

**Students' Perceptions on Using PowerPoint in EFL Classroom: A Narrative
Inquiry**

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

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**Submitted by
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**Faculty of Education
Tribhuvan University
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2023

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Declaration

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

Date: 31/01/2023

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Recommendation for Acceptance

This is to certify that Mrs. Radhika Awasthi has prepared this thesis entitled **Students' Perceptions on Using PowerPoint in EFL Classroom: A Narrative Inquiry** under my guidance and supervision.

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Dedication

Dedicated to my parents, for the exceptional love, endless support and sacrifice.

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Radhika Awasthi

Abstract

The present study entitled "Students' Perceptionson Using PowerPoint in EFL Classroom: A Narrative Inquiry" was conducted with the objectives to explore the students' perceptions regarding the use of powerpointpresentation in EFL Classroom based on their experience. Narrative Inquiry research design was used in this study. Only five EFL Master level students studying at Tribhuvan University, in Kirtipur were selected as the sample population for the study. The respondents were chosen through purposive sampling procedure. The data were collected by in-depth interview as a tool of data collection, and they were analyzed and interpreted adopting thematic approach. The findings of this study show that the PowerPoints based learning is an effective tool to develop several language skills and aspects. It is also useful for the construction of materials, develop creativity, easy to handle classroom and to motivate learner towards learning. The study provides insights to the EFL teachers, teacher educators, policy makers, curriculum developers, syllabus designers in formulating right kind of planning and policies in the field of English Language Teaching in Nepal. In Conclusion, 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.

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

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Chapter I

Introduction

This chapter of research study consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Teaching strategies have been changing in the course of time. One of the tenets of the change is that of using technology in classrooms. Technology has been used in language classrooms “for more than two decades” (Murray, 2008). Among several educational technologies Microsoft PowerPoint is perhaps the most user friendly one. It enables an instructor to present the study materials more efficiently highlighting the main idea in conjunction with the supporting details. Moreover, an instructor can easily import graphics, audios, quotes, music, web pages, and links to “create an enriching learning experience” (Oommen, 2012).

From a pragmatic point of view, the use of PowerPoint can make a fruitful contribution to every subject area in a language classroom. However, the employability of PowerPoint in language classroom from the learners’ perspective is not beyond debate. To be specific, in Bangladeshi context the question still remains whether PowerPoint in language classroom plays an effective role in teaching and learning a second language “as opposed to traditional chalk-walk and talk-lecture” (Oommen, 2012).

English language has acquired global coverage in the 21st century and it is taught and learns in different educational institutions such as schools, colleges and universities. There are so many methods developed in teaching and learning. So, scholars began to think about the alternative techniques for teaching and learning which gave birth to different approaches such as students ‘centered techniques. As a result, different new techniques, tools and procedures are invented in order to make ELT easier. So, at the present, use of ICT is one of the growing trends of teaching and learning in the sector of education. Its development and use are being largely popular

day by day. During these decades, the applications of technology in education have overcome the traditional methods of teaching. One of the most common used tools of technology in the classroom is presentational software Microsoft PowerPoint.

According to Bates and Poole (2003), "PowerPoint was development in 1990 and it has been debated as an effective presenter in education". The use of technological devices such as computers, laptops, television, radio, videos recording devices, internet, Facebook, twitter, PowerPoint presentations have been incorporated as a tool. Similarly, Anderson (2004) states that electronic slides are becoming an important presentation tool in the classroom. They allow advanced preparation of materials, improving organization of the presentation and giving a means of showing information - rich content such as complex tables, formulas, programs and diagram.

Hence, PowerPoint allows preparing materials in a slide including images, diagrams, graphs, audio and videos clip to describe the content clearly. It also makes easy for teachers to present their content in teaching learning activity because they did not have to write or draw on the board. It helps manage the time properly and students get opportunity to pay what teacher is saying because they do not have to worry to copy, they can get print copy or soft copy.

PowerPoint is one of the most influencing tools that are currently used worldwide to present the lesson in a clear way. PowerPoint is a complete presentation graphics package. It gives us everything what we need to produce a professional looking presentation. PowerPoint offers word processing, outlining, drawing, graphing and presentation management tools. The PowerPoint makes concept clear of any text by successful integration of pictures, graphs, charts, main theme and key terms. Nowadays, use of presentation adds primary focus on PowerPoint slides as the main presentation medium in a semester system classroom. The use of PowerPoint in classroom helps the teachers to present the content in easy way and make students the interactive classroom environment. Holzi (1997) states, "PowerPoint is a user-friendly package that can be used for the creation of visually clear, dynamic and attention capturing presentations. Similarly, Harknett and Cobane (1997) state, "Its adoption compels the speaker into a well-organized path on which the most important points are emphasized." PowerPoint's use in education has been already pioneered at many universities and colleges around the world. Lectures are warned, however, that

their true challenge is to use PowerPoint and IT in general, for the enrichment of students learning rather than simply for the improvement and/or modernization of their performance in the classroom (Sipress, 1995).

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 have 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 those 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.

Statement of the Problem

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

Many articles and researches are done in the effectiveness of PowerPoint in classroom teaching and learning; however, the ways instructor and students perceive it in their classroom is still limited in research. In the context of Nepal, the use of

PowerPoint has brought significant changes to the traditional methods and has become new trends in the educational atmosphere. Tribhuvan University implemented semester system from the academic year 2070 for bringing significant changes in traditional teaching and learning activities. Outcomes of teaching learning in Nepal and have a goal to compete Nepalese students to international market. In addition, to the use of PowerPoint presentation can see one of the ways of delivery learner in the classroom. The goal of the PowerPoint presentation is to explore the knowledge of teachers and students in the use of technology as well. Similarly, it brings some changes on teaching learning process by focusing on interactive class, continuous assessment and regularity in attendance and teaching through PowerPoint. Through my research, I want to find out the current practice of using PowerPoint presentation in M.Ed. level under semester system in T.U.

Objective of the Study

The objectives of the study were as follows:

- a) To explore the students' perceptions in using PowerPoint presentation in EFL classroom based on their experience.
- b) To suggest some pedagogical implications.

Research Questions

The research questions for this study were follows:

- a) How do M.Ed. English students perceive PowerPoint presentation in classroom?
- b) How can they make use of PowerPoint presentation productive and effective?
- c) What are the students' experiences on PowerPoint in classroom?

Significance of the Study

English Language teachers are using it as supporting tool to motivate students and provide content easily. Curriculum designers and textbook writers can design curriculum as well as course books considering the global use of ICT and how PowerPoint can be used to deliver the content while teaching and learning. It is useful

for students who are using PowerPoint to study and for their presentation as a scaffolding tool to make concept clear by integrating graphs, pictures, diagrams easily. It is equally fruitful for those who want to study further in this field in future after practicing semester system in M.Ed. English, PowerPoint presentation has taken as an important activity in the classroom and PowerPoint becomes the new innovative teaching material for teaching and learning.

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

Delimitations of the Study

Every research is limited within the certain boundary and this study cannot be an exception. It means that this study also had some delimitation which is follows:

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

-) The study was limited to the Tribhuvan University, Kirtipur Kathmandu.
-) This study was including only the master level students of English education
-) This study was limited to five students of Master level.
-) The study was limited to Qualitative interpretative research design.
-) Data were collected by using in-depth interviews with five students of Master's level.
-) This study was limited to explore the role of power points in EFL class.

Operational Definitions of the Key Terms

Operational definitions are such types of terms which decide to measure the variables in the study. In another way operational definition is the articulation of operationalization (or statement of procedures) used in defining the term of a process needed to determine the nature of an item or phenomenon and its properties. In this study the following were the operational terms of the study.

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

Perceptions. In my study, perception refers to university student's views on power point presentation in the actual classroom

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

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

ChapterII

Review of Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

The use of technology in classrooms is received positively in most of the cases. Instructing students with the help of PowerPoint presentations, though ostensibly, indicates the advancement in teaching and learning process. However, one cannot claim an indubitable applicability of PowerPoint presentation in classrooms. The existing scholarships showcase variegated opinions regarding the use of this technology.

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

PowerPoint is the tool that is currently used worldwide to present the lesson in a clear way and make concept clear of any text by successful integration of pictures, graphs, charts, main theme and key terms. PowerPoint provides benefits both the teachers and students when they are used effectively. Nowadays the primary focus is on PowerPoint slides as the main presentation medium in a semester system's classrooms. The use of PowerPoint in classroom helps the teacher to present the content in easy way and makes students easy to understand the content with the help of pictures, graphs, and charts in an attractive way by making interactive classroom

environment. For example, if the teacher is teaching about vocal organs, he can show the pictures showing different vocal organs to make students clear about that. Murray (2002) states, PowerPoint had become a very popular teaching tool in academia learning, PowerPoint did not require major technical skills and familiarity with high tech technology. Szabo and Hasting (2000) have demonstrated that the use of PowerPoint increased lecture attendance, thereby making the most compelling case for adopting PowerPoint in classroom. ICT has the potential to innovate, accelerate, helps relate school experience to work practices, create economics validity for tomorrow's workers, as well as strengthening teaching and helping school change.

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

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

improve students' motivation in learning while teaching in classroom because students need something different to learn the materials in classroom that make them enjoy when their teachers deliver the materials for them.

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

Hence, PowerPoint is being heavily used by lecturers to present their class and by students for their presentation. Teachers prefer to use PowerPoint in their class because they can present their ideas in the form of slides, it makes easy for them to describe the content on the basis of point included in slides and it makes them easy to construct the materials. Likewise, they can show pictures, graphics, diagrams easily on slides and need not write on board which enables the teachers easy to deliver the content and manage their time. For students they can see and hear at the same time, they do not have to the copy the point written on the board by the teachers because they can get handouts from their teachers as well as with the help of the pictures, and graphs they can make concept clear in friendly environment. So, recently TU has implemented ICT course at B.Ed. and M.Ed. level to make students familiar with ICT technology.

Introduction to ICT. In the present world the students learn the language skills form different sources as their need and desire in an entertaining environment and using technology as the tool in the language class makes them creative,

autonomous and collaborative. So, the teachers use the technology as the best tool in language teaching to motivate the learners, to make them concentrate to their class. Technology helps provide motivation to language learning without motivation learning cannot be effective and long lasting. Similarly, ICT has covered almost every sector of the world that's why education cannot be an exception. The concept of information and communication technology (ICT) is new and fresh in the educational sector. ICT plays the crucial role to make teaching and learning communicative and more fruitful in the modern society. There is gap between implementing communicative teaching and learning method and traditional teaching method. So, it is very important to use ICT to make classroom communicative and student centered. On the result of the ICT tools came to assist the teaching learning to make students centered. On the results that different tools such as laptop, multimedia, projector, digital recording, mobilephone, internet etc. and application like Facebook, twitter, and PowerPoint etc. came in teaching. So, it is often said the new technology has served as the thousand's teachers for the learners.

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

Basically, information handling tools- a varied set of goods applications and services that are used produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the internet. These different tools are now able to work together and combine to form our 'network world', a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of globe.

Similarly, according to Hennessy et al. (2005), ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), and means of tele-communication and information systems.

They older technologies such as radio, television and telephone are given less attention; they have a longer and richer background as educational tools. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social networks in education is still in its infancy in comparison with the use of older technologies such as radio and television (Salehi and Salehi, 2011).

Role of ICT in English Language Teaching. 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 the need of new methods/ approaches was seen. Due to the result of that ICT tools came to assist the teaching learning to make students centered. So that different tools such as laptop, multimedia, projector, digital recording, mobile phone, internet and applications like Facebook, twitter and PowerPoint came in teaching learning process. So, ICT tools play vital role to reduce the chalk and talk method to make teaching students centered. On the results that different tools such as laptop, multimedia, projector, digital recording, mobile phone, internet etc. and application like Facebook, twitter and PowerPoint etc. came in teaching nowadays. So, the role of ICT in ELT is paramount and very significant to change the traditional system of teaching and learning.

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

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

At the present day, ICT has very significant positive role in carrying out better ELT classroom activities. ICT provides variety content in different forms in audio, video and pictorial form. Similarly, ICT helps learners to increase concentration, well understanding, and long-lasting learning. Thus, we can say that

ICT has significant positive impact on ELT. Some positive impacts as proposed by Ibrahim (2010, p.212) are as follows.

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

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

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

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

Multifaceted tools. ICTs help to deliver materials in multiple ways. They facilitate different activities such as testing, doing exercise, performing different tasks to relate to language skills.

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

Students centered. ICTs help the students to 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' centers and improves the learning process by teacher students' interaction.

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

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

Review of Empirical Literature

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

Khanal (2008) in his research entitled "Attitudes of higher secondary teachers towards the use of computer and the internet." He conducted his research to study the attitudes of Higher Secondary English Language Teacher of Kathmandu valley and their perception on the basis of their personal experience of using computer and

internet by using questionnaire and interview tools. The data were collected from 100+ respondents from non-random purposive sampling. He used questionnaire as a tool to collect data. Analysis of data yielded with the finding that majority of the teachers had positive attitudes towards the computer and the internet. All teachers were interested in increasing computer and the internet access in the future.

Similarly, Nguyen and Anh (2011), investigate students' attitudes towards PowerPoint presentations in the English lectures in the context of English language classroom. A survey was carried out on the students' attitudes involving classrooms observations and a thorough questionnaire for one class of English proficiency course. The results indicate that students favor PowerPoint presentations over traditional teaching style. Besides; students have more positive attitudes towards PowerPoint presentations, lectures and PowerPoint presenters.

Similarly, Nguyen and Anh (2011) investigate students' attitudes towards PowerPoint presentations in the English lectures in the context of English language classroom. A survey was carried out on the students' attitudes involving classrooms observations through a questionnaire for one class of English proficiency course. The result indicates that students favor PowerPoint presenters.

Acharya (2013) conducted a research on "Use of ICT and web tools in English language teaching. He conducted his research on 40 English teachers teaching in private schools of Kathmandu valley with objective to identify the commonly used ICT/web tools in ELT and find out the uses of ICT/web tools in carrying out effective ELT activities. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook, WI-Fi, email, and blogs are used in ELT. Similarly, majority of the teachers used ICT/web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

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

PowerPoint better than other auto-visual aids to be used by teachers in teaching learning process in interesting class increase the students' motivation and make the teachers more efficient in using time to deliver the materials.

Bashyal (2015) conducted a research on "Role of Facebook in improving the English language" to identify teachers' and students' perceptions to the use of Facebook in ELT by using survey research design. To meet the objective, she selected thirty Facebook user students from master level of central department of English education and used questionnaire as main instruments. The study found that the Facebook has been an excellent tool for interactive learning and has significant role in distance teaching and learning.

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

Neupane (2016) conducted a research on "Use of ICT and web tools in English language teaching". He conducted his research on 40 English teachers teaching in private schools of Kathmandu Valley selected purposively with the objectives to identify the commonly used ICT/Web Tools in ELT and to find out the uses of ICT/Web Tools in carrying out effective ELT activities. He used questionnaire to collect data. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook, wiki, email, blog are used in ELT. Similarly, majority of the teachers used ICT/ Web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

Talking about the pervious study, Ali (2017) conducted a research on, “Students’ and Instructors’ Perceptions of PowerPoint Use in ELT Classrooms”. The current study aimed to identify both the students’ (graduate and undergraduate) and the instructors’ perceptions of PowerPoint Presentation (PPP) use in ELT Classrooms. The study was conducted in the Department of Foreign Language Education (FLE) at Eastern Mediterranean University (EMU). It also attempted to find out the differences in perceptions between the graduate and the undergraduate students as well as between the students and the instructors. This case study used mixed method approach to research. The participants of the study were 108 students (graduate and undergraduate) and 10 instructors of FLE Department at EMU. The data were collected using student and instructor questionnaires and interviews. The results showed that both the students and the instructors had positive perceptions regarding the use of PPP in ELT classes. They believed that PPP is an easy and interesting tool to use in the classrooms. However, they varied in their preferences concerning PPP. The data showed that the students preferred decorative and light colored backgrounds while the instructors had some uncertainties regarding these preferences.

In addition, Japrel (2021) in his research entitled “Students’ perceptions towards the use of Powerpoint presentation in EFL classroom.” The main objectives of this research study were to explore the students’ perceptions in using PowerPoint presentation in M. ED. EFL classroom. Qualitative interpretative research design was used in this study. Only 4 EFL Master level students studying at Tribhuvan University in Kathmandu Valley were selected as the sample population of the study. The respondents were chosen through purposive sampling procedure. The data were collected by employing interview as a tool of data collection, and they were analyzed and interpreted in a thematic approach. The findings of this study showed that the PowerPoints based learning is an effective tool to develop different language skills and aspects. It is also useful for the construction of materials, develop creativity, easy to handle classroom and to motivate learner towards learning. The study provides insights to the EFL teachers, teacher educators, policy makers, curriculum developers, syllabus designers in formulating right kinds of planning and policies in the field of English Language Teaching in Nepal.

Many researches have been conducted on the sector of ICT tools and PowerPoint. However, no any researches have been carried out on the same topic that I have selected. My research is different from the others research in the sense that nobody has carried out research on “student’s perception towards the use of PowerPoint in M.Ed. English classes”. I will try to find out the students’ perception towards the use of PowerPoint presentation in M.Ed. English classes. Moreover, these above-mentioned studies emphasized on the need and importance of PowerPoint presentation for making teaching and learning process effective and efficient. I got ideas from those studies to conduct research on “students’ perception towards the use of PowerPoint in M.Ed. English students “in teaching learning process.

Implications of the Review for the Study

One of the most important parts of any research is reviewing the related literature. It gives the researcher necessary theoretical back up related to his study and lead him to go ahead in right path. While reviewing the literature the researcher has gone through various theoretical works and various empirical research studies. They all are related to some extent to the researcher's study area. After reviewing the research works, the researcher got ideas on different existing theories related to his topic. Furthermore, from the empirical research studies the researcher got information about the various procedures needed to conduct research study. Regarding sampling strategy, use of tools, and analysis and interpretation procedures, the researcher has gained valuable information from these research works. All these theoretical and empirical studies were helpful to the researcher during his whole research work. They were the milestone to make the researcher's task more informative and reliable.

To be Specific, Nguyena and Anh (2011) study provided insight for the researcher that students favor PowerPoint presentation, lecturers using PowerPoint in classrooms so PowerPoint can be used to provide lectures in Nepali context. This study was helpful to sample the population, selecting research design for his study.

Khanal (2008) study recommended the researcher that in teaching learning process computer and internet can be used because teachers have positive attitudes towards the computer and internet, which helped the researcher to select the research design

Similarly, from Pramestiya (2013) the researcher got ideas that in teaching learning process to make class interesting and increase motivation and make the teacher more efficient in using time to deliver the content, PowerPoint can be used in semester system. This research provides the researcher with broad theoretical knowledge on selecting methodology and making tools for data collection.

Acharya's (2013) research provided the researcher with ideas of using ICT tools in classroom for effective teaching and learning. It helped him to select methodology, design, questionnaires and data analysis process. In the same way

Arifan's (2014) study provided the researcher insight that use of technology in ELT class promotes communicative approach of teaching in classroom. It helped him to make overall research for his study.

. Bashyal's (2015) research provided insight that Facebook has been beneficial and interactive in learning which recommend us to use Facebook in classroom teaching learning process. From this study the researcher learnt to select research design and data analysis process.

Shahi's (2016) study also provided the ideas that technological tools are very useful and essential as well as teachers have positive attitudes towards them in classroom teaching learning process. This study helped the researcher to prepare his overall research study.

Ali (2017) study provided the ideas the students and the instructors had positive perceptions regarding the use of PPP in ELT classes. They believed that PPP is an easy and interesting tool to use in the classrooms. However, they varied in their preferences concerning PPP.

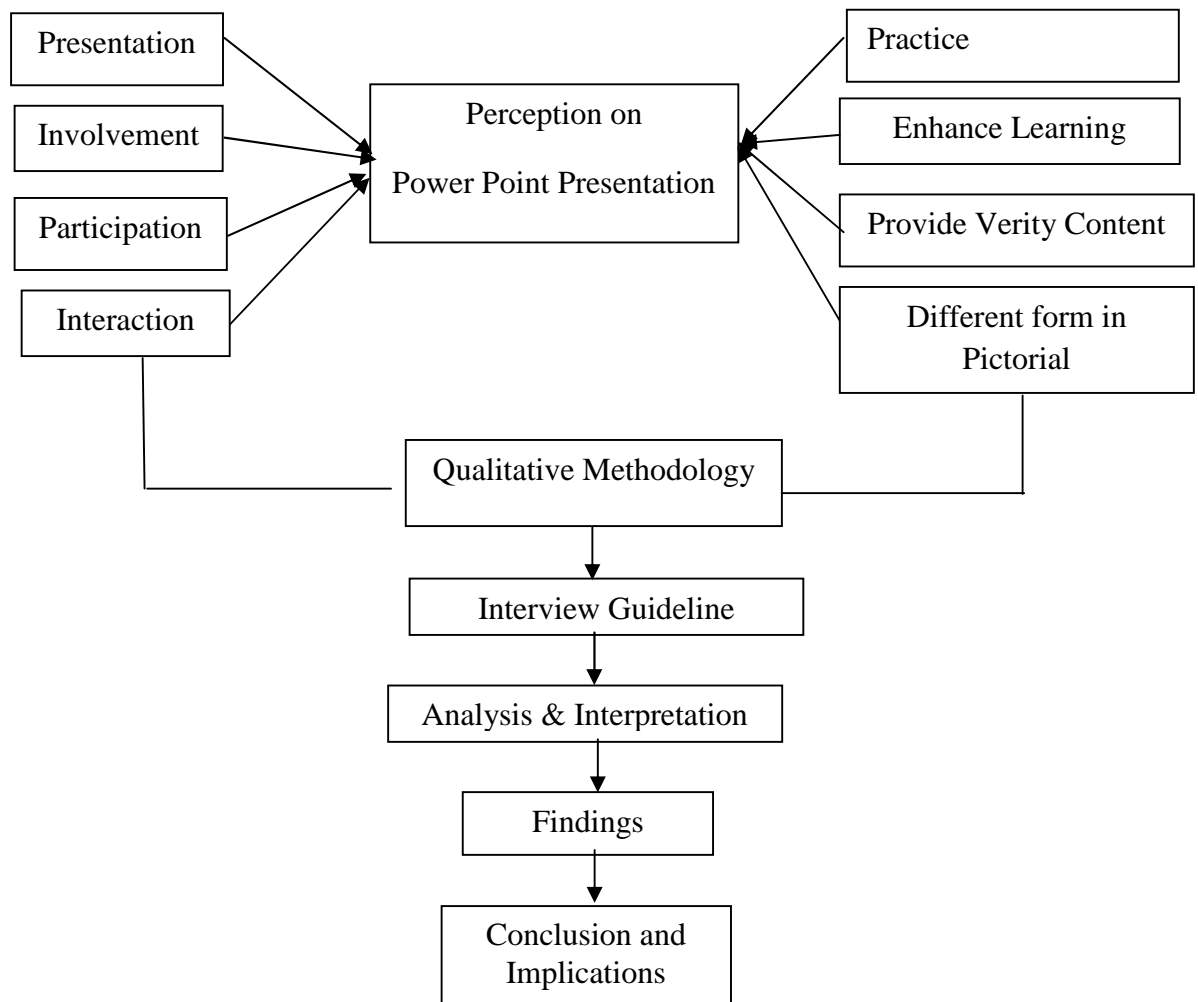
Japrel (2021) study provided the ideas of PowerPoints based learning is an effective tool to develop different language skills and aspects. It is also useful for the construction of materials, develop creativity, easy to handle classroom and to motivate learner towards learning. The study provides insights to the EFL teachers, teacher educators, policy makers, curriculum developers, syllabus designers in

formulating right kinds of planning and policies in the field of English Language Teaching in Nepal

Above studies emphasized on the need and importance of ICT tools and PowerPoint presentation for making teaching learning process effective and efficient. Those studies provided the researcher ideas to conduct the research on. “Students perception on using PowerPoint in EFL classroom: A narrative inquiry”

Conceptual Framework

The study on “Students perception on using PowerPoint in EFL classroom: A narrative inquiry” was based on following conceptual framework.



Chapter III

Methods and Procedures of Study

The researcher was adopted the following methodological procedures to achieve the objective of the study.

Research Design and Methods of the Study

A research design is the document of the study. Research design is the framework that has created to seek answers to research questions. This study was based on the qualitative research design with narrative inquiry that especially concerns with exploring meaning and the way people understand things. Qualitative research is interpretive in nature and the theoretical base is subjective reality as truth, a real knowledge (Sharma, 2011, p.18).

Qualitative research can be regarded as „naturalistic inquiry“ in a sense that it is conducted in natural setting by trying to avoid any intentional manipulation and distortion of the environment of the informants by the researcher (Tames, Stigler & Perry, 1998; as cited in Creswell, 2007).

As research tools I was use interview for the collection of Data. It is concerned with subjective opinion, experiences and feelings of individuals because the goal of research is to find out perception of the people concerned. This kind of research is really useful for exploring the areas about which very little is known and useful for describing complex phenomena. Furthermore, it is longitudinal in nature which helps to explore the sequential pattern of changes that occur over time.

Narrative inquiry. Narrative inquiry or narrative analysis emerged as a discipline from within the broader field of qualitative research in the early 20th century, as evidence exists that this method was used in psychology and sociology. Narrative inquiry uses field texts, such as stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, photos (and other artifacts), and life experience, as the units of analysis to research and understand the way people create meaning in their lives as narratives (Francis, 2018).

Narrative inquiry has been employed as a tool for analysis in the fields of cognitive science, organizational studies, knowledge theory, applied linguistics, sociology, occupational science and education studies, among others. Other approaches include the development of quantitative methods and tools based on the large volume capture of fragmented anecdotal material, and that which is self-signified or indexed at the point of capture. Narrative Inquiry challenges the philosophy behind quantitative/grounded data-gathering and questions the idea of “objective” data; however, it has been criticized for not being “theoretical enough.

In this study, I had choose the narrative inquiry because of my research objective and research questions. My objectives of this study were explore the students’ perceptions in using PowerPoint presentation in EFL Classroom and to suggest some pedagogical implications. I thought that only the narrative inquiry could fulfill my objectives, so I had applied this approach in this study.

Population, Sample and Sampling Strategy

All the Master level students of Tribhuvan University were population of my study. Among them I had select five students they are studying at second semesters of master degree in English education during academic year 2079 as sample for my study by using purposive sampling procedure, which helps to select the desirable sample for collecting data. I had chosen five students of different level as my study is related with perception, which helps to collect authentic and reliable data.

Data Collection Tools

To fulfill the purpose of the study in-depth interview was selected for data collection. Thus, the in-depth interview was use as tools for the data collection.

In-depth interview. Interview is a two-way interaction between researcher and researched as in the form of interviewer and interviewee in which interviewer creates situations that can attract the attention of respondents for an enough period of time in asking questions and answering the questions which interviewee puts his/her understanding and meaning (Wikipedia).

Kerlinger (2006) describes interview as face to face interpersonal role situation in which one person, the interviewer, asks a person being interview, the respondent and questions designed to obtain answers pertinent to the purpose of the research problem. In-depth interview also known as unstructured interview could be regarded as informal interview. It was used to discover the in-depth understanding of people in the context under the study (Bailey, 2006). It can be done in a day to day conversational way in which interviewer does not know whether s/he had been interviewing or not. This interview helped to create a friendly situation that opens up a free feeling environment for both researcher and respondent.

In this study all, the required information will gather through the in-depth interview. To go in-depth of the information interview was much more helpful. Since some questions had raise according to the situation available. I hadtaken in-depth interview of all five key students using unstructured questionnaires.

Data Collection Procedure

Data collection refers to gathering information from vivid sources through the application of multiple data gathering methods to attain the objectives of the research under consideration (Niure, 2014). For this study, the data and information were collected using tools as in-depth interview and so on in order to collect information the respondents. To collect the primary and secondary data, class observation would do regularly during teaching learning activities. I hadobserved, listening, interaction and recorded the essential data from the information on the basis of observation from classroom behavior, interest, and needs in English learning. With the help of semi-structured interview schedule and questionnaire, the in-depth interview was taking with key students. The interaction with the respondents was carefully listen and recorded properly.

Method of Data Analysis

Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes and finally representing the data in figures, tables or a discussion (Creswell, 2007). In this study, the datawas collected through above

mentioned tools from different respondents and sources were processed in different steps. First, the data from interview in the tape recorder were translated in English. The writing and reading of transcripts allowed me to generate common codes and themes as well as the issue that have anticipated. Further, this coded sentences that expressed similar meaning would be segmented into common categories. Finally, after revising those categories, smaller specific themes in line with the research questions was generated. Then after, with the help of theories the analyzed texts interpreted and summarize. Thus, analysis of the statements from the specific themes were done and theories would use to interpret the meaning, values, experiences, opinions and behavior of respondents from the analyze themes and answer the research questions.

Ethical Consideration

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

First, I wasmake sure that their participation in the study will altogether voluntary. Then, I assured the participants that the information they gave me would be strictly confidential and their anonymity would be maintained forevermore. I hadverbally articulated the purpose of the research, giving them a complete picture of how the data would be used and what I anticipated to derive from it, and made sure they comprehended entirely about what I said. Afterwards, I had visualized that my research was carried out so as to complete a requirement for drawing up my master's thesis.

Finally, I had assured the interviewees that their interests, wishes, and rights would be ensured regarding the reporting of data. The participants were assured that the data that they provided would not be used for any other purpose.

Chapter IV

Analysis and Interpretation of Result

In this chapter I have presented the analysis and interpretation of data which were collected using Interview. The raw data were analyzed and interpreted qualitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in the narrative form. The data obtained from in-depth interview were transcribed and interpreted by using thematic approach. In this research, the pseudo names are given to the participants to maintain the confidentiality.

Students' Perceptions Towards the Use of PowerPoint in EFL Classroom

The following section analyses and interprets the data to explore students' perceptions towards the use of PowerPoint in English classes. The data collected from five students of Department of English Education.

PowerPoint to Increase 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 us 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.

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 A 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 C said regarding how to make visual presentations accessible to audience that,

“oralsupport 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”.

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 do not yield fruitful result. In this research as well, it was found that classroom management is one of the issues in the use of PowerPoint in EFL classroom. Regarding this, student D said,

“There is no problem of proper sitting arrangement because of which all the students can clearly see the slides properly. Similarly, student E 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 EFLclassroom. Until and unless it is not addressed the use of PowerPoint alone wouldn't bring a drastic change.

Interactive Learning. PowerPoint is an effective tool to present material in the classroom and encourage student learning. Learning is the fundamental requirement of every individual so as students should be more focused. The students should be curious to learning and hunger of knowledge. To make learning interactive the teacher and student should have good communication. In this sense, students ' C' said:

“PowerPoint is a modern method in language learning. It depends on new and standard ways, activities, techniques, etc. It stands in giving chances to

the students instead being passive. As a student, we want learning with entertainment. So, the teacher should understand it and used more student-centered techniques such as PowerPoint presentations, video learning, etc”.

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

In the same vein student C said,

“videos, pictures, audios etc. can be shown through the use of PowerPoint which catches my attention. Learning became effective when there is proper communication between teacher and students in the class. Through PowerPoints the teachers frequently ask us different questions by showing the PowerPoints and images of it, that makes classroom interactive and more communicative”.

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

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

“the use of PowerPoint has facilitated me to develop my presentation skill and make presentation. PowerPoints can be very relevant medium and source if it is presented well by teachers. Through it we can develop all the aspects and skills of language like reading, writing, speaking, listening, vocabulary, pronunciation etc.”

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. From the narrative

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

In the similar vein, student –B said

“The use of PowerPoint in classroom teaching teachers focus on students' participation and students centered techniques which help students to understand the content. PowerPoints are the tool to develop my speaking skills. Through it the teachers ask us different vocabulary, words and sometimes they ask me to pronounce the word and show the pictures and asks us to explore its meaning”.

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

Furthermore, the student C added;

“PowerPoint uses different forms of texts, pictures, audios at the same time and is really useful to increase memory. Well I have better understand the concept and develop the pronunciation, vocabulary when the teacher uses the PowerPoints”.

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. The articulation depicts that sometimes students may not understand what the slides is about. Thus, to

solve these problems of students the teacher should use PowerPoints to have effective communication and for the development of language skills and aspects.

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

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

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

In the same way student C said

“PowerPoint makes teacher updated because once they prepare PowerPoint, they will use it in next year with new ideas. PowerPoints develop the creativity of the students that allows me to solve my problems because the teacher sometimes shows the pictures only in Formatted: No bullets or numbering

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

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

In the same way student, A said:

“Internet materials can be used in PowerPoint presentations which encourages students to surf internet for additional information about their topics. Before the use of PowerPoint presentation, we just focus on the root learning and memorization as prescribed in books but now due to it, students have their own understanding of the content. My way of thinking regarding the pictures used in power point are different than another student”.

From the narrative of student, A it was found that PowerPoint presentation provides different materials with various resources which help to develop confidence of students. Videos trigger the thinking of students and makes the students critically aware about the content. Therefore, the teacher should use the power points and ask the student to analyze it from different perspectives in EFL classroom.

Motivating Student Towards Learning. Motivation makes teaching and learning immeasurably easier, more pleasant and productive. It is more important in the field of teaching and learning activities. It helps to succeed in language learning. Motivation is an important key for the student to get success in learning a language. A motivated student can learn better than the demotivated students. In order to find out the Students' perceptions on Using PowerPoint. In common, it can be inferred that the use of PowerPoint in class allows time for interaction and present content in vivid form. Students get chance to work with new technology as well as slides illustrate and explain points visually so it helps increase students' motivation. In this regard student A said:

“Teacher told the interesting story related the lesson, showing the picture cards and managed the physical setting of students. We get the opportunity of learning and seeing, they need not to copy whole ideas line by line. They become motivated to see the things arranged in each of these slides and they may have opportunity to listen, the recording, looking at the videos, pictures, map, concept etc. so it increases students’ motivation.”

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

In the same vein student D said:

“PowerPoint allows for interaction and present content in different audio, pictorial and visual form to increase motivation of learners. Teachers not only present the lengthy content in slides but make them easily understandable with the support of pictures, examples, graphics and charts. Teacher also can review or go back to the previous slides so that students feel easy and motivated. When the teacher come with PowerPoint classroom became fruitful.”

As the above narratives it was found that Students get chance to work with new technology as well as slides illustrates and explain points visually so it helps increase student’s motivation. Students were found attentive, curious and happy, when the teacher taught by using different video content. Thus, it can be said that the teacher should always use short videos so as to draw the full attention of the student about what they are teaching.

In the same context the student C said

“PowerPoint is form of new technology, working with new technology motivates students. we become motivated to see the things arranged in each of these slide and they may have opportunity to listen, the recording, looking at the videos, pictures, map, concept etc. so it increase students’

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

From the narrative above, in addition to above mentioned opinions of teachers, some of other responded that the texts, audios, videos and photos are used in slides which activate learners' sense organs and create insight, which helps to increase motivation. Similarly, students are very much interested to hear and listen from PowerPoint; they feel easy to understand texts from pictures, words and points included in PowerPoint. PowerPoint makes presentation vivid and interesting, as multiple sense organs of students are involved, learning become effective, long lasting and motivating. The students were found to be motivated to learn the things wherever they teacher used to teach them by Using PowerPoint's related to what is being taught, at the same time they also added that they are not ready to learn the things at all at times when the teachers teach only with the boring lectures till the beginning to the end. And so, it is imperative that the teachers must always teach the students at least short video clips if they wish to make their teaching effective and desirous.

Minimization of Student's Disruptive Behavior. In common, it can be inferred that through the use of PowerPoint in class we can see changes. Before using PowerPoint in classroom teaching was in traditional way, it was based on teachers note and lecture. But after using PowerPoint in class new innovation came in the field of teaching learning process. Before using PowerPoint, it was hard to finish course but after using PowerPoint it is found to complete course easily within time. Disruptive behavior is the behavior that disturb teaching and learning in the classroom. So, it is very necessary to use PowerPoint in EFL classroom to minimize the disruption. In this regard student D said:

"I depend on lecture /explanation to teach earlier but we can use pictures, charts, audio clips videos now. Whenever the teacher comes to the classroom without any videos, I don't feel like staying in the classroom and go out in the middle of the classroom making the pretention of urgency and sometimes whenever I'm in the class I engaged myself in bullying other student, chatting, gossiping with other student".

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

In the same way student C said

“To be honest I feel energetic whenever the teacher comes to the class with videotapes and even I engaged myself in minimizing the disruptive behavior”.

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

In the same vein the student A said:

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

From the all narratives above, the PowerPoint presentations appeal to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, 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 what can be said is that PowerPoint are so effective means to minimize the students' disruption in the classroom, to familiarize the students with the diverse cross-cultural traditions and value, and more importantly, to enhance different language skills and aspects.

Chapter V

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 students' perceptions in using PowerPoint presentation in EFL Classroom based on their experience. Based on collected data, literature and the students' response on questionnaire, this research has revealed the following major Findings.

-) Students were found to have positive view towards their teachers who use PowerPoint in classes and teach by focusing on students' participation and students centered technique
-) Use of PowerPoint was found to be facilitating in understanding the content.
-) 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.
-) Students agreed that PowerPoint is useful tool in teaching learning process.
-) The use of PowerPoint helps to boost up their memory as the content are presented in vivid form audio, pictorial as well video form.
-) PowerPoint presentations motivates the students and it saves time and allows more opportunities to engage students in teaching learning process.
-) 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 EFL 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 study was set out to explore the perceptions of students towards the use of PowerPoint in teaching and learning English. All the students have found that, the use of PowerPoint in classroom presentation is very beneficial to carry out effective classroom activities to meet target goals and objectives of EFL. The use of PowerPoint in English classroom helps develop understanding level of students by interpreting complex pictures, charts, graphs and videos in well-organized form.

Students were found to have positive attitudes towards the use of PowerPoint in classes. PowerPoint presentation is a useful tool in teaching learning process although teachers can be lazy sometimes because they can use the same slides for next year without any preparation. Through the use of PowerPoint in English classroom teachers can present the content in various forms such audio, pictorial, video and bullet form which help to boost up the memory of students and increase memory power of students. Using PowerPoint in classroom develops the technical skill to the students and they can present vivid additional materials and PowerPoint is useful to construct more reading materials for teaching. Students are found to be participating actively in classrooms activities and it also helps to finish the course in time. In conclusion, 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 EFL 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.

-) Most of the respondents responded that PowerPoint is very useful in teaching learning process. I would like to suggest making strong policy to use PowerPoint in teaching learning process.
-) There should be policies to encourage teachers to use PowerPoint while teaching because teaching through PowerPoint helps to increase motivation of students, develop understanding level of students and finish the course in time.
-) There should be policy related to ICT for uniformity in its implementation and it should be made compulsory for higher secondary level teachers to use PowerPoint in their classes while teaching.
-) Education planners, syllabus designers should design such a course which can be presented easily by using PowerPoint.
-) 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. My research is equally advantageous for those who are at practice level. Therefore, I can confidently assert that my research is very much significant for the teachers especially for EFL teachers who do different activities at practice level. The following recommended can be made in practice level on the basis of findings of my research.

-) Teachers are suggested to prepare PowerPoint in attractive form using vivid forms such as audios, videos, pictures and charts in well-organized form.
-) While teaching through PowerPoint teachers should make students' active for participation involving students in different activities.
-) Teachers are suggested to engage as well as encourage students in PowerPoint design.

Further Research Related. Use of PowerPoint in class has not only become the need of the era but truly it has also become a part for several teachers and students. Still, it needs a lot of exploration and investigation. This research was confined to explore the perceptions of teachers and students of higher level towards the use of PowerPoint, in order to do research in depth the researcher recommend the

further researcher to carry out researches in this area such as ‘impact of PowerPoint in English language teaching, current practices of using PowerPoint in classroom teaching’ and ‘Effectiveness of PowerPoint presentation in classroom teaching’.

In conclusion, 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 if further insights can be generated based on the conceptual framework and results of the present study, the growing use of technology in EFL 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 EFL 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. 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.

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Appendices

Appendix I

Interview Guidelines

I am Mrs. Radhika Awasthi, student of Tribhuvan University Department of English Education as an area of specification, now I am carrying out research on **"Students' Perception On Using PowerPoint in EFL Classroom: A Narrative Inquiry"**. I request you to cooperate by giving your response to the questions below. I assure you for the confidentiality and won't misuse the information other than research purpose. Your cooperation in this regard was appreciated an equally invaluable to complete this research

1. Have you used PowerPoint in presentations? If yes, state what were the uses of PowerPoint in EFL classroom? Or if no, state what were the reasons of not using PowerPoint in presentations?
2. How do you perceive learning through PowerPoint's? Why? in what way?
3. What are the difficulties you faced while learning through Power Points? Why?
4. How are the advantages of Power Points presentation for you? Why?
5. What do you expect further to make classroom teaching effective through videos? How? Why?
6. How do you feel about the role of teacher while showing Power Points? why? How?
7. What might be the possible challenges in PowerPoint presentation in your view?
8. How can PowerPoint presentation be made effective in your view?

Appendix II

Respondent- A

Some Interview guidelines

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

Respondent: Teaching online provides the teacher with a wide range of opportunities, features, and tools to use in their class. One way of using technology while teaching includes the use of PowerPoint. PowerPoint slides supplement the learning material and improve the student's understanding of the material. However, in some cases using it can also become a challenge for educators. Some challenges that an educator may encounter while using PowerPoint to teach writing may include. Learning through PowerPoints, there are some difficulties that I faced while going through it. First one is it depends upon the user and its purposes. Another is the minor difficulties like electricity, electronic flaws.

Researcher: How are the differences you feel while learning through PowerPoints and teaching through traditional ways? Why?

Respondent: A PowerPoint presentation can enhance the intellect of students. At the same time, it helps the teachers in their teaching methods. Different fonts, visual effects, and highlighting can help students learn new information quicker. It leads them to write better answers in their exams. Through PowerPoints we can develop all the aspects and skills of language like reading, writing, speaking, sometime listening too, vocabulary, pronunciation etc. Because PowerPoints combine all these things, but it is not nearly possible to develop all the aspects and skills of language. Another one is as I have already mentioned that PowerPoints encourage student for learning and presents the real pictures and situations in the class but not in traditional teaching.

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

Respondent: As we are in the area of technology, which makes our life easier. Teaching through PowerPoints simply means teaching and learning

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

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

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

-) Provides clear understanding about the subject matter: Through PowerPoints', we can gain a lot of information in detail, which helps to provide clear concept of the content.
-) To develop all aspects and skills of language; PowerPoints can be very relevant media and source if it is presented well by teachers. Through PowerPoints we can develop all the aspects and skills of language like reading, writing, speaking, listening, vocabulary, pronunciation etc. Because PowerPoints combine all these things.
-) To motivate student towards learning; PowerPoint encourage student for learning. As a student, most of the time I feel bored when a teacher come to class without bringing PowerPoints'. Not only myself other student too, when the teacher teaches just by lecture methods at that time some students are busy in gossips, some of them are sleeping and only few students of first bench are listening to the teacher. When the teacher told us that today we would learn through videos at that time all students became happy and more attentive.
-) Develop learner's creativity: learner became more critical. From PowerPoint the learner engages themselves in the PowerPoints and think critically on that. They think in their own way and develop

the themes from different perspective. Whenever I go through the PowerPoints, I analyze the PowerPoints from different perspectives... which makes me critical...for me Being critical means analyzing the PowerPoints from different perspectives. Construction of materials; Consulting written books and web materials make teacher easy to prepare adequate content materials. We can insert new materials and erase unnecessary details from the slides. We can also hyperlink the slides with additional materials so that teachers can give references while teaching.

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

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

Researcher: How were the teaching methods before?

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

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

Respondent: As a teacher is a leader of class, who leads the class into right path. The teacher plays a key role in the success and failure of any PowerPoints in the language classroom. It is the teacher who select the videos and while selecting the videos the teacher should select locally and culturally appropriate videos and relate them to student's needs and integrate the PowerPoints with another area of language. PowerPoints is extremely dense medium, which incorporates a wide range of visual elements and a great range of audio experiences in addition to spoken language. This can be baffling for many students, So, the teacher should select the PowerPoints properly with preparation. The teacher should do is better preparation. Before playing the videos, the teacher should also design learning activities that can keep the learners in active learning mood. The most important thing that the teacher should do is to use the PowerPoints with its subtitle which help the students to understand the target language clearly and classroom became more effective, because if they don't understand what they are going to study then the class became noisier. Teacher should use locally and culturally appropriate PowerPoints.

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

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

-) Provides clear understanding about the subject matter: Through videos, we can gain a lot of information in detail, which helps to provide clear concept of the content.
-) To develop all aspects and skills of language; PowerPoints can be very relevant media and source if it is presented well by teachers. Through videos we can develop all the aspects and skills of language like reading, writing, speaking, listening, vocabulary, pronunciation etc. Because PowerPoints combine all these things.

-) To motivate student towards learning; PowerPoints encourage student for learning. As a student, most of the time I feel bored when a teacher come to class without bringing PowerPoints. Not only myself other student too, when the teacher teaches just by lecture methods at that time some students are busy in gossips, some of them are sleeping and only few students of first bench are listening to the teacher. When the teacher told us that today we would learn through PowerPoints at that time all students became happy and more attentive.
-) Provide real pictures or presents real world in the classroom than of traditional technique.
-) Easy to handle class: Obviously, most of the times in the class we make noises, dozing off when the teacher teaches through lecture method. Frequently the class is disruptive..... even I engaged myself in disturbing the class, walking randomly from here and there.... and the whole class goes out of track or out of control from the teacher's hand..... So, for me it is an effective means to handle classroom. Development; Consulting written books and web materials make teacher easy to prepare adequate content materials. We can insert new materials and erase unnecessary details from the slides. We can also hyperlink the slides with additional materials so that teachers can give references while teaching.

Appendix III

Respondent C

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

Why? How?

Respondent: The presence of teacher while showing the PowerPoint is most important to make the class more effective. The teacher should explain difficult words and vocabulary, and also explain the context of pictures, if he has added them into PowerPoint later on.

Researcher: How are the differences you feel while learning through PowerPoint and teaching through traditional ways? Why?

Respondent: Traditional based classroom is better than PowerPoint based classroom. In traditional teaching a teacher comes and write something on the board and illustrate it and goes, which creates laziness to us. But PowerPoint-based learning motivates us to study or learn with entertainment. Through PowerPoint-teaching a teacher do not need to explain the things or subject matter in detail.

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

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

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

Why?

Respondent: Some of the difficulties that he faced in PowerPoint based classroom are:

1. In some cases, the learner may face problem of electronical scarcity.

2. Arrangements of electronic devices may take more time than the estimated time, because of it the class may not run at the scheduled time.

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

Respondent: There are lots of advantages of showing PowerPoint in the classroom. As the major advantage is learning takes place simultaneously with entertainment.

1. It motivates the learner to learn.

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

3. It makes classroom environment enjoyable and fruitful

4. It helps to minimize classroom disturbance: Wow, interesting question to me. To be honest I feel energetic whenever the teacher comes to the class with videotape and even, I'm engaged myself in minimizing the disruptive behavior and tries to control the classroom environment.

Students are eager to learn: I wish to learn by reading journal and newly published books and especially by videos. Similarly, Curriculum development center uploads different videos in different websites that help me to learn and be updated time to time. I use mobile as teaching materials but not as mobile. So, students are eager to learn as I well I have better understand the concept and develop the pronunciation, vocabulary when the teacher uses the PowerPoints. Researcher: What do you expect further to make classroom teaching effective through PowerPoint? How? Why?

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

Researcher: How were the teaching methods before?

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

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

Respondent: The traditional methods of teaching appeared to be less effective in comparison to the learning through PowerPoint. As above mentioned, points as the major advantages is learning take place simultaneously with entertainment.

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

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

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

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

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