint because slides lacks explanations. Moreover, 53% students disagreed on teachers prepare the slides using 6×6 principles.

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

- A. Students' perspectives towards the use of PowerPoint in English language teaching classrooms.
- B. Students' perceptions towards the issues of PowerPoint in English language teaching classrooms.

**Students' perspectives towards the use of powerpoint in English language teaching classrooms.** The following section analyses and interprets the data to explore students' perspectives towards the use of PowerPoint in English language teaching classrooms. The data collected from 40 students of Department of English

Education who are perusing master degree. The data was analyzed through 35 close ended questions.

***Students have positive attitudes towards the use of powerpoint in ELT instruction.*** The PowerPoint presentations appeal to learners' diverse learning styles, such as visual, auditory, kinaesthetic, and creative by employing multimedia methods, such as sounds, images, colour, action, design and so on. Students responded that PowerPoint based lectures are more interesting than traditional lectures because it improves effectiveness of presentation and improves clarity of complex materials. Students responded that the use of PowerPoint facilitates in ELT instruction. They said that use of PowerPoint saves time and simplifies the topic. Similarly, one of the respondents responded that use of PowerPoint develops presentation skill. Similarly, another student said, *use of PowerPoint improves student focus and empowers learners.*

**Table 3**

**Positive Attitudes Towards the Use of PowerPoint in ELT Instruction**

| S.N | Response          | Number of Students | Percentage |
|-----|-------------------|--------------------|------------|
| 1   | Strongly agree    | 30                 | 75 %       |
| 2   | Agree             | 10                 | 25 %       |
| 3   | Strongly disagree | 0                  | 0 %        |
| 4   | Disagree          | 0                  | 0 %        |

As table 3 shows that regarding positive attitude towards the use of PowerPoint in ELT instruction 75% of the students responded that they strongly agree, and 25% of the students agreed and none of the students disagreed to the statement.

***PowerPoint to increase participation.*** The research found that, the use of PowerPoint increases students' participation. The whole globe is guided by technology and education sector is also not far from it. Various resource materials are found by using different online sources. In this regard one of the respondents said, *the use of PowerPoint helps to engage students in the activities and encourages students*

to go through the online sources as well. Similarly, another respondent said that students get motivated and pay attention in learning while using PowerPoint. The students view on the use of PowerPoint increases student's participation is shown below.

**Table 4**

**PowerPoint Increases the Students' Participation**

| S.N. | Response   | Number of Students | Percentage |
|------|------------|--------------------|------------|
| 1    | Yes        | 30                 | 75 %       |
| 2    | No         | 10                 | 25 %       |
| 3    | Unanswered | 0                  | 0 %        |

The above table shows that majority 75 % of the students believed that use of PowerPoint increases students' participation and only 25% students responded that it does not increase.

***Inclusive participation of the students.*** PowerPoint presentations tend to be highly visual, and people who are blind or have low vision can understand them more easily if you create your slides with accessibility in mind. In this regard student K responded preparing an *effective PowerPoint is already a challenge. Preparing one for a visually impaired student is even tougher. Animation and effects might not sit well with visually impaired people, so teacher should keep them at a minimum.* Similarly, student L said regarding how to make visual presentations accessible to audience that *oral support is needed during slide viewing. When you present the slides, read all the text slowly and clearly that helps visually impaired students to comprehend the content.*

***Drawing students' attention.*** Positive perceptions about using PowerPoint as a pedagogical instrument were pronounced. The vast majority of students claimed that the use of PowerPoint in the classroom is a source of excitement, motivation, learning and attraction. Students viewed that the use of PowerPoint captures attention towards learning. Regarding this, one of the respondents said *videos, pictures, audios etc. can*

be shown through the use of PowerPoint which catches students' attention. Majority of the students 28 responded that using PowerPoint captures students' attention.

The detail description of the students' response is shown in the table below.

**Table 5**

**Drawing Students' Attention**

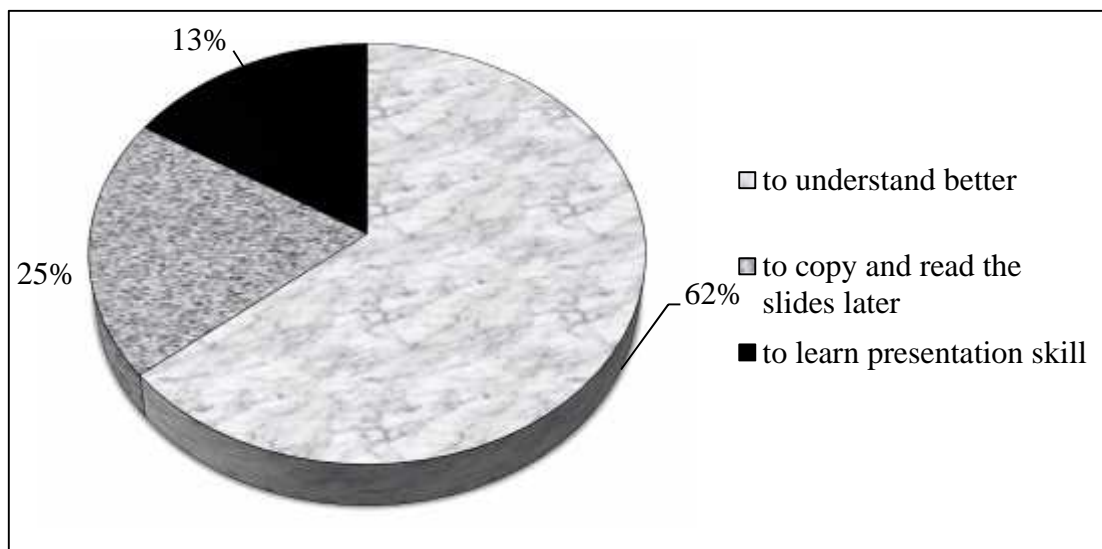
| S.N. | Response          | Number of Students | Percentage |
|------|-------------------|--------------------|------------|
| 1    | Strongly agree    | 5                  | 13 %       |
| 2    | Agree             | 28                 | 70 %       |
| 3    | Strongly disagree | 0                  | 0 %        |
| 4    | Disagree          | 7                  | 17%        |

As above table shows that out of 40 students 13% students strongly agreed to the statement whereas 70% students agreed. Similarly, 17% students disagreed and no students responded strongly disagree regarding PowerPoint effectively captures students' attention.

**Facilitation.** Students have taken the use of PowerPoint as facilitation. Different respondent has taken the facilitation of PowerPoint differently in ELT classroom. 25 of the respondents responded that the use of PowerPoint facilitates in understanding the contents better. They said that PowerPoint helps to recall and summarizing the topic. Further, they responded that the complex teaching items can be simplified and presented effectively. Similarly, 10 of the respondents responded that use of PowerPoint facilitates in copying and reading the slides later. One of the respondent said that the use of PowerPoint has facilitated them to print and copy the slides later and has become easier to read. On the other hand, 5 of the respondents responded that the use of PowerPoint has facilitated them to develop presentation skills. One of the students said *the use of PowerPoint has facilitated me to develop my presentation skill and make presentation.*

The above information can be presented in pie chart as follows.

**Figure 2**  
**Facilitation of PowerPoint in ELT**



In the above pie chart 62% of the respondents have responded that the use of PowerPoint has facilitated them to understand better. Similarly, 25% of the respondents have responded that the use of PowerPoint has facilitated them to copy and read the slides later and 13% have taken the facilitation of PowerPoint in learning presentation skill.

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. Similarly, they responded that the use of PowerPoint has facilitated them to develop presentation skills.

***PowerPoint enhances memory of students.*** English language teaching through the use of ICT (PowerPoint) really motivates the learners for effective learning. It encourages the students' participation and student centered methods for enhancing language learning. In this regard, most of the respondents responded that



through *the use of PowerPoint in classroom teaching teachers focus on students' participation and students centered techniques which help students to understand the content*. Moreover, it is expected to project varieties of materials on the screen within the confined period of time. The contents having hierarchical order or systematic presentation often supports to increase memory. Student N said that *PowerPoint uses different forms of texts, pictures, audios at the same time and is really useful to increase memory*. 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.

**Table 6**

**PowerPoint Enhances Memory of Students**

| <b>Item No.</b> |   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|-----------------|---|-----------------------|--------------|-----------------|--------------------------|
| 1               | Increases interaction and participation of students | 5%                    | 70%          | 22%             | 3%                       |
| 2               | Useful in increasing memory                         | 25%                   | 63%          | 7%              | 5%                       |
| 3               | Provides various resources                          | 12%                   | 63%          | 7%              | 5%                       |

As above table shows that 70% of the students agreed on the use of PowerPoint presentation in ELT classrooms increases students' interaction and participation in language learning. Similarly, majority 63% students agreed that PowerPoint is useful for increasing memory. Moreover, 63% students were sure regarding PowerPoint provides various information and resources which help to enhance students' learning.

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 various resources like graphics, pictures, videos 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.

***Influence in learning.*** In order to find out the both positive and negative influence of PowerPoint in learning of students, the students were asked 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 7**

**Influence of PowerPoint in Learning**

| <b>Item No.</b> |   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|-----------------|---|-----------------------|--------------|-----------------|--------------------------|
| 1               | Ease in remembering the content           | 25%                   | 50%          | 10%             | 15%                      |
| 2               | Laziness of teachers                      | 80%                   | 20%          | 0%              | 0%                       |
| 3               | Difficulty in understanding               | 20%                   | 20%          | 50%             | 10%                      |
| 4               | Encouraging the use of internet materials | 20%                   | 60%          | 15%             | 5%                       |
| 5               | Varieties in resources                    | 30%                   | 60%          | 10%             | 0%                       |

According to data presented in table four majorities of students i.e.50 % agree 25% strongly agree, 10% disagree and 15% strongly disagree on item 1 that is ideas presented in form of PowerPoint slides helps them to remember the content easily. Similarly, 20% of respondent agree, 80% and no one strongly agree and 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.* Similarly, 20% strongly agree, 20% agree and 50% disagree and 10% strongly disagree on item 3 *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. 60% agree, 20% strongly agree and 15% disagree and 5% strongly disagree on the statement of item 4 *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. 60% agree, 30% strongly agree and 10% disagree and no one strongly disagree on item 5 *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 to develop confidence of students.

**Students' perspectives towards the issues of PowerPoint in English language teaching classrooms.** After the collection and analysis of the data of this study, the researcher has been able to explore some of the issues in the ELT classroom. So, in this section researcher has discussed the issues found in the English Language Teaching. These issues are discussed based on the responses received from respondents within the following thematic notions:

***Lack of knowledge/skills.*** Sound knowledge of ICT and ICT tools is necessary for the effective use of PowerPoint. In the absence of knowledge and skills neither teacher nor students will be able to make the optimum utilization of the PowerPoint and nor they will be benefitted. In this regard, student A responded, *teacher and student lack proper skills and knowledge about the innovative tools*. Similarly, students B responded, *Most of the students and teachers do not have the proper access of ICT*. So, due to these reasons they have lack of knowledge and skills to run the PowerPoint effectively for language teaching and learning. Further five students said that traditional teachers don't have the habit and skills of presenting any content in PowerPoint by using ICT tools rather they prefer to apply lecture method which become one of the challenges of ICT in ELT classroom.

***Lack of administrative support.*** Not only sound knowledge of PowerPoint and ICT tools is enough for the smooth use of PowerPoint in the classroom. Besides, these proper and adequate administrative supports are also pivotal. In the absence of the administrative support teacher alone cannot make effective use of the PowerPoint. For that the administration must co-operate and provide necessary support to the students and teacher. The administration needs to make proper arrangements of the tools and necessary facilities, proper maintenance and allocate enough funds. In this study as well, we found the issues related to the administrative support. Regarding this student C said, *the administration doesn't pay proper attention for the maintenance of the devices. The HDMI cable of our classroom has not been working properly but the administration has not paid any attention to it.* Similarly, student G said *teacher encourages us to go through online sources but when we try to access internet in our college it doesn't work and when we reported the problem to the administration, they said to use as it is, in such a situation how could we learn better.* The above extracts show that administrative support has become one of the issues in the use of PowerPoint in the ELT classroom.

***Classroom management.*** Effective classroom management is an integral part for effective teaching and learning. The teacher must be wise enough to manage the classroom. For this there must be proper sitting arrangement, lighting facilities and other necessary equipment's. Most of the teachers fail to manage their classroom because of which their effort goes in vain. In the use of PowerPoint as well there must be proper classroom management. In the absence, the use of PowerPoint doesn't yield the fruitful result. In this research as well, it was found that classroom management is one of the issues in the use of PowerPoint in ELT classroom. Regarding this, student K said, *there is the problem of proper sitting arrangement because of which all the students can't see the slides properly.* Similarly, student R said, *we don't have sound system in the classroom because of which we can't listen to the audio shown in the slides.* Thus, it shows that the classroom management has become a serious issue in the use of PowerPoint in the ELT classroom. Until and unless it is not addressed the use of PowerPoint alone wouldn't bring a drastic change.

***Monotonous and teacher centered classrooms.*** Interaction and student participation are must for successful and effective teaching and learning. To increase

the student's participation teacher must use student centered method and encourage students to share their ideas, views and knowledge. The teacher must scaffold them and create a proper environment. But the students responded that in the use of PowerPoint teacher mostly used teacher centered method and lectures which created a monotonous environment. In this regard student M responded *teachers just bring the slides and explain them. They do not focus on student's participation and discussions because of which the class seems to be monotonous and boring*. Similarly, student L said, *when PowerPoint are used, we just listen to the teachers and teachers also focus more on the lectures rather than encouraging students to share their ideas*. Moreover, student K responded *PowerPoint is there, but where is the teacher? We do not know when we should look at the teacher or at the PowerPoint*. It can be inferred that the teacher loses connection with the students once PowerPoint is turned on. Thus, it is found that the use of PowerPoint is beneficial, but it must be used wisely incorporating the student participation. It is a good instructional tool if the teacher uses it effectively, or else it will be just a source of distraction and a barrier to interaction between the teacher and the students. Student D criticizes *PowerPoint presentations create monotony because merely flashing words or images on the slides will not make the content relevant if they are not on point*.

***Kills creativity.*** Student's creativity is a key factor that influence in learning. The more creative the students the better the learning will be. So, the teacher needs to develop creativity in the students. In this research it was found that the use of PowerPoint has killed the student's creativity and made them lazy. In this regard, student D said *students just photocopy the slides and read them. They don't go through the authentic materials*. In the same way, student I said *it has been easier for us because we don't need to work hard as we are provided the slides and we go through them. We don't need to buy other materials*. Thus, it showed that one of the greatest issues of using PowerPoint in ELT classroom is the deduction of creativity in the students. Students are fed with the slides because of which they don't like to work and go through the authentic and prescribed teaching materials. So, the teacher must be aware of this fact while using the PowerPoint in his/her teaching. Similarly, Student F argued *focusing on graphics, animations or sound effects more than course content, classroom discussion, or effective communication is a pitfall of PowerPoint*

*presentation which eliminates the student's need to think critically about the information being presented.*

**Power supply.** PowerPoint facilities for teaching and learning need a steady power supply for them to operate. In this research, power cuts and erratic supply of electricity were also mentioned as an issue of PowerPoint presentations in ELT classrooms especially to those students who are visually-impaired. Indeed, power-cuts were found to limit the effective use of facilities and undermined the learning process due to the disruptive nature. In this regard, most of the respondent response that *students are facing problems in the use of PowerPoint presentations as a medium of delivering content due to the culture of load shedding at the right time of teaching and learning in the University's classrooms.* Similarly, student K said *Power supply has become an issue to the teachers and students in the classroom because there is no any other supplementary backup like generator to continue the classes.*

In fact, lack of automatic generators limits the continuation of learning when power is cut off. This implies that the University and the University students face a challenge of ensuring there was a stable electricity power connection through the use of proper power backups and automatic generators for the effectiveness of PowerPoint presentations in ELT classrooms.

**Shortage of ICTs experts and technicians.** Shortage of technicians and experts for repairing damaged ICT facilities and innovating various software to enhance the learning experience to the students is one of the great challenges that students were facing. University has access of ICT tools in every classroom. However, student L says *due to the lack of attention for the proper utilization of these materials has been creating issues in the field of PowerPoint presentations in ELT classrooms i.e. University has a shortage of ICT experts and technical support.* So, students were facing such a problem where they could not observe and perform their ideas through the PowerPoint has been existed as one of the real issues of PowerPoint in ELT classrooms.

**Lack of effective training.** The challenges most frequently referred to in the literature is lack of effective training to the both teachers and students regarding the proper operation of ICT in and outside the classroom environment. University

teachers and students are still neglected by the concerned authority for the implementation of ICT in education. There has not been any special seminar, workshop and trainings targeted to the students and teachers. So, due to such practices, still teachers and students could not perform their work in advanced way by using ICT on digital screen. In this regard, most of the student agreed that *the main problem with implementing new ICT in education was the insufficient amount of in-service training for teachers*. Correspondingly, recent research by Gomes (2005) relating to various subjects concluded that lack of training in digital literacy, lack of pedagogic and didactic training in how to use ICT in classroom and lack of training concerning technology use in specific subject areas were obstacles to using new technologies in classroom practice.

In addition of that, 4 students said *providing pedagogical training for teachers, rather than simply training them to use ICT tools, is an important issue in present*. Improving any educational system significantly depends upon teachers' training and professional development. The factor of lack of effective training is often mentioned in the literature as one of the most significant barriers to releasing the full benefit of educational technology. Most of the studies also found that time for training, including pedagogical training, ICT skills training and practice in ICT use should be considered of great importance.

## Chapter 5

### Findings, Conclusion and Recommendations

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

#### Findings

This study aimed to find out the students' perspectives and issues on use of PowerPoint in the ELT classroom. Based on collected data, literature and the students' response on questionnaire, this research has revealed the following major findings.

- 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. 95 % student responded that use of PowerPoint increases student's participation in teaching and learning.
- d. Most of the (64%) students responded that the use of the PowerPoint has facilitated them to understand the content better.
- e. Use of PowerPoint was found to be facilitation in understanding the content, developing presentation skill and to copy the slides.
- f. Lack of knowledge and skills, administrative support, classroom management, barrier to creativity and teacher centered classroom are the issues in the use of PowerPoint in ELT classroom.
- g. Students responded that use of PowerPoint presentation hinders those students' learning who have eyesight problem.
- h. The research found that students prefer slides with appropriate pictures, designs, animation, contents, length.
- i. Students preferred interaction along with the slides and lectures.



- j. It was found that better administrative support and co-operation is necessary for effective use of PowerPoint.

## **Conclusion**

The study showed that PowerPoint plays pivotal role in ELT classes; it can be used as a tool to facilitate teaching and learning. As one of the most important goals of using new ways of teaching and learning is to promote student's motivation towards learning, we can see in this study that using PowerPoint presentation operates as a powerful pedagogical tool in English classes. The results also revealed that students seem to be motivated and interested towards the use of PowerPoint in their ELT classroom. They found the use of PowerPoint fruitful for their study which has facilitated them to understand the abstract things as well.

Though the study we realized that the use of PowerPoint is supportive still there are some issues like issue of knowledge and skill, issue of classroom management, issue of creativity, issue of participation and so on. So, while using the PowerPoint in ELT classes the teacher must be aware of those facts and try to make it as impressive as they can. Then only there will be a successful use of PowerPoint in ELT and learning and it will yield in ELT classes. Though there are some drawbacks of using PowerPoint in ELT classes but, the benefits of PowerPoint can't be ignored. Thus, proper support, training, use of pictures and videos, following principles of slide designing, bullet points, interaction with students should be kept in mind before designing PowerPoint. So that PowerPoint presentation could be effective, lively and fruitful. If so then the use of PowerPoint in ELT classes will certainly help to bring a positive result and change.

## **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.

**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 tool in teaching learning process. I would like to suggest making strong policy and provision for the use of PowerPoint in teaching learning process.
- b) There should be policies to encourage teachers and students 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 and students to use PowerPoint in their classes while teaching and learning.
- d) Education planners, syllabus designers, course designers, experts should design such a course which can be presented easily by using PowerPoint.
- e) There should be proper arrangement of the training, workshop, seminar to the teachers and students for their professional development, skills development as well as better use of PowerPoint for English language teaching and learning.

**Practice related.** This research is equally beneficial for those who are at practice level. Therefore I can confidently assert that this research is very much significant for the teachers especially for ELT teachers and students of higher level who do different activities at practice level. The following recommended can be made in practice level on the basis of findings of this research.

- a) Teachers and students are suggested to prepare PowerPoint in attractive form having 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.
- d) Teachers are suggested to engage as well as encourage students in PowerPoint design.

- e) All the practitioners are suggested to investigate the real issues and conduct healthy discussion on those issues.

**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 in English language teaching and learning process. This research was confined to explore the students' perspectives and to investigate the issues regarding the use of PowerPoint presentations in ELT classrooms. In order to accomplish 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 of nation.

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**Appendix**  
**Questionnaire for Respondents**

Dear Respondents,

This questionnaire has been prepared to complete a research work entitled **"Use of PowerPoint in ELT Classrooms at Master Level: Perspectives and Issues."** The research is being carried out under the supervision of Mr. Bhim Prasad Wasti, Reader, Department of English Education. This research work aims to explore the perspectives and issues of students towards the use of PowerPoint presentations in ELT classrooms. The true information that you will provide will be used only for this research purpose.

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**Name:**

**Level:**

**University:**

**Semester:**

**Tick (✓) the best alternatives that indicate your response.**

**Part I (Close Ended Questionnaire)**

1. Do you have an experience of PowerPoint presentation or have you ever presented through PowerPoint?  
a) Yes  
b) No
2. How do you feel about the use of PowerPoint in the class?  
a) A modern way of teaching and learning  
b) Boring  
c) Attractive and motivating  
d) A way to save one's effort
3. I feel uncomfortable using PowerPoint in front of my friend.  
a) Strongly agree  
b) Agree  
c) Strongly disagree  
d) Disagree
4. The use of PowerPoint increases the students' participation in English language teaching and learning.  
a) Strongly agree  
b) Agree  
c) Strongly disagree  
d) Disagree
5. How often your teacher use PowerPoint in the classroom?  
a) Always  
b) Usually  
c) Sometimes  
d) Never
6. I do not like much use of PowerPoint in language instruction.  
a) Strongly agree  
b) Agree  
c) Strongly disagree  
d) Disagree
7. I can give presentations more effectively with use of PowerPoint.  
a) Strongly agree  
b) Agree  
c) Strongly disagree  
d) Disagree
8. Why do your teachers use PowerPoint in the classroom?  
a) For showing the contents  
b) To make learning interactive  
c) To save time and effort  
d) To attract the attention
9. I prefer PowerPoint slides with full concept outline.  
a) Strongly agree  
b) Agree  
c) Strongly disagree  
d) Disagree

10. I prefer PowerPoint slides with key terms and definitions written out.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
11. PowerPoint makes teacher lazy because once they prepare PowerPoint, they will use it in next year without any preparation.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
12. PowerPoint effectively captures the students' attention.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
13. Teachers use appropriate colors, pictures, videos and animations in PowerPoint presentation.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
14. PowerPoint presentation has facilitated me.....
- a) To understand better
  - b) To copy and read the slides later
  - c) To learn presentation skill
  - d) Not facilitated much
15. PowerPoint is beneficial for saving and printing the materials generated during the lesson.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
16. I think PowerPoint makes learning more enjoyable and more interesting.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
17. I can give presentations more effectively with the use of PowerPoint.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
18. I think using PowerPoint makes teacher easier to reach different sources and display them to the whole class immediately.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
19. I think PowerPoint increases the interaction and participation of the students.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree

20. 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) Strongly disagree | d) Disagree |
21. I found PowerPoint texts very useful to get specific information.
- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |
22. Through the 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) Strongly disagree | d) Disagree |
23. PowerPoint uses different forms of texts, pictures, audio at the same time is really useful to increase memory.
- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |
24. Ideas presented in the form of PowerPoint slides help me to remember content easily.
- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |
25. It is quite difficult to understand the content presented in PowerPoint because slides lack explanation and it just present in bullet form.
- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |
26. Internet based materials should be used in PowerPoint presentation which encourages students to surf internet for additional information about their topic.
- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |
27. PowerPoint provides me with various resources and develops my confidence.
- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |



## **Part II (Open Ended Questionnaire)**

36. Have you used PowerPoint in presentations? If yes, state what were the uses of PowerPoint in ELT classroom? Or if no, state what were the reasons of not using PowerPoint in presentations?

37. What are the barriers or problems to use PowerPoint in ELT classroom?

38. What might be the possible challenges in PowerPoint presentation in your view?

39. How can PowerPoint presentation be made effective in your view?

Thank You