

The Use of PowerPoint in EFL Education: Exploring the Perspectives of English Medium School Teachers in Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
M.A in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

None of the data presented in this study is plagiarized in any manner. Moreover, all the participants of the study have provided their consent prior to the data collection process. In addition, the researcher has used pseudonyms to maintain the confidentiality of the participants.

Abstract

The use of PowerPoint has become quite noticeable in the EFL classes of different English-medium schools in Bangladesh. The purpose of this study is to explore the views that Bangladeshi English-medium school teachers hold towards using PowerPoint in the EFL education, the benefits of implementing this tool in EFL classes, the challenges that teachers face while using it in the class and the ways the effective use of this tool can be ensured. The researcher has followed the concurrent mixed method approach by conducting survey and a semi-structured interview to gather the data. From the analysis of the data, it has been found that teachers hold an overall positive view towards the use of PowerPoint in EFL classes. Moreover, the implementation of PowerPoint in EFL classes can be beneficial in several ways, such as, increasing the class engagement and motivation of the learners, making learning objectives more intelligible to the learners, helping in presenting the teaching content in a comprehensible manner etc. However, teachers also face a number of challenges while using PowerPoint in the classroom, such as, students getting distracted and overwhelmed because of the use of PowerPoint and students getting too dependent on this tool etc. In addition, the researcher has found that if the teachers and the school authority take certain necessary steps, the effective use of PowerPoint can be ensured. Lastly, based on the findings of this research, the researcher recommends to conduct further studies to know regarding the use of PowerPoint in the rural settings and provide necessary training for the teachers.

Keywords: PowerPoint; EFL Education; English-medium Schools; Perspectives of Teachers; Benefits of PowerPoint; Challenges of PowerPoint; Effective Use of PowerPoint

Dedication

I want to dedicate this work to my parents who have sacrificed their own comfort and wishes for my success, happiness and well-being.

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List of Acronyms

EFL	English as a Foreign Language
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Glossary

PowerPoint	A Technological tool. It is a software program that allows its users to present the content in slideshows. Moreover, audios, videos, texts, animations and different types of elements can be added in the PowerPoint slides.
EFL Education:	It refers to the teaching of the English language in contexts where English is considered a foreign language.

Chapter 1

Introduction

1.1 Background of the Study

In today's world, technology has become an integral part in almost every aspect of our lives. Perhaps, one of the most prominent roles of technology can be noticed in the field of education (Kalyani, 2024). According to Sari (2024), the integration of technology in EFL education is increasing globally as different types of digital tools are being used in EFL classrooms to facilitate the teaching and learning process. One of the most common and significant technological tools used in the EFL classrooms is PowerPoint (Ledy & Syafryadin, 2023).

The use of different types of technological tools has now become prominent in a large number of educational institutions in Bangladesh (Mallick et al., 2020). However, the degree to which the technological tools are used differs depending on the type of the educational institution.

1.1.1 The Schooling System of Bangladesh

In Bangladesh, three variations of education streams exist- vernacular general education, English-medium schools and faith-based madrasa (Mousumi & Kusakabe, 2021). Vernacular general education can be seen in both government and private schools. These schools are known as Bangla medium schools (Fatema, 2019). English-medium schools are mostly private schools. Here, the mode of instruction is the English language. On the other hand, Madrasa refers to the educational institutions that teach different Islamic religious subjects to the students and it can be of two types- Alia Madrasa and Qoumi Madrasa. Although, the key purpose of these two types of educational institutions is to develop Islamic knowledge among the learners, the syllabus of the Alia madrasa is more modernized and focuses on making the

students proficient in not only the Islamic subjects but also different non-Islamic subjects, such as, English, Bangla and science (Shaon, 2018).

The Bangladeshi education system is mainly classified into three categories- primary, secondary and tertiary (Kono et al., 2017). Grade 1-5 falls under the primary section. The secondary category is divided into three sections: junior secondary (grade 6-8), secondary (9-10) and higher secondary (11-12). Lastly, Bachelor's degree courses and Master's Degree courses are part of the tertiary level education.

1.1.2 Use of Technology in the Educational Institutions in Bangladesh

The implementation of technology in the education sector has started to rise in Bangladesh. However, researchers Obaydullah and Rahim (2019) claim that in Bangladesh, the primary school teachers are not yet ready to integrate technological tools into their teaching. Poor infrastructure of the educational institutions, lack of competence among the teachers, lack of necessary tools and online resources are some of the reasons behind this unpreparedness. On the other hand, Farhana and Chowdhury (2019) assert that a considerable number of secondary schools teachers use ICT tools in order to design effective lessons. However, because of lack of necessary equipment and support from the authority of the schools a good number of teachers fail to incorporate technology in their teaching.

The extent to which technology is integrated in Bangla and English Medium schools also vary. According to Naim (2024), the English Medium school teachers are encouraged more to use Technology in the classroom compared to Bangla Medium teachers. Therefore, the integration of technology can be found more in English Medium Schools. Furthermore, in a good number of Bangla Medium schools which are located in the rural areas do not have the necessary equipment to implement technology in classroom (Akter, 2024).

Use of technology in the tertiary level education has become quite noticeable in Bangladesh, especially because of the Covid-19 Pandemic for which the tertiary level education system had to transform into the online mode (Al-Amin et al., 2021). However, Mannan et al. (2023) claim that the higher education of Bangladesh has fallen behind in terms of integrating different technological tools to upgrade the system.

1.2 Implementation of PowerPoint in EFL Education across the Globe

The usage of PowerPoint in EFL classrooms can be noticed in many countries of the world. For instance, according to Aydin (2013), 26.8% EFL teachers in Turkey use PowerPoint at least once or twice a week in the classroom. Furthermore, researcher Oommen (2012) asserts that in Saudi Arabia, a significant number of learners prefer to be taught through PowerPoint instead of the traditional ways of teaching.

EFL students' preference towards learning through the use of PowerPoint has also been discussed by Ratu and Komara (2021). They have claimed that in Indonesia, a prominent number of junior and high school students believe that they learn more effectively when PowerPoint is used in the classroom.

The implementation of PowerPoint in EFL education is also prominent in South Asia. In Lahore, Pakistan, a significant amount of EFL teachers hold positive attitude towards the use of PowerPoint for teaching as they claim that it is an effectual tool for teaching (Ahmed et al., 2022). In Bangladesh the integration of PowerPoint in EFL classrooms is increasing. According to Obaidullah and Islam (2019), most of the tertiary level students in Bangladesh like to learn through PowerPoint in the classroom. Overall, the integration of PowerPoint in teaching has become quite noticeable in the South Asian EFL classrooms.

1.3 Statement of the Problem

The integration of PowerPoint in EFL classrooms can have a significant impact in order to facilitate teaching and learning. It can be a great aid for students with different learning styles (Hashemi et al., 2012). Moreover, PowerPoint creates a multimodal learning experience for the students which contributes in increasing the quality of education (Shigly et al., 2016). In addition, Ledy and Syafryadin (2023) claim that PowerPoint may help the teachers to make the classrooms more engaging. Therefore, it can be said that the integration of PowerPoint in EFL classrooms can enhance the teaching and learning experience.

In EFL classrooms, it is usually the teachers who are responsible for the successful integration of different technological tools in teaching (Razak et al, 2018). According to Johnson et al (2016), the beliefs and attitudes that teachers have towards the usage of technological tools play a prominent role in determining the extent to which the digital tools are used in the classroom. Thus, in order to understand the effectiveness of PowerPoint in EFL education, it is important to understand what beliefs the teachers hold regarding this technology. In Bangladesh, a number of studies have been conducted to understand the perceptions of tertiary level teachers regarding the use of PowerPoint in EFL education. However, to the best of the researcher's knowledge, no significant study has been conducted in order to gain knowledge regarding the beliefs that school teachers hold towards the use of PowerPoint in EFL classrooms in Bangladesh.

In Bangladesh, the implementation of technology is more prominent in English medium schools (Naim, 2024). Nonetheless, the perceptions of the English medium School teachers regarding the use of PowerPoint in English classrooms is still not explored. The views of the English Medium school teachers about the use of this digital tool can provide significant insights regarding the good and bad sides of its usage.

Thus, the purpose of this study is to understand the significance of PowerPoint in EFL education through exploring the perspectives of EFL teachers who are currently working at different English medium schools in Bangladesh.

1.4 Research Objectives

The central and specific research objectives of this study are mentioned below.

1.4.1 Central Research Objectives

The central research objective of this study is to explore the use of PowerPoint in EFL teaching in the English medium schools from the teachers' perspective.

1.4.2 Specific Research Objectives

One of the main research objectives of this study is to understand the beliefs that English medium teachers hold towards using PowerPoint in teaching English. Next, this research explores the advantages of integrating PowerPoint in the EFL classroom. The challenges that teacher's face while using PowerPoint has also been identified here. Lastly, this study provides ideas regarding the issues that need to be considered while using PowerPoint for in order to get maximum benefits from it.

1.5 Research Questions

The following research questions have been formulated to achieve the objectives of this research:

1. What do the English medium school teachers think about the use of PowerPoint in teaching English?
2. What are the benefits of using PowerPoint in teaching English?
3. What are the challenges of using PowerPoint in teaching English?

4. What are the things that should be considered for ensuring the effective use of PowerPoint in EFL classrooms?

1.6 Scope of the Study

The use of PowerPoint in EFL education can have a significant impact in enhancing the teaching and learning experiences. The aim of this study is to understand the views that Bangladeshi English medium school teachers hold towards using PowerPoint in EFL education. The advantages and the problems of the implementation of PowerPoint in EFL classrooms will also be identified in this research. Moreover, the appropriate techniques of using PowerPoint will also be discussed here.

A significant amount of research has been conducted regarding what students think about the use of PowerPoint in EFL classes. However, only a limited number of researches can be found regarding what EFL teachers think about the use of PowerPoint for teaching. Moreover, to the best of the researcher's knowledge, no study has been conducted in order to understand the perceptions of the Bangladeshi English teachers about the application of PowerPoint in classrooms.

The research has been conducted based on Bangladeshi context as here English is considered a foreign language. Furthermore, the practice of integrating technology is more common in English medium schools in Bangladesh. For this reason, the data has been collected from participants who are currently working at different English medium schools in Bangladesh.

1.7 Significance of the Study

To the best of the researcher's knowledge, in Bangladesh, no significant research has yet been conducted in order to explore what the English medium school teachers think about using

PowerPoint for teaching English. Thus, this study fills the gap of knowledge by analysing the views of the English medium school teachers regarding using PowerPoint in teaching English.

The integration of technology can enhance the learning and teaching experiences in many ways. PowerPoint is one of the most common and significant technological tools that is used in EFL education. This study provides significant insights regarding how PowerPoint is practically used in EFL classrooms in English medium schools. This research also highlights how PowerPoint can be an aid in EFL teaching while identifying the challenges teachers may face while using it. Therefore, it might be helpful for policy-makers who intend to improve the teaching and learning quality in Bangladesh. Furthermore, it can also help teachers who are beginners and are confused regarding how and to what extent PowerPoint should be included in their teaching.

Chapter 2

Literature Review

This chapter discusses relevant researches that have been conducted regarding PowerPoint as a teaching aid and its contribution in EFL education. Moreover, this chapter also locates a research gap in the literature regarding the use of PowerPoint to teach English in English medium schools in Bangladesh and highlights the significance of this study to fill the gap.

2.1 Introduction

The chapter is divided into the three parts as following:

Part 1: PowerPoint as a teaching and Learning Tool: discusses PowerPoint as a multimedia tool for teaching and learning and mentions the perspectives of teachers and learners regarding using PowerPoint in teaching.

Part 2: PowerPoint for Enhancing Language Skills: discusses the usefulness of PowerPoint in teaching grammar, increasing the vocabulary and the speaking skills.

Part 3: PowerPoint in EFL Education: discusses the use of PowerPoint in Tertiary and secondary level EFL classrooms.

2.2 Part 1: PowerPoint as a Teaching and Learning Tool

2.2.1 PowerPoint as a Multimedia Teaching Resource

PowerPoint can play a significant role being an in learning because of its multimedia options. According to the Cognitive Theory of Multimedia learning, learning experience becomes more enhanced when the academic material consists of both words and graphics (Mayer, 2021). This type of learning experience can be created through the use of PowerPoint in the classroom. Listyaningsih and Zulfiati (2021) assert that PowerPoint is a multimedia based platform as the

slides include color, text, sound, video and animation and many other features. Furthermore, the slides are usually illustrated in a classroom through projector and sound system.

Researchers Putri and Arifin (2023) conducted a quantitative study in order to find out the effectiveness of multimedia PowerPoint. They used a multimedia PowerPoint tool to teach science to students of class IV and came to the conclusion that students had better learning outcomes after being taught with PowerPoint in the classroom.

Similar results can be seen in a qualitative study conducted by Osman et al. (2022) as they found that because of using PowerPoint in the classroom, students had enhanced learning outcomes in learning the Arabic language. The researchers of this study postulate that the multimedia-based learning which takes place through PowerPoint facilitates the learning experience of the learners as it helps them to understand better. Therefore, it can be said that the PowerPoint can be an effective teaching and learning tool because of its ability of producing multimedia resources.

2.2.2 Perspectives of Teachers and Students Regarding PowerPoint in Classroom

The use of PowerPoint has become very common among teachers. According to Mondal et al. (2023), most of the teachers prefer using PowerPoint slides in order to teach the students in an interactive manner. In a qualitative study conducted by Nakiboglu and Nakiboglu (2021), it has been concluded that Chemistry teachers use interactive PowerPoint in the classroom as they believe it helps to students to understand different complicated concepts more easily. Researcher Ishartono et al. (2022) postulate that teachers who teach in flipped-learning based classrooms are heavily dependent on PowerPoint slides for presenting the information to the students. The flipped-learning based classroom teachers believe that PowerPoint based

learning helps the students to construct their knowledge and understand the different discussed topics better.

Many students also show positive attitudes towards being taught through PowerPoint in the classroom. Researchers Naidoo and Hajaree (2021) found that grade 5 students showed immense interest in learning mathematics through the use of PowerPoint in the classroom. In this qualitative study it has been found that most of the grade 5 students found learning fractions through PowerPoint entertaining. They enjoyed their learning experience and were encouraged to learn more. Similar results have been found by Kulu et al (2024) as they have found that secondary school students become more interested in learning when being taught through PowerPoint in the classroom. They have also found students had better attitudes towards learning through PowerPoint in the classroom compared to just conventional lecture method. Therefore, it can be said that teachers and students view the use of PowerPoint in the classroom in a positive manner.

2.3 Part 2: PowerPoint for Enhancing Language Skills

2.3.1 The Use of PowerPoint for Teaching Grammar

PowerPoint plays a big role in EFL classrooms. Many teachers integrate PowerPoint slides in the classroom in order to teach grammar. According to Hassan (2019), adult learners learn grammar more effectively when PowerPoint is used in the classroom compared to traditional lecture method. He postulates that the use of PowerPoint in the classroom helps learners to understand the linguistic elements better and become more engaged in the class.

Similar claims has been given by Le (2023). In his study, he found that when tertiary level EFL students were asked to create PowerPoint slides on grammatical elements and present it to the class, they could learn grammar more effectively. He claims that through using PowerPoint in their presentations, they connected with other students in the class and their class engagement

increased. Furthermore, the topics which they covered in presentations were summarized and presented in an organized manner in their PowerPoint slides which helped the presenters and the audience of the class to grasp the grammatical elements more clearly.

PowerPoint can also help learners to understand sentence structures. Sahadevan and Mohamad (2020) postulate that if pictures, bubble map and other types of strategies are integrated in PowerPoint slides, it can especially help young learners to learn different sentence structures. Therefore, PowerPoint can contribute in teaching English grammar to the students.

2.3.2 The Use of PowerPoint to Improve Vocabulary

Many teachers use PowerPoint in the classroom in order to increase the vocabulary skills of the learners. Mai et al. (2023) claim that through the use of PowerPoint in English classrooms, learners' vocabulary retention can increase to a great extent. They conducted a quantitative study on tertiary level students and concluded that the learners who learn vocabulary through PowerPoint remember the vocabularies for a very long time compared to learners who learn through other traditional means.

According to Amar et al. (2023), students prefer the use of PowerPoint for vocabulary retention. In a qualitative study, they have found that the integration of PowerPoint in the classroom attracts their attention to the materials and creates an interactive learning circumstance in the classroom and gives them adequate practicing time which eventually helps them in sustaining vocabulary retention.

PowerPoint may help in enhancing vocabulary skills as it has an impact on long-term memory. Zirange (2020) claims that the use of PowerPoint in the classroom can make the long term memory more enhanced as visual memory has a strong connection with long-term memory. Therefore, when PowerPoint is used for learning vocabulary, learners can more effectively store the information in their long term memory.

2.4 Part 3: PowerPoint in EFL Education

2.4.1 The Use of PowerPoint in EFL Classrooms

The use of PowerPoint for teaching English has become quite common in tertiary and secondary level classrooms. According to Ahmad et al (2022), majority of the tertiary level teachers in Lahore, Pakistan hold positive views towards the use of PowerPoint in EFL classes. Furthermore, a significant number of teachers believe that PowerPoint is time efficient and an effective way of teaching English. However, they have also mentioned that because of the lack of resources creating appropriate PowerPoint based materials can be difficult and time consuming.

In another research conducted by Igwe et al. (2022), it has been found that tertiary level EFL classes, students show positive attitudes towards having lecture delivery with PowerPoint. Although most of the participants of this research agreed to the fact that the implementation of PowerPoint in the lecture help them to learn better, some have mentioned that the color and texts of the PowerPoint slides sometimes distracts them from understanding the topics clearly.

Adhani and Remijn (2024) postulate that tertiary level students in Malaysia view the use of PowerPoint in English classes with a positive light as they believe it helps with their memorization, comprehension while being time efficient.

In case of EFL education in secondary level, the use of PowerPoint can be highly effective. According to Ratu and Komara (2021), because of integrating PowerPoint in the English classes, secondary level EFL students felt more motivated and active in the classroom which enhanced the comprehension ability. According to Chuong (2023), to make the class more interactive and engaging for the secondary level students, visual aids and audio cues might play significant roles. However, instead of spending money in preparing flashcards, images and

extra boards, using PowerPoint slides which consist of texts, colors, images and sounds can be a great solution.

2.4.2 The Use of PowerPoint in EFL Education in Bangladesh

Only a limited number of relevant literature can be found regarding the use of PowerPoint in EFL education in Bangladesh. The use of PowerPoint is more common in tertiary level EFL classrooms in Bangladesh. Researcher Kalam (2020) assert that tertiary level teachers in Bangladesh use PowerPoint in their class as a teaching aid because it reduces their work pressure and contributes in making the class more engaging. Furthermore, in a study conducted by Uddin and Bailey (2024), it has been found that Bangladeshi tertiary level students who are studying English literature believe that the inclusion of PowerPoint in classes help them to grasp the literary concepts better because of the use of audio-visual materials. In one study conducted by Haque (2022), it has been found that secondary level students are also highly interested in the use of PowerPoint in the classroom as they feel they learn more effectively when they can see text through the PowerPoint slides.

2.5 Research Gap

The existing literature has mostly focused on the use of PowerPoint in the field of education (Mayer, 2021; Listyaningsih and Zulfiati, 2021; Putri and Arifin, 2023; Osman et al., 2022) and the perspectives of teachers and students regarding using PowerPoint as a teaching and learning tool (Mondal et al., 2023; Nakiboglu and Nakiboglu, 2021; Ishartono et al., 2022; Naidoo and Hajaree (2021), Kulu, 2024). Some researches have been conducted to know regarding the usefulness of PowerPoint in improving language skills (Hassan, 2019; Hien, 2023; Sahadevan & Mohamad, 2020; Mai et al., 2023; Amar et al., 2023; Zirange, 2020; Aziz & Dewi, 2019; Mu'man & Khabib, 2023). A good amount of studies have been conducted regarding the use of PowerPoint in EFL classes (Ahmad et al., 2022; Igwe et al., 2022; Adhani

et al., 2024; Ratu & Komara, 2021; Chuong, 2022). In Bangladesh, a few studies have been conducted in where the use of PowerPoint in English teaching has been explored (Kalam, 2020; Uddin and Bailey, 2024; Haque, 2022).

To date, to the best of the researcher's knowledge, no research has been conducted to explore the perspectives of the English medium school teachers in Bangladesh regarding the use of PowerPoint in teaching English. In addition, no study has been conducted to know the advantages and challenges of using PowerPoint for teaching English in the schools in Bangladesh. Furthermore, no studies can be found where the ways of ensuring the effective use of PowerPoint has been discussed. Therefore, the use of PowerPoint for teaching English in Bangladesh is a highly unexplored area. The current study attempts to bridge these gaps by exploring the perspectives of the English medium school teachers about integrating PowerPoint in the classroom to teach English.

2.6 Conceptual Framework of the Study

The conceptual framework of this study has been developed through synthesizing the findings of several significant studies regarding the use of PowerPoint in teaching. The main purposes of conducting this research is to understand what the teachers think regarding the use of PowerPoint in EFL education, the advantages of using PowerPoint in EFL classes, the challenges that teachers face while using PowerPoint in class and the ways through which the effective use of PowerPoint in EFL classes can be ensured.

In order to know to investigate the views of the teachers regarding the implementation of PowerPoint in English classes, the researcher has tried to gather information regarding whether PowerPoint enhances teaching experience (Hashemi et al., 2012), PowerPoint is effective for teaching , PowerPoint is time-efficient for the teachers (Ahmad et al., 2023) and teachers prefer PowerPoint over the traditional teaching method.

To get information regarding the benefits of using PowerPoint in EFL teaching, the researcher has explored whether the five learning conditions (gaining attention, informing learner of the objective, presenting the stimulus, eliciting performance and enhancing retention) proposed by Gagne (1985) get fulfilled through using PowerPoint in classroom. Moreover, the role of PowerPoint in improving grammar (Hassan, 2019) and vocabulary (Mai et al., 2023) and the impact of multimedia in PowerPoint (Mayer, 2021) have also been investigated.

In order to understand the challenges that teachers face while using PowerPoint in EFL classes, the cognitive overload causes by PowerPoint (Ou & Ou, 2024) has been explored. In addition, the researcher has also tried to gather information regarding whether students face difficulty in learning because of PowerPoint, they become too dependent on this tool and it is time-consuming for the teachers (Azhar et al., 2022). Moreover, the problems faced by teachers because of technical flaws (Hashemi et al., 2012) and the passive role of school authority has also been explored.

For ensuring the effective of PowerPoint in EFL classes some findings from other studies have been followed. In order to know about the ways that can ensure the effective use of PowerPoint in class the researcher has explored the importance of moderate amount of audio-visual materials in the PowerPoint slides (Ou and Ou, 2024), the techniques of avoiding cognitive overload (Ayoob, et al., 2020), solutions for technical errors and the support that school authority should provide. The conceptual framework of the study is illustrated below:

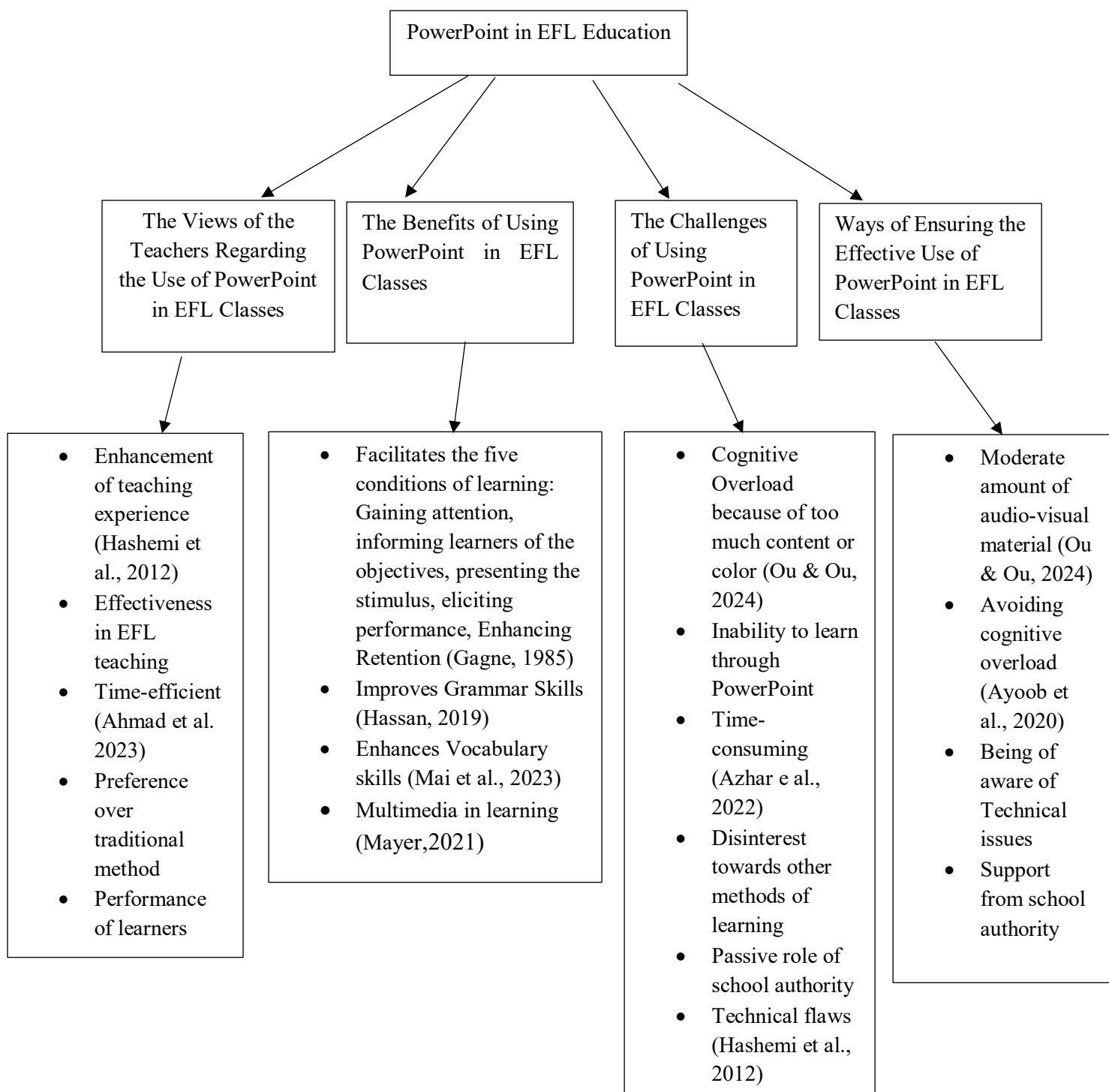


Fig 2.1: The Conceptual Framework of the Study

Chapter 3

Methodology

3.1 Introduction

This chapter explains the methodology of the study. It describes the rationale behind choosing a mixed-method phenomenology approach, mentions the process of selecting participants and collecting the data, describes the framework of data analysis and the steps taken to establish trustworthiness of the study.

3.2 The Mixed Methods Paradigm

According to Tashakkori and Creswell (2007), a mixed method study can be defined as a “research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches”. The mixed method studies provide results that have more complementarity as the data gets collected using two types of methods (Greene et al., 1989). While the quantitative approaches play an effective role in collecting data related to the 4Ps- Patterns, Problems, Predictions and Prescriptions (Lim, 2024), the qualitative approaches contribute in finding answers to the 5W1H (What, Where, When, Why, Who and How) questions (Lim, 2025). This study aims to understand the views teachers hold regarding the implementation of PowerPoint in EFL teaching, while trying to detect the benefits teachers get and the challenges they face during using PowerPoint in the EFL classes. Moreover, this study also discusses how the effective use of PowerPoint in class can be ensured. Here, the researcher has used the concurrent mixed method approach. The quantitative approach has been used in this study in order to detect the pattern in the attitudes of the teachers related to using PowerPoint in the classroom. Through the detection of the pattern, the overall perspectives of teachers can be understood while the advantages and the

problems that they face will also be revealed. Next, through using the qualitative approach, the researcher has collected rich and detailed information regarding what are the benefits and challenges of the use of PowerPoint and how PowerPoint can be used effectively in the classroom. Thus, the mixed method approach has played a significant role in providing highly meaningful conclusions in this study.

In this study, a survey has been conducted in order to explore what the English medium teachers think about using PowerPoint in EFL education (RQ1), the benefits of using this technology (RQ2) and the challenges of implementing this technology (RQ3). Next, a semi-structured interview has been conducted in order to know about the advantages and struggles that teachers come across while using PowerPoint in EFL education (RQ2 & RQ3) and understand the things a teacher should consider before using PowerPoint in EFL education in order to get the best results (RQ4). Here, the answers of RQ2 and RQ3 has been collected through both the survey and the interview in order to get more detailed information.

3.3 Context of the Study

This study is conducted in Dhaka, Bangladesh. The participants of this study are English teachers who are currently working at different English medium schools and who currently live in the Dhaka city. In Bangladesh, English is considered a foreign language. The researcher has chosen Dhaka, Bangladesh as the context of this study in order get significant insights regarding the perspectives of the teachers teaching in the EFL context.

3.4 Samples of the Study

This study has relied on a survey and semi-structured interview in order to collect data. The survey has been conducted on 40 English medium school teachers who are currently teaching English. Next, 7 out of the 40 participants have been interviewed in order to get detailed information.

3.4.1 Selecting the Participants

The participants have been selected through the snowball sampling technique. Thus, the researcher at first, contacted a few participants and ask them to gather more participants who are willing to give the necessary data.

3.4.1.1 Criteria for Selecting the Participants

In order to select participants for this study, the following criteria have been followed:

- The teachers must teach at an English medium school in Dhaka, Bangladesh
- The teachers must teach English
- The teachers must have some experience of using PowerPoint in Teaching
- Willing to be a part of the data collection process of this study

3.4.1.2 Profile of the Participants of the Interview

In the table below, the profile of the participants are shown:

N o .	Name, Age and Gender	Academic Qualifications	Present Job	Duration of Teaching Experience
1	Sania, 25 (F)	BA in English, MA in English	Teacher of an English Medium School, Dhaka	2 years
2	Tira, 24 (F)	BA in English, MA in English	Teacher of an English Medium School, Dhaka	1 year

3	Zara, 24 (F)	BA in English (ongoing)	Teacher of an English Medium School, Dhaka	6 months
4	Fatima, 26 (F)	BA in English, MA in English (Ongoing)	Teacher of an English Medium School, Dhaka	2 years
5	Rani, 27 (F)	BA in English, MA in English (Ongoing)	Teacher of an English Medium School, Dhaka	1 year
6	Nira, (46) F	BA in English	Teacher of an English Medium School, Dhaka	22 years
7	Rima, (39) F	LL.B (Hons), Cambridge Training for Teachers (Long Distance)	Teacher of an English Medium School, Dhaka	20 years

Table 3.1: List of Interview Participants

3.4.1.3 Participants of the Survey

The survey has been conducted on 40 English teachers from 31 English medium schools in Dhaka. Among the participants, 77.5% are female and 22.5% are male. Moreover, 45% of the participants use PowerPoint sometimes, 30% of them use it very often, 15% of them use it every day and 10% of them use it rarely.

3.5 An Overview of the Data Collection Procedures

3.5.1 Survey

The survey has been created by adapting the Likert scale. The survey was an online survey and it was distributed among the participants through a social media platform. 18 statements regarding the use of PowerPoint in teaching English has been mentioned in the survey and each of the statements had 5 options. The statements have been created based on previous literature (Gagne, 1985; Hashemi et al., 2012; Ahmad et al., 2023; Hassan, 2019; Mai et al., 2023; Ou & Ou, 2024)

3.5.2 Semi-Structured Interviews

A semi-structured interview has been conducted in order to get detailed information from the participants.

3.5.2.1 Interview Protocols

The interview protocols that have been followed in order to conduct the semi-structured interview are suggested by Leong and Said (2024). The interview protocols are mentioned below:

Phase 1: set up preliminary questions based on literature review

Phase 2: ensuring interview questions align with research questions

Phase 3: constructing an inquiry-based conversation

Phase 4: receiving feedback on interview protocols

Phase 5: piloting the interview protocol (p. 18)

3.6 An Overview of Data Analysis Procedures

3.6.1 Analysing Survey Results

From the survey, the researcher has looked into the answers of each of the participants. The responses of the participants to each of the questions has have been measured. From the percentages, researcher has tried to get an overall idea regarding the perceptions of the teachers through finding patterns in their answers and detect the advantages and the challenges of implementing PowerPoint in the EFL classrooms.

3.6.2 Analysing Interviews

The researcher has recorded the interviews and later on transcribed the interviews. Next, the seven column template (Ahmad, 2017) has been followed for open coding and in vivo coding. Two coding cycles have been used. In the first coding cycle, the researcher has coded the entire transcribed interview of each of the participants. In the next coding cycle, the prominent codes have been selected. Lastly, the codes have been analyzed for generating themes and the research questions have been answered through the interpretations of those themes.

3.6.3 Triangulation of Data

The researcher has made comparisons between the data collected through the survey and semi-structured interview. Here, triangulation has been incorporated in order illustrate a connection between the two data sources by finding out whether similarities and differences exist between the collected data. Moreover, through triangulation the results have become more transparent.

3.7 Ethical Considerations

Before beginning the data collection procedure, ethical issues were taken into account. All the details of the survey have been mentioned in the beginning of the survey form and participants were asked to participate in the survey only if they provide their consent. Moreover, all the participants who took part in the interview were given a consent form where they were asked to sign. The consent form contained their consent for taking part in the interviews as

participants of this study. Lastly, the researcher has used pseudonyms maintain confidentiality of the participants.

3.8 Trustworthiness of the Study

In order to establish this research as a credible work, the researcher has adopted certain procedures. Methodological triangulation and member checking are two of the procedures that have been followed by the researcher to increase the credibility of the study.

Both qualitative and quantitative method have been used to collect data in this study. As the data has been gathered through both survey and semi-structured interview, the credibility of the study has increased.

Next, for member checking, the researcher has emailed participants transcriptions of their own interview session in order to let them see how their opinions are presented in the findings. The researcher has included a sample of this member checking process in the Appendix G of this research.

Chapter 4

Findings and Discussion

This chapter will present the findings of the study based on the following research questions:

1. What do the English medium school teachers think about the use of PowerPoint in teaching English?
2. What are the benefits of using PowerPoint in teaching English?
3. What are the challenges of using PowerPoint in teaching English?
4. What are the things that should be considered for ensuring the effective use of PowerPoint in EFL classrooms?

A survey and an interview have been conducted in order to find the answers of the research questions. While both the survey and the interview have been used as sources to collect data to find answers for RQ2 and RQ3, the findings of RQ1 has only been collected through the data found in the survey and the findings of RQ4 has only been collected through the data gathered through the interview.

4.1 The Perceptions of the English Medium School Teachers Regarding the Use of PowerPoint to Teach English

There were 5 statements in the survey related to the perceptions of the teachers regarding the use of PowerPoint in teaching English. The responses of the participants to each of the five statements are discussed below.

4.1.1 Teachers' Opinion on the Effectiveness of PowerPoint in Teaching English

“The use of PowerPoint is very effective for teaching English” is one of the statements mentioned in the survey. Here, the responses of the participants to this statement are showed below using a bar graph.

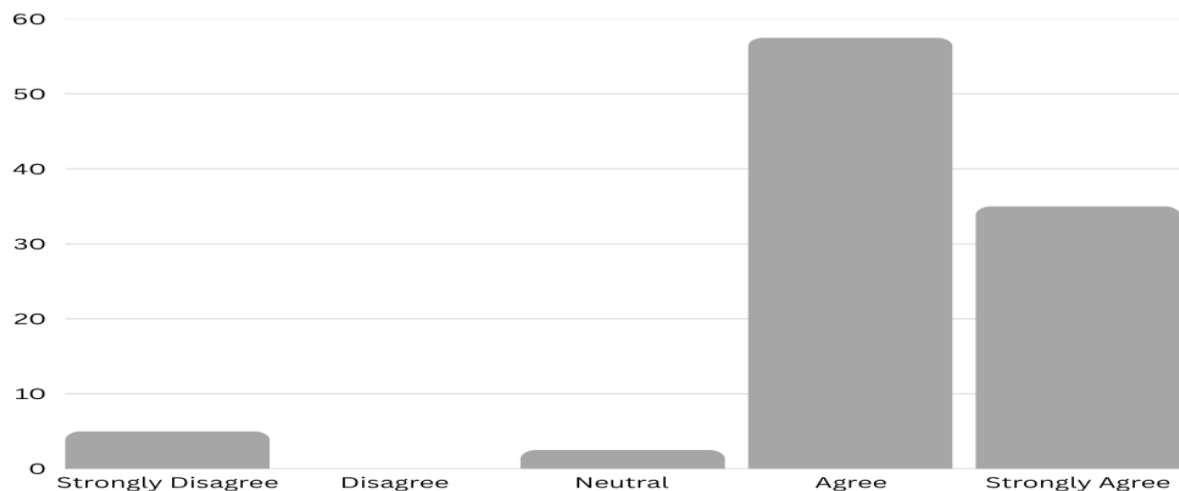


Fig 4.1: Responses of the participants on the effectiveness of PowerPoint

From the bar graph above, it can be seen that 5% of participants strongly disagreed, 2.5% of the participants remained neutral, 57.5% of the participants agreed and 35% of the participants strongly agreed to the statement “The use of PowerPoint is very effective for teaching English”. Here, no one has disagreed with the statement. Moreover, it can be seen that the majority of the participants responded in favor of the statement. Therefore, it can be said that most of the teachers believe PowerPoint plays an effective role in the English classrooms.

The perception of the teachers regarding PowerPoint’s significance in teaching English effectively matches with the findings of a study conducted by Maru et al (2021) as teachers’ strong belief towards using PowerPoint for increasing the effectiveness of teaching English has also been mentioned there. However, this study disagrees with the findings of a study conducted by Lestari and Putri (2021) as in that study, the researchers have claimed that the use of PowerPoint in classrooms does not play an effective role in teaching English.

4.1.2 Teachers' Opinion on the Use of PowerPoint to Enhance Teaching Experience

“The use of PowerPoint enhances my teaching experience” is another statement that is given in the survey in order to understand the opinions that teachers hold regarding the use of PowerPoint in EFL teaching. The responses of the participants to this statement are showed below using a bar graph.

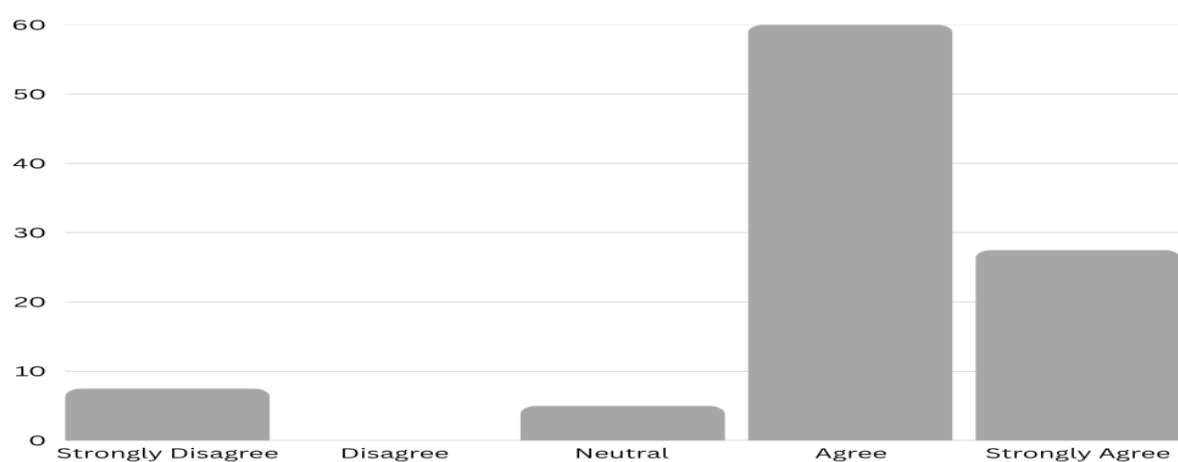


Fig 4.2: Responses of the Participants on PowerPoint for Enhancing Teaching Experience

From the bar graph above, it can be seen that a significant number of the participants have supported the statement “The use of PowerPoint enhances my teaching experience” as 60% of them have agreed and 27.5% of them have strongly agreed to the statement. On the other hand, 7.5% of the participants have strongly disagreed to the statement while of them have remained neutral. Interestingly, it can be seen that no one among the participants have disagreed to this statement too. Therefore, from the responses of this statement it can be said that a good number of teachers believe that PowerPoint enhances their teaching experience.

The significance of PowerPoint in enhancing the teaching experience of the learners has also been suggested by researchers Akram et al. (2021) as they have mentioned that a large number

teachers prefer to use PowerPoint and other technological tools in their teaching in order to enhance their teaching experience.

4.1.3 Teachers' Opinion on the Use of PowerPoint to Enhance the Learning of the Students

One of the statements that has been mentioned in the survey in order to understand the views of the participants about the implementation of PowerPoint in EFL classes is “The students overall learn better when PowerPoint is used in the classroom”. The responses of the participants towards this statement is illustrated below through the use of a bar graph.

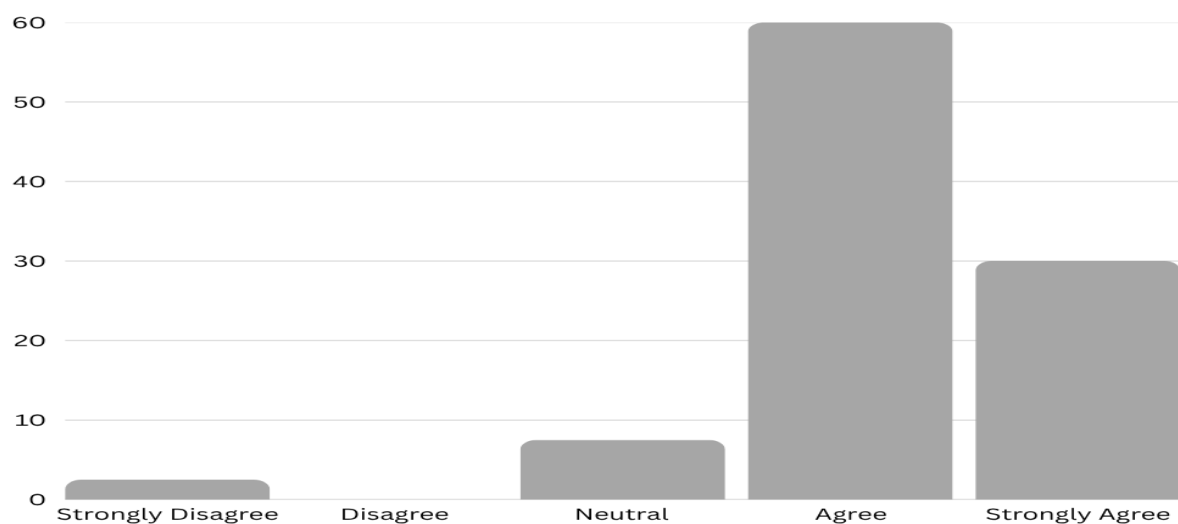


Fig 4.3: Responses of Participants on PowerPoint Enhancing Students' Performance

From the graph above it can be noticed that most of the participants either agree (60%) or strongly agree (30%) to the statement “The students overall learn better when PowerPoint is used in the classroom”. Only 2.5% of the participants have strongly disagreed to this statement while 7.5% of them have remained neutral. Here also no participant has disagreed to the statement. Thus, from analysing the responses to this statement it can be said that majority of the teachers think PowerPoint enhances the learning of the students.

This finding agrees with the studies conducted by Putri and Arifin (2023) and Osman et al (2022) as both the researches illustrate that PowerPoint plays a key role in improving the learning outcomes of the students.

4.1.4 Teachers' Opinion on Using PowerPoint to increase Time-Efficiency in the Classroom

“PowerPoint extends the teaching time as I do not have to spend time on writing on boards in the class” is another statement mentioned in the survey in order to explore the perspectives of the participants towards the use of PowerPoint in teaching English. The responses of the participants on this statement is showed below in a bar graph.

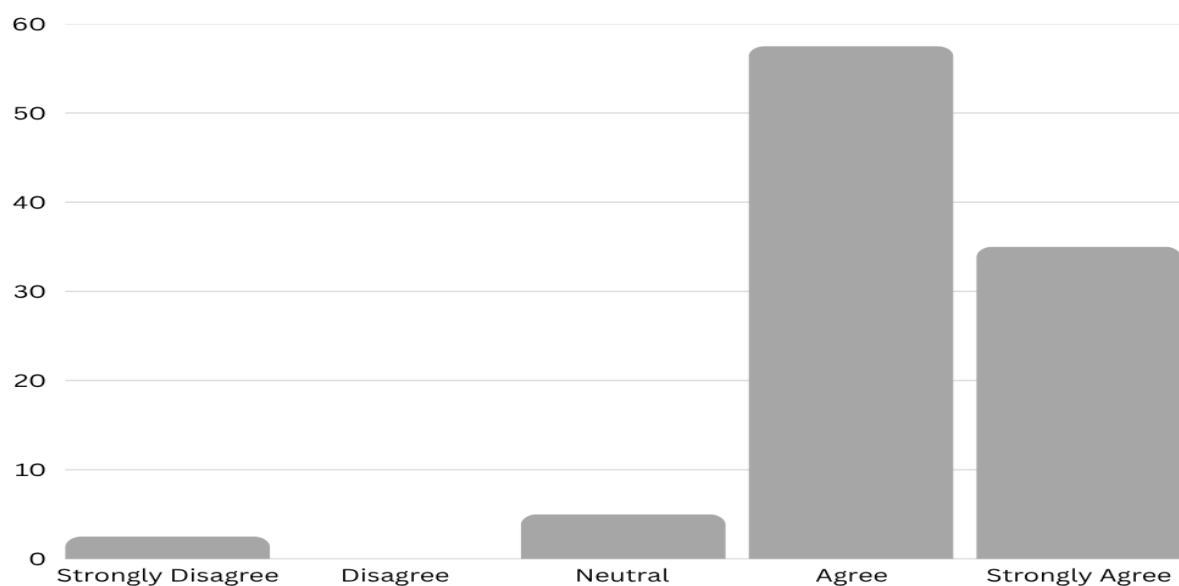


Fig 4.4: Responses of Participants on PowerPoint Being Time-Efficient

From the graph above, it can be observed that 2.5% of the participants have strongly disagreed and 5% of the participants have stayed neutral and no one among the participants has disagreed to the statement “PowerPoint extends the teaching time as I do not have to spend time on writing on boards in the class”. On the other hand, 57.5% of the participants have agreed and

35% of the participants have strongly agreed with the statement which indicates that most of the teachers think PowerPoint helps to increase time-efficiency in the classroom.

The role of PowerPoint in making the class more time-efficient has been explored by researchers Ahmad et al (2022) and they have also found that most of the teachers believe PowerPoint saves time in class.

4.1.5 Teachers' Opinion on Using PowerPoint over Whiteboard

In the traditional classes, usually the use of a whiteboard is very common. However, the use of whiteboards gets reduced when PowerPoint is used in the class. In order to know whether teachers prefer using PowerPoint or whiteboard in the class, the statement, “I prefer to use whiteboard over PowerPoint slides to teach English” has been mentioned in the survey. The responses of the participants are illustrated below through a bar graph.

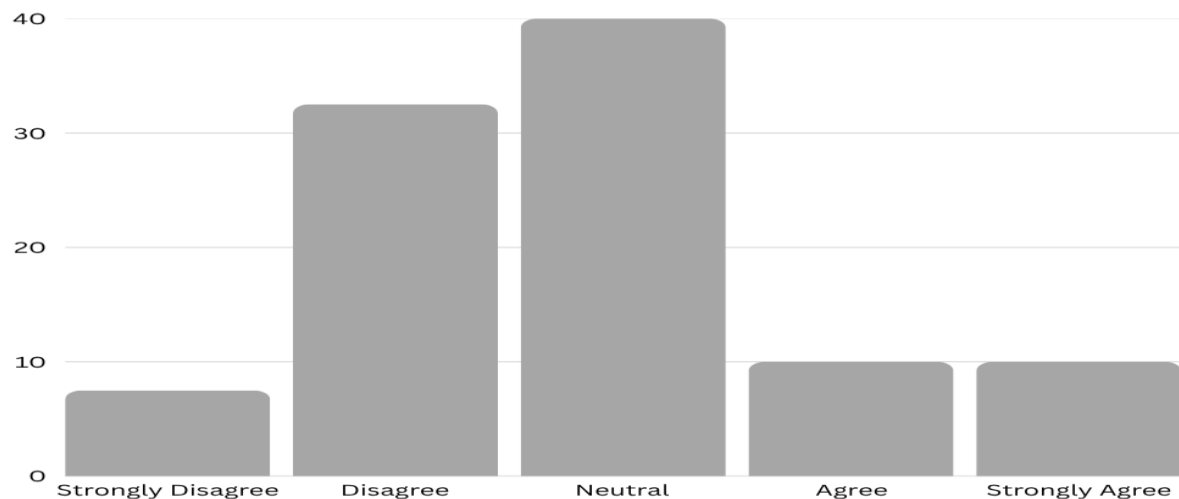


Fig 4.5: Responses of Participants on Using Whiteboard over PowerPoint

From the graph above, it can be seen that most of the participants (40%) have remained neutral regarding the statement “I prefer to use whiteboard over PowerPoint slides to teach English”. Moreover, 32.5% of the participants have disagreed with the statement while only 10% have agreed to it. Additionally, 7.5 of the participants have strongly disagreed and 10% of them have

strongly agreed with the statement. Although, the majority of the participants have remained neutral regarding the statement, based on the responses of the other four categories, it might be said that the amount of teachers who prefer to use whiteboard is less than the amount of teachers who prefer to use PowerPoint as a good number of participants have opposed to the idea of using white board in the class instead of PowerPoint.

Ahmad et al (2022) have also investigated whether teachers prefer to use the traditional methods (boards and chalk) or PowerPoint and they have come to the conclusion that a prominent number of teachers prefer using PowerPoint slides over the traditional ways to teach English in the classroom.

From the discussion above, it can be concluded that the English medium school teachers view the use of PowerPoint in EFL education in a positive manner as a significant amount of the participants have expressed that the implementation of PowerPoint in EFL classes can be an effective way of teaching, it can enhance their teaching experience, it can help learners learn better, it can increase the time-efficiency in the class and they prefer to use it in the class instead of the traditional white board.

The positive attitudes of the teachers towards the use of PowerPoint has been highlighted by a number of researchers. For instance, researchers Santosa et al (2022), Ahmad et al (2022) and Pratolo and Solikhati (2021) have asserted in their studies that EFL teachers view the implementation of PowerPoint in EFL teaching in a positive light.

4.2 Benefits of Using PowerPoint in EFL Education

The benefits of using PowerPoint in the class have been explained in the sub-sections below based on the data collected from the survey and the interview.

4.2.1 PowerPoint for Increasing Class Engagement and Motivation of the Students

In the survey, the statement “The class becomes more engaging when PowerPoint is used in the classroom” is mentioned in order to understand if PowerPoint plays a role in increasing class engagement of the students. The responses of the participants to this statement is shown below through a bar graph.

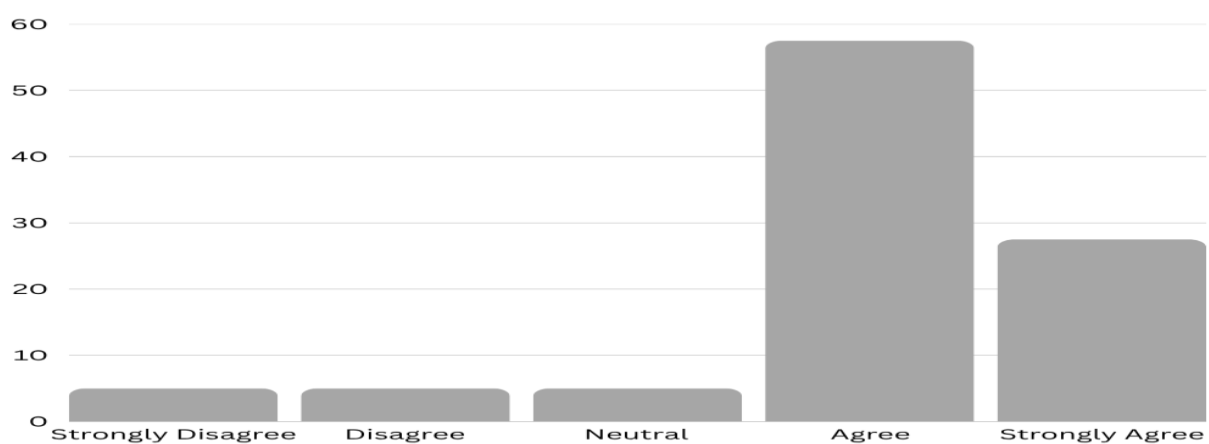


Fig 4.6: Responses of the Participants on PowerPoint Increasing Class Engagement

From the bar graph above, it can be seen that the amount of participants who have responded in support of the statement “The class becomes more engaging when PowerPoint is used in the classroom” is far greater than the amount of participants who have responded against it or remained neutral. 60% of the participants have agreed to the statement and 25% of the participants have strongly agreed to it. On the other hand, the percentages of the participants who have responded against the statement by disagreeing or strongly disagreeing are 2.5% and 5% respectively to the statement and the percentage of the participants who have stayed neutral regarding the statement is 7.5%. Thus, the responses of the survey show that PowerPoint plays a prominent role in increasing the class engagement of the learners.

Next, in order to know whether PowerPoint plays a role in increasing the motivation of the learners, the statement, “The motivation of the learners increase when PowerPoint is used for teaching”, has been mentioned in the survey. The responses of the Participants on this statement is discussed below:

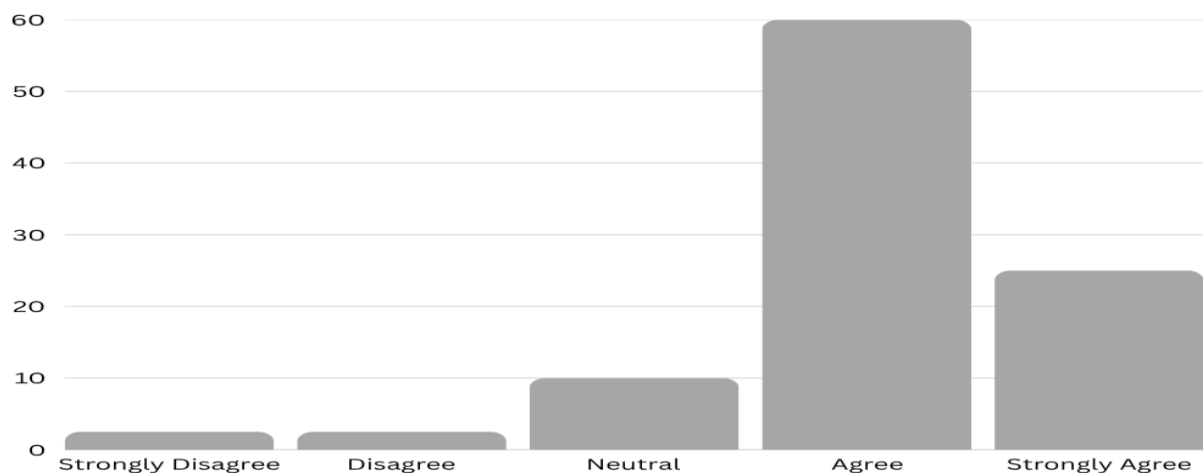


Fig 4.7: Responses of the Participants on PowerPoint Increasing Motivation

From the graph above, it can be observed that the number of participants who have agreed (60%) and strongly agreed (25%) is quite high compared to the participants who have disagreed (2.5%), strongly disagreed (2.5%) or remained neutral (10%) towards the statement, “The motivation of the learners increase when PowerPoint is used for teaching”. Hence, the responses of the participants indicate that increasing the motivation of learners is another advantage of using PowerPoint in the classroom.

Similarly, from the interview, it has been found that all of the participants believe that the implementation of PowerPoint can help in increasing the class engagement and motivation of learners in the class. The participants have mentioned a few reasons for which the class engagement and motivation of the learners grow when PowerPoint is used in the class. The reasons are mentioned below:

I. PowerPoint Includes Audio-Visual Materials: According to the participants of the interview, PowerPoint helps to gain attention, and increase the motivation of the learners because it includes different audio-visual materials. For instance, participant Tira mentioned, “It’s so much effective, especially in gaining students’ attention as it combines visuals, animations, texts and different things” (DU TIR 16). Another participant Sania, mentioned, “bright visuals and animations keep students focused and interested in the lesson as they are primary section” (DU SAN 16), as she believes that the use of PowerPoint can especially be effective for increasing the class engagement of the young learners. She has also mentioned that implementation of multimedia in classroom makes lesson very enjoyable for the learners. Participant Fatima has emphasized on the significance of colorful elements in the audio visual materials in grabbing the learners’ attention as she has discussed how the colorful elements like fonts and colorful pictures make the learners more interested towards their lesson. Furthermore, participant Rima has also mentioned that the inclusion of multimedia in the classroom helps to facilitate the learning of learners with various learning styles (DU RIM 14).

II. PowerPoint Includes Interactive Elements: According to the participants, the interactive elements which are used in the PowerPoint slides, increase the motivation of the learners. Participants Tira has stated that “Students feel motivated and when they see interactive elements that makes their experience more enjoyable and engaging” (DU 18). Similarly, Sania has mentioned that the interactive activities included in the PowerPoint slides increases the excitement and participation of her students (DU 18).

III. PowerPoint Caters to Short Attention Spans: According to participants Zara and Rima, the use of PowerPoint caters to learners who have short attention spans. Zara has mentioned that nowadays students are obsessed with materials that can give information in a short and quick manner and PowerPoint has the ability to preset information in a summarized manner. She believes that students “are not even willing to watch Facebook videos that are one hour

long. So, they like to watch videos that would help them to gain information in a short moment” (DU ZAR 16). As PowerPoint provides summarized information to the students and included audio-visual materials that are short in length, it caters to the sort attention spans of the students. Additionally, Rima has asserted that the use of PowerPoint makes learning “fun” for the students with short-attention spans (DU RIM 24). Thus, students show more interest towards learning through PowerPoint.

IV. PowerPoint is More Interesting Compared to Books: Four of the participants have mentioned that books are “boring” compare to PowerPoint. For example, Fatima stated, whenever I go to the classroom and I just tell them to open the page number this and they would be opening their page and then if I start teaching them in a very traditional manner, it would be very boring to them (DU FAT 32) Similarly, Nira has discussed that a good number of students do not show preference towards reading books, rather they prefer the visual resources of learning (DU NIR 20). On the other hand, all of the participants have claimed PowerPoint to be an interesting tool for teaching the learners. Moreover, it helps to bring variation in the mode of teaching. According to Rani, PowerPoint brings “diversity” in her class as she claims, “when you always focus on the textbook and reading and teaching your students from the textbook, I think this kinda creates boredom. That’s why sometimes to create a diversity in classroom, I use PowerPoint” (DU 14).

V. PowerPoint Increases Communication between the Teacher and the Students: Participant Rima has claimed that because of the use of PowerPoint teachers do not face towards the board in the class and can keep facing towards the students which helps her to maintain eye contact and increase communication with them (DU RIM 14 & 16).

VI. Use of PowerPoint in Class Illustrates the Lessons Students have Learned in Their ICT Books: Participant Rani has mentioned that in her class many adolescent students become

interested and engaged in the class when they see how PowerPoint is actually implemented in real life classroom. She has stated that students learn about the use of PowerPoint in their ICT lessons and when PowerPoint is actually used to teach in the classroom, they show significant interest in the class as they get to see the real-life usage of this technology.

From the discussion above, it can be said that the use of PowerPoint increases class engagement and motivation of the learners. This advantage of PowerPoint has been also mentioned in different studies. According to Dewi et al (2024), PowerPoint can grow the motivation and class participation level of the students to a great extent. The same claim has been done by researchers Mensah and Nabie (2021) as they have mentioned that PowerPoint plays a key role in motivating the students and improving their performance in the classroom. Thus, this study agrees with the claims made by the mentioned studies.

4.2.2 PowerPoint for Making the Learning Objectives Comprehensible to the Learners

The responses of the participants towards the statement “The learners comprehend the learning objectives better when PowerPoint is used for teaching” is discussed below:

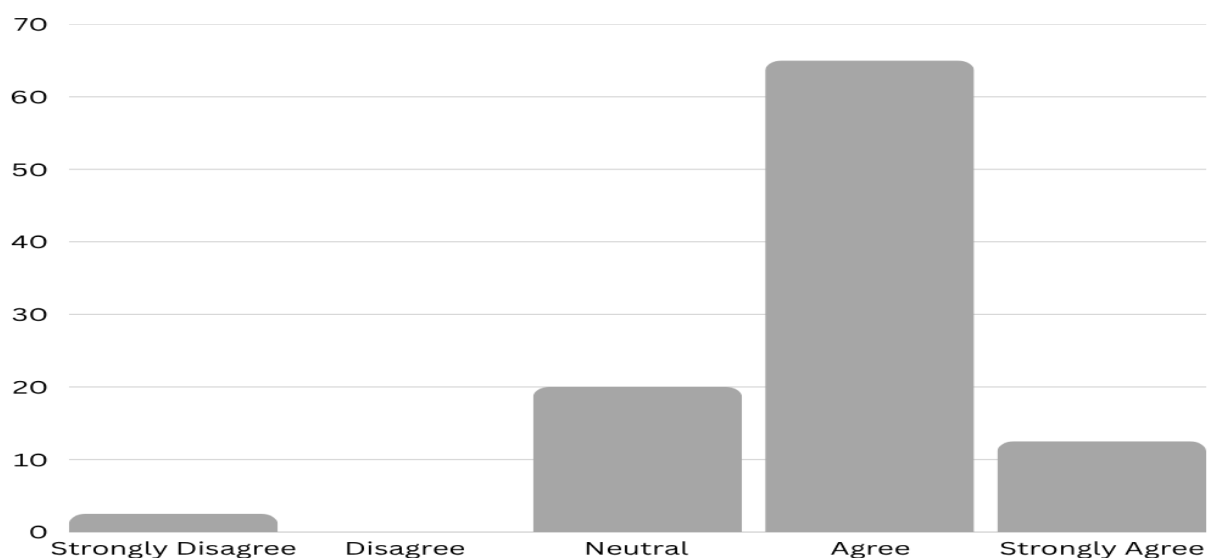


Fig 4.8: Responses of Participants on PowerPoint Increasing the Understanding of Learning Objectives

From the graph above, it can be seen that the majority of the participants have responded in support of the statement as 65% of the participants have agreed and 12.5% of the participants have strongly agreed to it. On the other hand, only 2.5% of the participants have responded against the statement and 15% of the participants have remained neutral towards it. So, the survey indicates that the use of PowerPoint in the English classroom helps the learners to understand the learning objectives better.

From the interview, it has been found that six out of the seven participants believe that the integration of PowerPoint can help students to understand the learning objectives better. While, Sania, Tira, Zara, Rani, Nira and Rima have stated that PowerPoint contributes in making the learning objectives more comprehensible to the learners, Fatima has mentioned that she is not sure whether PowerPoint actually has a role in making the learning objectives more understandable to the learners or not. From the answers of the participants, the reasons for which the learning objectives become comprehensible to the learners have been identified and described below:

A. Visuals and Structured Explanations: According to participants Sania and Tira, the learning objectives become more clear to the students when PowerPoint is used because the images along with structured explanations, helps students to understand what they are expected to learn. Moreover, participant Nira has discussed that visual learners can easily understand the learning objectives through PowerPoint and also as the content is divided into different slides, it helps the learners to understand the learning objectives better (DU NIR 20).

B. Designing the Slides in Accordance to the Level of the Students: Participant Zara has claimed that while designing the PowerPoint slides, the teachers have more “freedom” and so

they can design in according to the level of the learners which will help the learners to easily understand what they need to learn (DU 20).

Additionally, participant Rani has mentioned that although PowerPoint can help students to understand the learning objectives better, it can only be successful when the teachers know how to use PowerPoint effectively (DU RAN 20).

From the discussion made above, it can be observed that PowerPoint does contribute in making the learning objectives more comprehensible to the learners. Understanding the learning objectives clearly can enhance the performance of the students (Orr et al. 2022). According to Osman et al. (2022), PowerPoint can assist in helping the students understand their learning process as it illustrates the learning objectives in a comprehensible manner.

4.2.3 PowerPoint Facilitates in Presenting the Teaching Content in a Comprehensible Manner

“PowerPoint helps in presenting the teaching content in a comprehensible manner” is one of the statements that has been mentioned in the survey for exploring the advantages of PowerPoint in English teaching. The responses of the participants to this question are illustrated below:

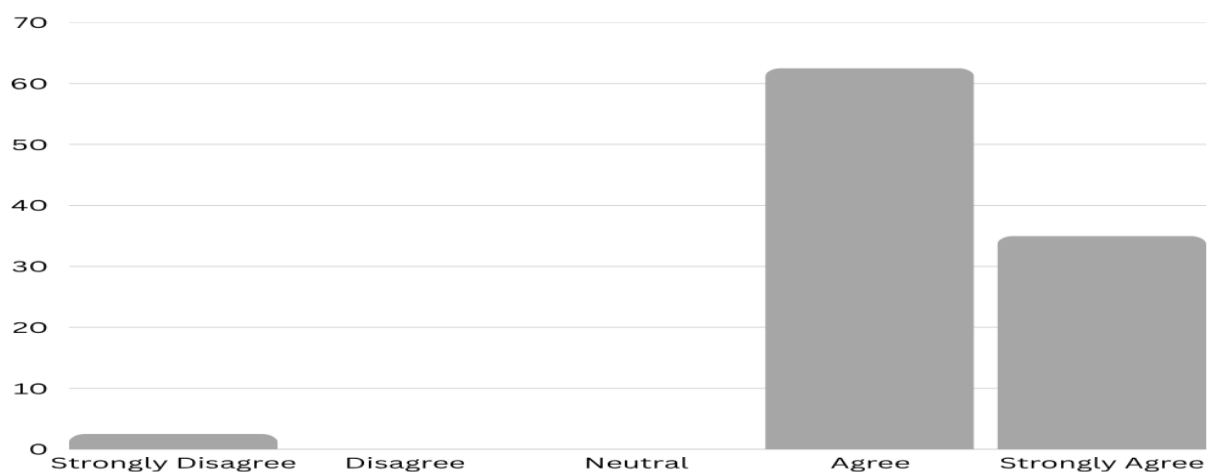


Fig 4.9: Responses of Participants on PowerPoint Presenting Content in Comprehensible Way

From the graph, it can be seen that a large number of the participants have responded in support of the statement. 62.5% of the participants have agreed and 35% have strongly agreed to the statement. In contrast, only 2.5% of the participants strongly disagreed with the statement. Therefore, it can be said that one of the biggest advantages of using PowerPoint in EFL teaching is being able to present the content in a comprehensible way.

Apart from one participant, all the other participants have expressed that they believe PowerPoint helps them to present the teaching content in an intelligible manner. The ways through which PowerPoint makes the teaching content more understandable are mentioned below:

a. PowerPoint Presents Summarized Information: Five (Zara, Fatima, Tira, Rima and Nira) of the participants have mentioned that PowerPoint can help in presenting the information in a summarized manner. For instance, Participant Zara has stated that through the use of PowerPoint she can present summarized information in the class which helps the students to understand better. She provided the example that when she wants to teach tense to the students, she can just make a PowerPoint slide which would contain the differences among the three tenses and this helps her students to easily understand the characteristics of the three tenses (DU ZAR 22).

b. PowerPoint Presents Information in a Simple Language: According to participant Fatima and Rima, PowerPoint helps in presenting the information in an easier manner as they can use simplified language that helps their students to understand better. Fatima has claimed, “Yes, it does because in the book however its written, even if its very simplified language but usually books, academic writing is a bit complex. So, whenever I give them a bullet point in the slide, they feel, they understand it very simply and they feel that it’s a very easy language

for them and the explanation becomes easier” (DU FAT 22). Therefore, it can be said that the use of simplified language in PowerPoint helps to illustrate the content in a comprehensive manner.

c. PowerPoint Presents the Content in an Organized Manner: According to Tira, Sania and Rima, they can organize the information in an effective manner through PowerPoint which helps the students to understand better. For instance, Tira mentioned that the teaching content become well “organized” and “well sequenced” through PowerPoint which makes the content more comprehensible to the learners (DU TIR 22). Additionally, Rima has discussed that through PowerPoint she organizes her teaching content in such a way that the large content gets divided into smaller parts and this is how she proceeds in her teaching as she has mentioned “When they absorb, one, the next part is given” (DU RIM 34).

While the five of the participants have mentioned several ways in which PowerPoint makes it easier to present the information in the class, participant Rani has opposed to the idea as she believes that books are more comprehensive than PowerPoint slides and it takes a lot of time to prepare the slides which hinders her from actually focusing on the lesson she is supposed to teach.

From the overall opinion of the participants, it can be said that PowerPoint does contribute in presenting the content in a comprehensible manner to the learners. This finding matches with a study conducted by Masyhur and Lisia (2024) as they have claimed that through PowerPoint the lessons become intelligible to the learners.

4.2.4 PowerPoint for Increasing Linguistic Skills

In the survey the statement “PowerPoint helps the students to increase their vocabulary” was given. The manners in which the participants have responded to this statement is discussed below:

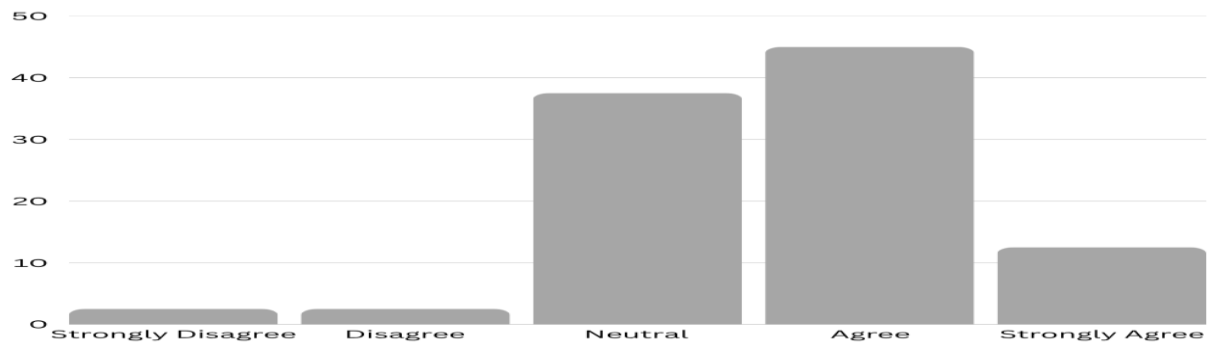


Fig 4.10: Responses of Participants on PowerPoint Increasing Vocabulary Skills

From the graph above, it can be observed that a significant number (37.5%) of the participants have remained neutral towards this statement. However, the majority of the participants have responded in support of the statement by either agreeing (45%) or strongly agreeing (12.5%) to it. In contrast, the amount of participants who have disagreed or strongly disagreed with the statement is very poor. Consequently, it can be said that PowerPoint helps the students in developing their vocabulary skills.

Next, the responses of the participants towards the statement “PowerPoint helps the students to increase their grammar skills” is discussed below:

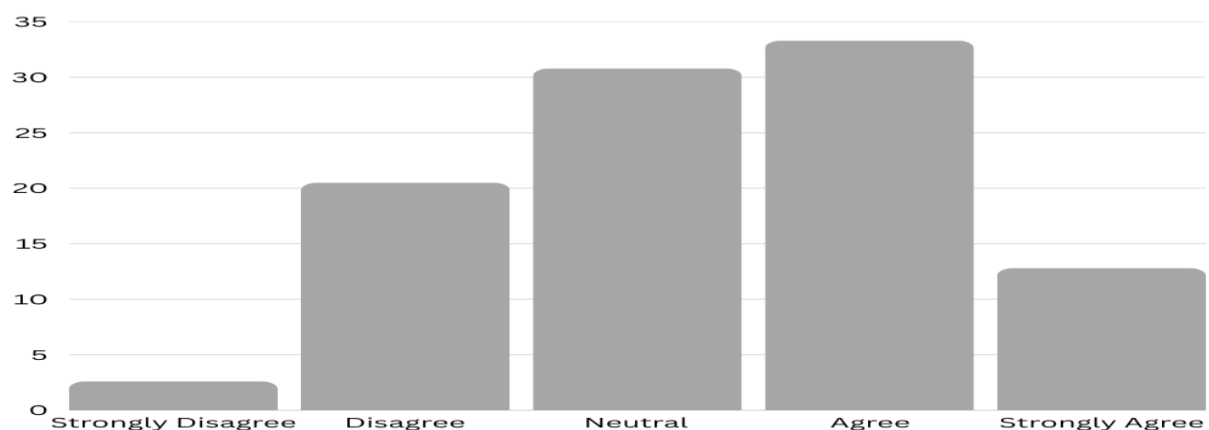


Fig 4.11: Responses of Participants on PowerPoint Increasing Grammar Skills.

From the graph above, it can be observed that although a number of participants have responded against the statement or stayed neutral, a high number of the participants have responded in

support of it. As the amount of the participants who have agreed (33.8%) and strongly agreed (12.8%) is more than the amount of participants who have disagreed (20.5%) and strongly disagreed (2.6%), it can be said that the use of PowerPoint in EFL classes, contributes in increasing the grammar skills of the learners.

According to the answers of most of the participants in the interview, it has been found that PowerPoint can facilitate the students to increase their Vocabulary and Grammar skills to some degree. For instance, Sania and Zara have mentioned the contribution of PowerPoint in increasing both the vocabulary and Grammar skills of the learners. Moreover, while Tira has stated that although PowerPoint has no contribution in increasing the grammar skills, it can help the learners to develop their vocabulary skills, Fatima and Nira believes in the opposite idea as they have mentioned that they believe PowerPoint does help in developing the grammar skills of the learners but has no contribution in helping students increase their vocabulary skills.

The reason that six of the participants have mentioned regarding the use of PowerPoint to increase the vocabulary and/or grammar skills is described below:

1. Comprehensibility: Six of the participants have directly or indirectly discussed PowerPoint's contribution in making the lessons related to vocabulary or grammar more comprehensible through the use of audio-visual materials, through presentation of organized structures and through the use of bullet points. For instance, Tira claimed that when students are taught vocabulary using visual aid, it becomes easier for students to learn (DU 28). Similarly, Rima (DU 28) has discussed that the use of animations in teaching grammar helps the students to remember the rules more effectively. Moreover, Sania stated that when she makes PowerPoint slides that illustrate the grammatical structures properly with examples, students learn grammar better (DU 28). Additionally, Zara asserted that PowerPoint indirectly facilitates the learning process which helps to increase these linguistics skills (DU 28).

On the contrary, participant Rani claimed that PowerPoint has no contribution in increasing these two linguistic skills as she believes that students do not focus much on the grammar or vocabulary that are mentioned in the PowerPoint, they only focus on the content (DU 28). Thus, according to her, increasing linguistic skills cannot be a by-product of using PowerPoint to teach English in class.

However, based on the overall responses of the survey and the interview, it can be said that PowerPoint does play a role in improving the vocabulary and grammar skills of the learners. Both researchers Hassan (2019) and Hien (2023) have asserted that PowerPoint helps in increasing the grammar skills of the learners. Moreover, Mai et al. (2023) and Amar et al. (2023) have mentioned in their studies that PowerPoint plays a key role in enhancing the vocabulary skills of the learners. Thus, the findings of this section matches with the findings of the assertions of the mentioned researchers.

4.2.5 PowerPoint for Enhanced Retention of Information

The responses of the participants towards the statement “The learners understand the content more easily when PowerPoint is used” is discussed below:

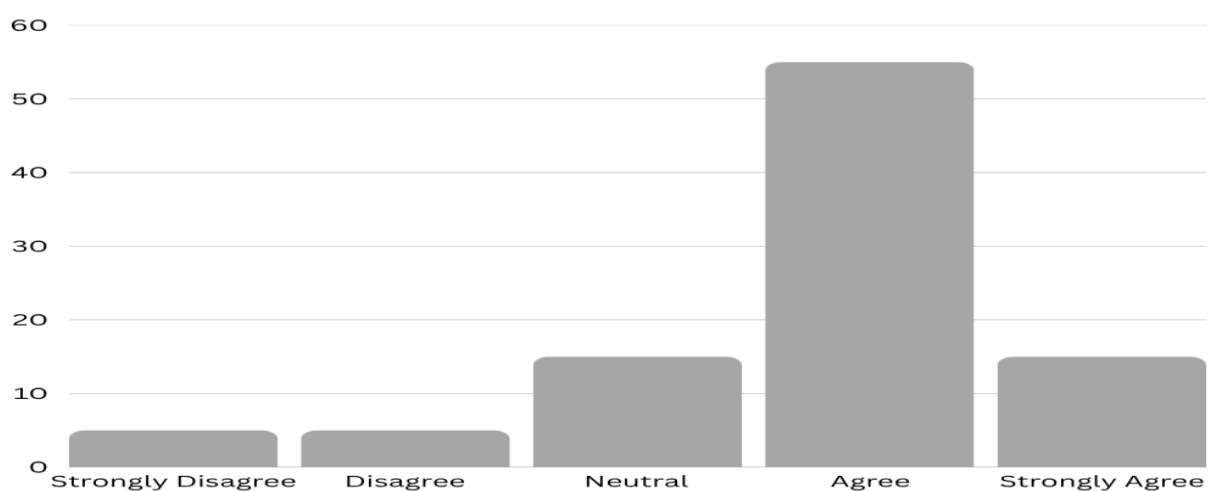


Fig 4.12: Responses of Participants on PowerPoint Increasing Learners' Understanding

From the graph, it can be seen that a significant number of participants support the statement as 55% of the participants have agreed and 20% of the participants have agreed to it. On the other hand, the number of participants who have responded against it is very poor. Thus, the responses illustrate that learners understand the teaching content more easily when PowerPoint is used in the classroom.

Moreover, the responses of the participants towards the statement “The learners can remember the information more correctly when PowerPoint is used for teaching English” is discussed below:

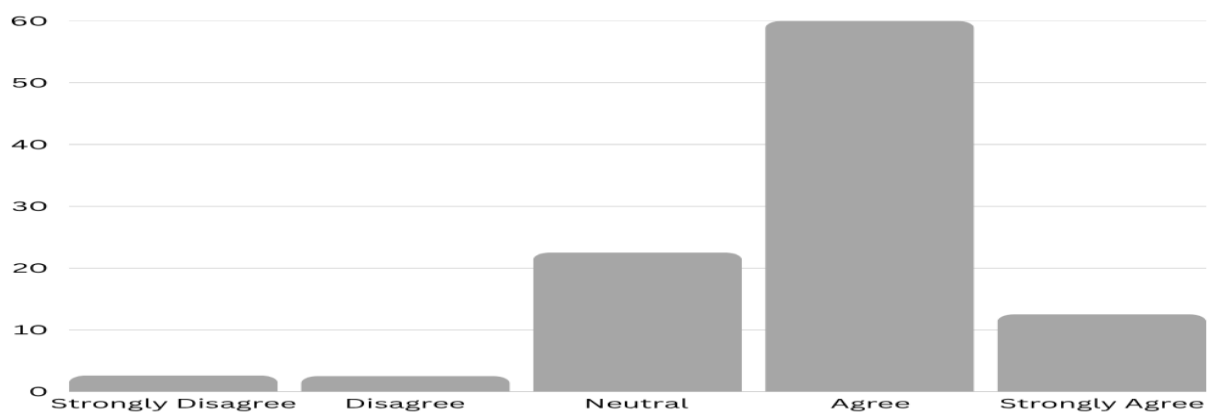


Fig 4.13: Responses of Participants on PowerPoint Helping in Retention of Information

From the bar graph above, it can be noticed that some participants remained neutral towards the statement, most of the participants have responded in favor of the statement as 60% of them have agreed and 12.5% of them have strongly agreed to the given statement. On the contrary, only a very small number of the participants have responded against the statement. Thus, the responses of the participants towards this statement indicate that the use of PowerPoint in EFL classrooms helps the students to retain the information better.

Therefore, from the survey it has been found that PowerPoint helps students to not only understand the content but also remember it more effectively.

All of the participants in the interview have also mentioned that PowerPoint helps students to understand and retain information to a great extent. They have once again mentioned the significance of audio-visual materials and other types of interesting materials in PowerPoint slides for increasing the focus and excitement of the learners in learning. According to them, the elements such as videos, charts, and brainstorming aids in slides helps the students to understand and remember the information. Moreover, participant Nira has asserted that students retain information better because they learn from different slides where each slide contains different information (DU NIR 30). Participant Rima has mentioned that even if students fail to understand something, they can go through the slides when they are home which will help them to understand better (DU RIM 14). Rima has also highlighted the fact that when PowerPoint is used in the classroom, students hear the lecture of the teacher while seeing texts or examples or other elements in the slides and so it increases the understanding level of the learners (DU RIM 18).

Basco (2020) have suggested that when information is illustrated along with images in the classroom, it increases the retention of the information among the learners as they understand the more information more effectively. The responses of the participants of the survey and the interview prove this suggestion to be true.

4.2.6 Triangulation of the Data

From the discussions made above it can be noticed that the data found through the survey is similar to the data collected through the interview as in both the cases, the majority of the participants have mentioned a number of benefits of using PowerPoint, such as, increasing class engagement and motivation, enhancing linguistics skills, improving retention of information etc.

4.3 Challenges of Using PowerPoint in EFL Education

The challenges of using PowerPoint in the class have been explained in the sub-sections below.

4.3.1 Some Students may Struggle to Learn through PowerPoint

From the interviews of the participants, it has been found that not all students are comfortable with the use of PowerPoint in the classroom. The reasons for which some students may struggle to learn through the use of PowerPoint are mentioned below:

1. Students with ADHD cannot Focus on PowerPoint Slides: According to participants Nira, the students who have ADHD or other types of sensory issues cannot keep their focus on PowerPoint slides and become very sensitive towards colors and lights (DU NIR 32).
2. Some Students Prefer to Study in the Classroom Using the Traditional Ways: According to Rima, some students do not prefer the digitalized manner of learning. Rather, they like to take notes in diaries after listening to the lecture (DU RIM 32).
3. Some Students Struggle to Keep up with the Slides: Sania claimed that Some students struggle to keep up with the slides when the slides are moving too fast (DU SAN 32)

Additionally, Rani has mentioned that she has seen that some of her students struggle to give presentations through using PowerPoint, it harms their overall performance in the presentations.

According to Purwita et al. (2025), materials made with PowerPoint can help in the learning of the students who have ADHD. However, this finding does not match with the findings of this study.

4.3.2 PowerPoint may Distract Learners in the Class

In the survey, the statement “Using PowerPoint sometimes distracts the students in the class” has been mentioned. The responses of the participants towards this statement are illustrated below:

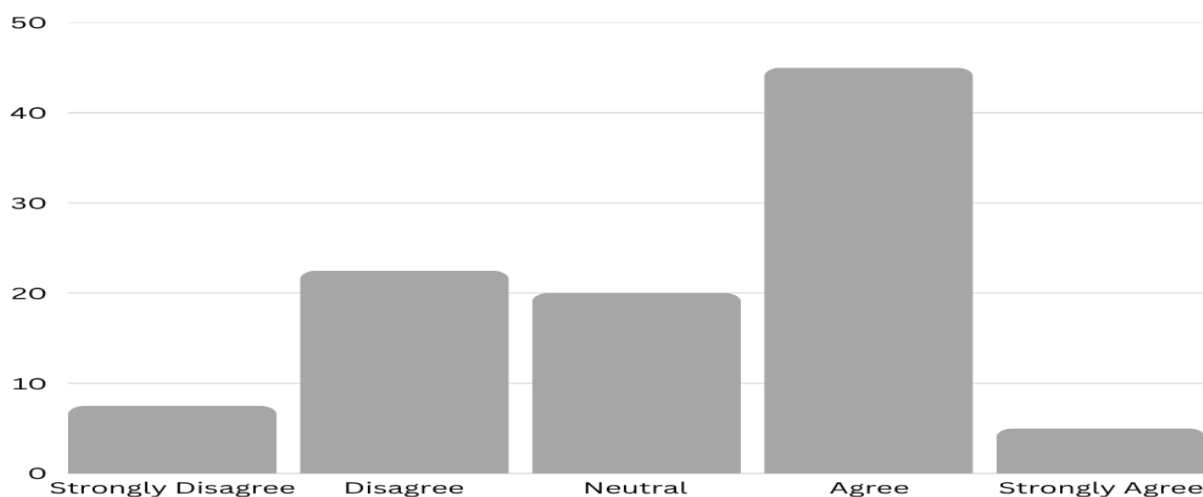


Fig 4.14: Responses of Participants on PowerPoint Distracting Learners

From the graph above, half of the participants have responded in favor of the statement as 45% have agreed and 5% have strongly agreed. On the contrary, only 30% of the participants have responded against it as 22.5% of them have disagreed with it and 7.5% of them have strongly disagreed with it. Therefore, through observing the responses of the participants, it can be said that the use of PowerPoint in the classroom can sometimes be distracting for the learners.

Five of the participants in the interview have discussed that PowerPoint sometimes becomes the cause of distraction of the learners in the class. The ways in which PowerPoint can become the cause of distraction among the learners are explained below:

- i. **Learners become Too Excited:** Tira, Fatima, Nira and Rima have mentioned that when PowerPoint is used to teach, students sometimes get too excited and lose their focus in the main lesson. Moreover, Fatima has mentioned that students chit-chat sometimes chit-chat more when she teaches with PowerPoint.

- ii. **Learners Lose Their Interest:** Participants Fatima, Rani and Rima have discussed this issue. According to the experience of Fatima, when the same information is repeated in every slide, the students get bored and get distracted. Moreover, Participant Rani has mentioned that if a technological issue arises while teaching through PowerPoint, students become reluctant

to learn and lose their interest. Additionally, Rima has claimed that because of the use of PowerPoint in class many students do not keep their attention in class as they think that they can learn it later at home when the slides will be uploaded in google classroom.

The findings of this section matches with the study conducted by Kherfan et al. (2025) as they have claimed that PowerPoint may sometimes be the cause of distraction among the learners in the classroom.

4.3.3 PowerPoint might make the Learners Overwhelmed

All the participants of the study have expressed that they do believe to some extent that because of the use of too much color or content, the PowerPoint slides might be overwhelming for the learners. Most of the participants have only talked about how the use of too much color might be inappropriate for teaching the learners. However, participants Zara and Fatima have mentioned that the age of the learners play a key role in determining how much color should be used in the slides.

Researchers Ou and Ou (2024) have claimed that because of the use of too much color or content, the extraneous cognitive load of the students may increase which makes them feel overwhelmed. Thus, the finding in this section matches with the claim made by the researchers.

4.3.4 Students become Too Dependent of PowerPoint

Six out of the seven interviewees have claimed that learners become too dependent on learning through PowerPoint and show reluctance towards learning through books or other materials. Participant Sania has mentioned that students even become reluctant to write their daily diaries because they think they can just learn through the PowerPoint slides that would be uploaded in the google classroom (DU 38). Additionally, Fatima has claimed that her students do not want to read the book which would give them detailed knowledge as they only want to learn through

the bullet points in the PowerPoint slides (DU 42). Moreover, both Nira and Rima have discussed that students show reluctance towards writing because of the use of PowerPoint in the classroom. Rima has also mentioned that some students do not give enough attention in the classroom as they think they can study later when the slides are uploaded in the online platforms (DU RIM 38)

On the contrary, participant Tira has mentioned that students do not get too dependent on PowerPoint, they just tend to enjoy learning through PowerPoint more than learning through other manners

In a study conducted by Ghimire and Joshi (2023), it has been found that students do become too dependent on studying from on PowerPoint slides. Thus, the findings in this section match with the findings of the mentioned study.

4.3.5 PowerPoint might be Time-Consuming

The responses of the participants towards the statement “Using PowerPoint to teach English is time consuming for me as a teacher” is illustrated below through a bar graph:

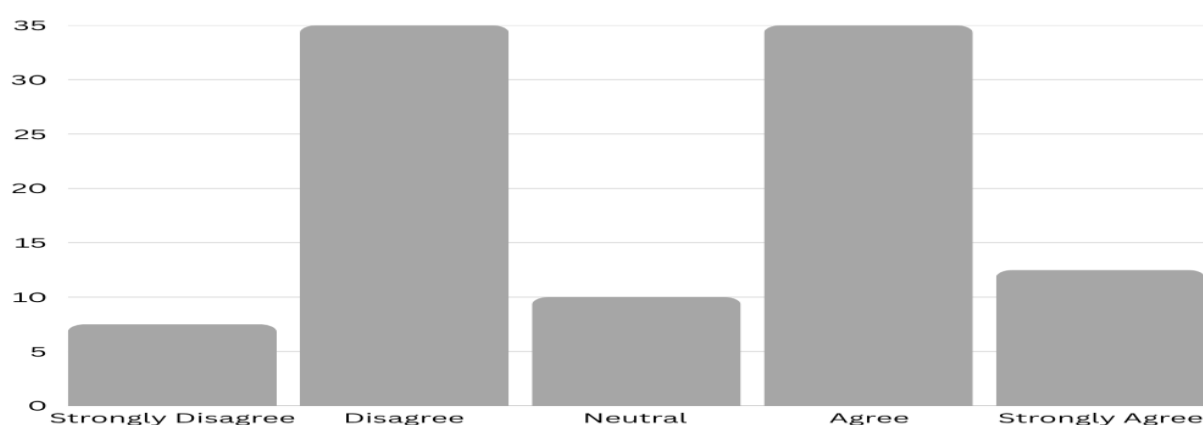


Fig 4.15: Responses of Participants on PowerPoint as Time-Consuming for Teachers

From the bar graph above, it can be observed that although a good number of the participants have responded against the statement by strongly disagreeing (7.5%) and disagreeing (35%) to

the statement, the number of participants who have responded in favor of the statement is more than the participants who have responded against it as 35% of the participants have agreed and 12.5 of the participants have strongly agreed to it. Thus, from analysing the responses, it can be concluded that PowerPoint might be time-consuming for the teachers.

However, from the interviews, it has been found that only one participant (Rani) has mentioned that she does not prefer to use PowerPoint as it takes a lot of time for her to create the slides (DU RAN 24).

Azhar et al (2022) found similar results in their study as they have mentioned that one the problem that teachers face while using PowerPoint is that it takes too much time to prepare materials effectively through this tool.

4.3.6 Teachers Face Technical Issues while Using PowerPoint in the Classroom

The responses of the participants towards the statement “I often face technical issues while using PowerPoint in the classroom” is showed below through a bar graph:

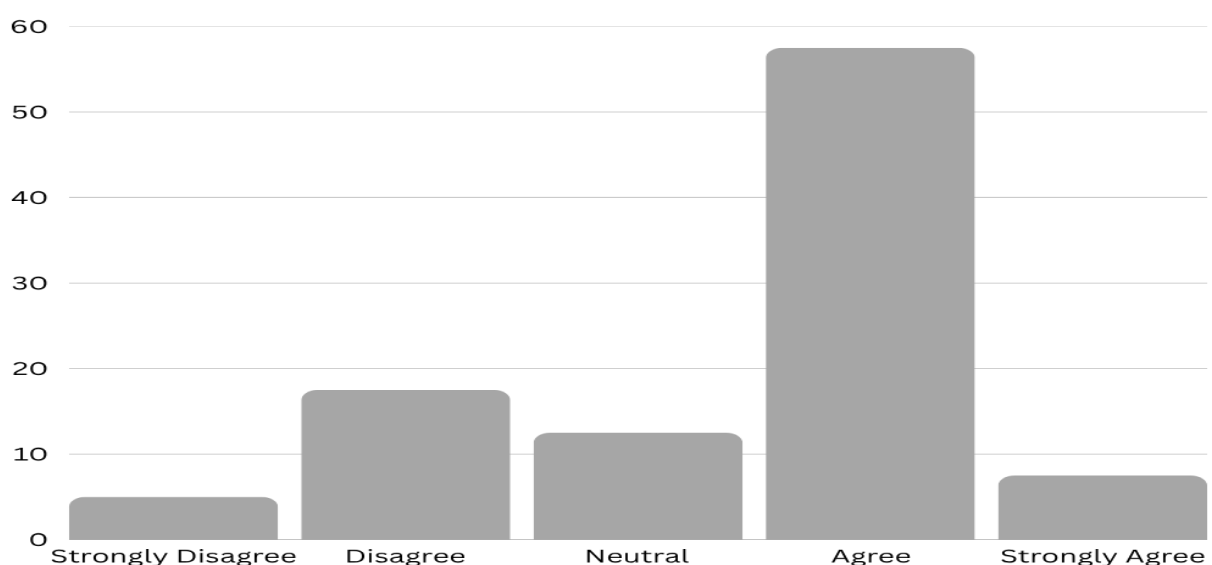


Fig 4.16: Responses of Participants on Facing Technical errors while using PowerPoint

From the bar graph above, it can be observed that a great number (57.5%) of the participants have agreed to the statement. Furthermore, 7.5% of the participants have strongly agreed to the statement. On the contrary, the amounts of participants who have opposed the statement, by disagreeing (17.5%) or strongly disagreeing (5%), are quite poor. Thus, the responses clearly indicate that teachers often struggle to use PowerPoint in the class because of technical issues.

All the participants of the interview have also strongly expressed that they come across technological issues while using PowerPoint in class. Unavailability of computers, and unavailability of stable internet connection are two of the most common technical issues faced by the participants.

Huda (2024) has asserted that in Bangladesh many teachers lose interest in teaching using PowerPoint and other technological tools because of facing too many technical errors including unstable internet, faulty PC etc. This study also shows that teachers frequently come across these technical errors.

4.3.7 Teachers Lack Expertise Required to Implement PowerPoint Effectively in Classroom

From the interviews, it has been found that none of the participants have had any special training regarding the effective use of PowerPoint in EFL classrooms. Participant Fatima has mentioned that she does not know how to add audio in the PowerPoint slides (DU 52) and she also struggles to use PowerPoint through the smartboard in the class (DU 46). Furthermore, participant Rani has mentioned that because of her lack of training regarding the effective use of PowerPoint, it takes her a lot of time and effort to prepare the slides (DU RAN 22). Participant Rima has mentioned that many teachers in her school do not even know the basics of using PowerPoint because of the lack of training (DU RIM 50).

This finding matches with the findings of Huda (2024) as in his study he has claimed that teachers in Bangladesh lack knowledge regarding using PowerPoint in their class because they have not been provided training on it.

4.3.8 School Authority does not play an Active Role in Encouraging the Use of PowerPoint

The responses of the participants towards the statement “I think the school authority does not play an active role in encouraging the use of PowerPoint in the classroom.” is presented below through a bar graph:

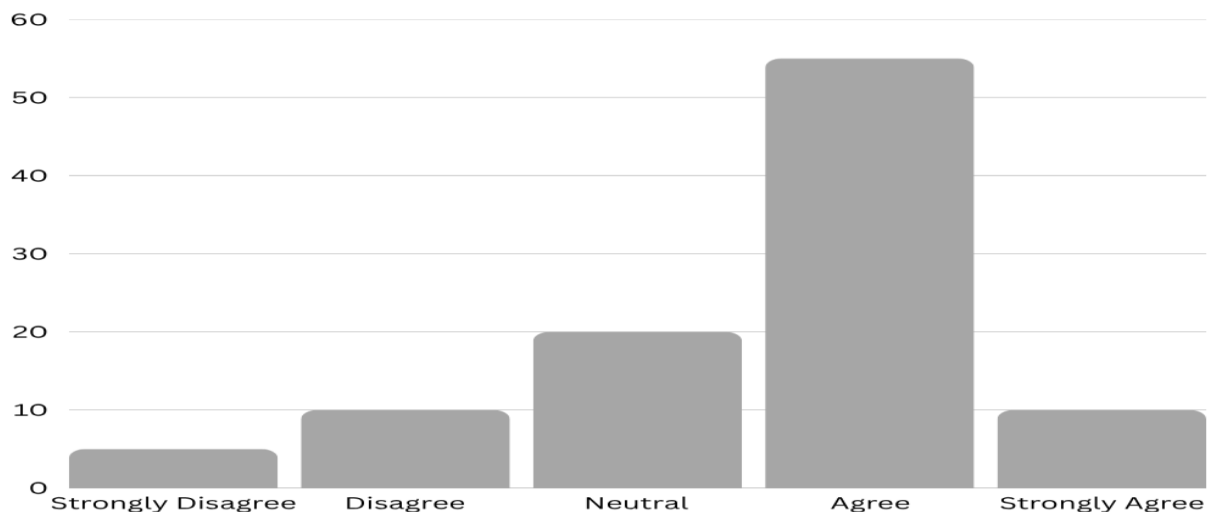


Fig 4.17: Responses of Participants on School Authority not playing an Active Role in Encouraging use of PowerPoint

From the bar graph above, it can be noticed that a large amount of the participants who have supported the mentioned statement as 55% of the participants have agreed to it and 10% of the participants have strongly agreed to it. On the other hand, only 15% of the participants have responded against the statement by strongly disagreeing (5%) or disagreeing (10%). Hence, the responses illustrate that most of the participants believe that the school authorities do not encourage them to use PowerPoint in the classroom.

All of the participants in the interview have stated that their school authorities have never provided them with any training regarding the use of PowerPoint in class. Moreover, apart from participants Sania, Tira, Nira and Rima, all the other participants have claimed that the school mostly plays a passive role in the encouragement of the implementation of PowerPoint in teaching English. For instance, participant Fatima has mentioned that in her school, there is only one digital classroom and so she has to book the class beforehand whenever she wants to use digital tools in her class (DU 48). Thus, even if she wants to, she cannot regularly use PowerPoint in her class.

Azad (2024) has claimed that in Bangladesh in a significant number of educational institutions the use of technology can be rarely seen as the teachers do not have essential skills and no technical support is provided by the school authority. These claims match with the findings in this section.

4.3.9 Triangulation of the Data

A strong similarity can be detected among the data collected through the survey and the interview as both the data collected through survey and interview show that there might be a number of challenges of using PowerPoint in EFL classes, such as, learners getting distracted, teachers facing different technical issues and school authorities playing a passive role.

4.4 The Ways to Ensure the Effective Use of PowerPoint

The issues that should be considered for ensuring the effective use of PowerPoint in EFL classes are mentioned below in the sub-sections.

4.4.1 Making the Slides Interesting

All of the participants of the study have expressed that they believe through using images, videos, animation, audios, brainstorming questions and other types of interactive elements can

make the PowerPoint slides more interesting to the learners. Moreover, Fatima has also mentioned that in order to keep up the interest and focus of the learners, a teacher needs to make sure that he or she is not putting too much information in one slide or not repeating a piece of information again and again.

According to Sinaga et al. (2024), integration of different types of audio-visual materials in the PowerPoint slides enhances students' learning outcomes. Therefore, these elements can be added to make the slides interesting.

4.4.2 Avoiding Over-Use of Audio and Visual Elements

According to participants Tira, Sania and Rima, the PowerPoint slides should be kept simple and over-use of visuals or audios should be avoided as it might be distracting or overwhelming for the learners.

Researchers Ou and Ou (2024) have claimed that when audio and visual materials crowd the PowerPoint slides, it creates extraneous cognitive load among the learners which hampers the retention of information. Therefore, its important to keep the PowerPoint slides simple.

4.4.3 Maintaining a Balance between PowerPoint and Other Types of Materials

Participants Zara and Sania have claimed that it is important to keep a balance between PowerPoint and other materials. According to them, the teacher needs to teach using books and other types of materials too. Moreover, Rani has mentioned that apart from just using PowerPoint in class, a teacher should use “textbooks, newspaper articles, or any other material is helpful to ensure a diverse learning” (DU 38).

Ou and Ou (2024) have asserted that in order to get the best learning outcomes from the students, teachers should present the teaching content through a combination of blackboard and PowerPoint teaching methods.

4.4.4 Making Sure the Content and Design of the PowerPoint Slides are Appropriate for all the Students in the Class

Participant Fatima has discussed in the interview that it is important to ensure that the color and background of the PowerPoint slides are suitable for the students. Moreover, she has mentioned that a teacher should always make sure that the content that is being discussed in the PowerPoint slides are not inappropriate for the learners in any way as some students might be sensitive towards some topics or content. Additionally, participant Nira has mentioned that many students with learning disorders are sensitive towards bright colors. Thus, its important to make sure the colors are not too bright.

Ayoob et al. (2020) has claimed that the learning process can depend on the way in which texts and images are illustrated in the PowerPoint slides. So, it is important to know how the slides should be designed in order to promote the learning process.

4.4.5 Teachers checking all the Technological Equipment before the Class

All the participants of the interview have discussed that the teachers should always ensure whether the computer is working properly, whether the internet connection is stable and whether the projector is working or not in order to have a smooth class. Moreover, participant Nira has added that the PowerPoint slides should be downloaded on the classroom PC first in order to ensure smooth delivery even if there is an unstable internet connection. According to Hashemi et al. (2012), teachers should be prepared to take alternative ways of teaching in order

to avoid problems due to technical issues. Moreover, they have suggested that it might be a good solution for the teachers to carry their own devices in the class.

4.4.6 School Authorities Playing an Active Role to Encourage the Use of PowerPoint

According to the discussions made by the participants, a number of issues have been highlighted where the school authorities can play an active role to encourage the use of PowerPoint in EFL classrooms. The steps that should be taken by the school authorities are mentioned below:

1. Providing necessary technological equipment and support: As all the participants have mentioned that they face different technological issues in the class while using PowerPoint because of not having adequate technological arrangement and support. Thus, it is important that the schools provide necessary arrangements to avoid these problems.
2. Providing training: According to the participants, the school authorities have taken no action to provide them with any training regarding how to use PowerPoint effectively in English classrooms. However, all the participants have claimed that the school authorities must provide the teachers with training that would help them to use PowerPoint in the classroom. Moreover, Participant Rani has mentioned that the senior teachers in the school do not show much interest towards using PowerPoint but if training is provided then it would encourage them to use this technological tool more in the class (DU 54).
3. Adjusting the syllabus: Participant Fatima has mentioned that she believes the school authority should adjust the syllabus in such a way so that it becomes necessary to use the PowerPoint in teaching at least once or twice a week (DU 54).

According to Alam (2022) the use of PowerPoint and other technologies are not very common in many of the Bangladeshi educational institutions. Thus, it is important for the school authorities to promote the use of PowerPoint in the classroom through taking necessary steps.

Chapter 5

Limitations of the Study

While conducting the study, the researcher has faced a number of limitations. However, the researcher has tried her best to address the limitations. Some major limitations of the study are mentioned below:

5.1 Hesitancy among the Interviewee Participants to Give an Interview that will be Recorded

Majority of the interviewees were reluctant to participate in the interview when they got to know that the interview session will be recorded. However, when the researcher ensured them that their identities will not be revealed and pseudonyms will be used to address them in the study, they became willing to participate in the interview.

5.2 Difficulty in Finding Senior Participants in the Interview

The researcher has struggled to find senior teachers as participants of the interview. Many senior teachers have stated that they are too busy to take part in the interview. However, after the researcher ensured the participants that the interview will be scheduled according to the convenience of the participants, two senior teachers agreed to take part in the interview.

5.3 Difficulty in Finding Survey Participants

Initially, the researcher wanted to conduct the survey among 50 participants. However, some teachers did not show interest in responding to the survey. So, the researcher had to reduce the number of participants and conduct it on only 40 participants.

Chapter 6

Recommendations

Referring to the findings of the study, the researcher would like to provide a number of recommendations:

1. Further study in this area in order to know the role of PowerPoint in educational institutions situated in the rural areas.
2. Ensuring a mandatory training for all teachers regarding the effective use of PowerPoint.
3. Appointing an Observer in the EFL classrooms in order to investigate the actual implementation of PowerPoint in the classrooms.
4. Holding Workshops to motivate the senior teachers in using PowerPoint in the EFL classes.

Chapter 7

Conclusion

7.1 Introduction

This concluding chapter aims at summarizing the major findings of the study and discussing the contributions of the study. The study has attempted to fill the gap in knowledge regarding the perceptions that English medium teachers hold towards the use of PowerPoint in EFL classes while highlighting the benefits and struggles of using PowerPoint in EFL classes. Additionally, this study has also explored the strategies of ensuring the effective use of PowerPoint in the EFL classes. The research questions of this study were:

1. What do the English medium school teachers think about the use of PowerPoint in teaching English?
2. What are the benefits of using PowerPoint in teaching English?
3. What are the challenges of using PowerPoint in teaching English?
4. What are the things that should be considered for ensuring the effective use of PowerPoint in EFL classrooms?

7.2 Major Findings in Brief

7.2.1 Perspectives of English Medium School Teachers Regarding the Implementation of PowerPoint in EFL Classes

From the data collected through the survey it has been found that majority of the teachers believe PowerPoint is effective for teaching English, it enhances their teaching experience, improves the learning outcomes of the students and helps in increasing time-efficiency in the

classroom. Moreover, most of the participants of the survey have mentioned that they prefer using PowerPoint over white-board in the EFL classroom.

7.2.2 Benefits of Using PowerPoint EFL Classes

From the survey and interview, it has been found that there are a number of advantages of using PowerPoint in EFL classrooms. According to the collected data, PowerPoint increases the class engagement and motivation of the learners, makes learning objectives more intelligible to the learners, helps in presenting the teaching content in a comprehensible manner, facilitates in developing the vocabulary and grammar skills of the learners and enhances the retention of information among the learners.

7.2.3 Challenges of Using PowerPoint in EFL Classes

From the information gathered through the survey and interview, it has been found that while using PowerPoint in the EFL classes, the teachers may face several challenges. Through the collected data, it has been found that some students face difficulty in learning because of the use of PowerPoint, get distracted in the class because of the use of PowerPoint, become overwhelmed because of the use PowerPoint slides in teaching, become too dependent on PowerPoint. Moreover, a good number of teachers believe PowerPoint is time-consuming for them and they face several technical errors while using it in the class. In addition, it has been observed that most of the teachers lack proper training in using PowerPoint to get maximum advantages and the school authorities do not provide enough support to encourage the use of PowerPoint in EFL classes.

7.2.4 Ways of Ensuring the Effective Use of PowerPoint

Some strategies for ensuring the effective use of PowerPoint in EFL classes have been identified through the data collected from the interview. The EFL teachers should make the

slides interesting through the use of different audio-visual materials and interactive elements, avoid using too much audio-visual materials, maintain a balance between PowerPoint and other types of materials so that students do not get too dependent on this tool, include appropriate content and design in the PowerPoint slides and check all the technological equipment before beginning the class. Moreover, the school authority should provide teacher training on using PowerPoint effectively in the classroom, provide technical support and other necessary steps in order to ensure the effective implementation of PowerPoint in the classrooms.

7.3 Contributions of the Study

This study not only bridges the gap in knowledge by providing significant information regarding the attitudes that English medium school teachers hold towards the use of PowerPoint in EFL classes but also illustrates important data regarding the benefits and challenges of using PowerPoint in the EFL classes. Moreover, it highlights the strategies for achieving the effective use of PowerPoint in EFL classes. Thus, this study not only has implications for knowledge but also for teaching methodology. It can provide the school authorities, EFL teachers and other education developers with significant insights regarding how PowerPoint is used and how it should be used in the EFL classes in Bangladesh.

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Appendix A.

Letter of Consent for Participants

Dear Participant,

My name is Nazala Ryza Hossain and I am doing MA in English at BRAC University. Currently I am doing conducting a study on the use of PowerPoint. The title of my research is “The Use of PowerPoint in EFL Education: Exploring the Perspectives of English Medium School Teachers in Bangladesh”. The aim of this study is to explore the perspectives of English medium school teachers regarding the implementation of PowerPoint in English classes. For being a part of this study, you would be invited to an online interview with me to talk about your experience of using PowerPoint in your teaching.

Your interview will be recorded and only be used for the purpose of this study, and not be disclosed to anyone. In addition, I will be using pseudonyms for keeping your identity confidential.

If you would like to be a part of this study, please read the details given in the consent form on the next page and sign it. Your kind cooperation in conducting the study will be highly appreciated.

Thanking you

Nazala Ryza Hossain

Consent Form

Please read the following statements and give your signature only if you agree to the terms mentioned below.

1. I have read the description and understood the information given which describes what this study is about and data collection methods will be taken
2. My participation is voluntary and I feel free to withdraw at any time
3. I agree to be audio taped for my voice
5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection

..... Name Signature

Date

Phone No.

Email address:

Appendix B.

Interview Question	Background Information	RQ2	RQ3	RQ4
Can you please share your name, age and profession	×			
Can you please tell me about your educational background?	×			
What class(es) do you teach at school?	×			
Which subject(s) do you teach?	×			
Have you tried implementing PowerPoint in your teaching?	×			
Have you received any formal training on using PowerPoint effectively in EFL classrooms?	×			
Why do you use PowerPoint in your English classroom?		×		
Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.		×		
Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.		×		
Do you think the use of PowerPoint in EFL teaching can make the learning objectives more understandable to the learners? If yes, please explain.		×		
Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.		×		
Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.		×		
Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.		×		

Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.		×		
Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.		×		
Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.			×	
Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.			×	
Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.			×	
Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.			×	
Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.			×	
Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.			×	
Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.			×	
According to you, how should the PowerPoint slides be made?				×
According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?				×

According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?				×
According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?				×
Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?				×

Appendix C.

Survey Title: Survey for the Use of PowerPoint in EFL Education by Teachers of English-Medium Schools in Bangladesh

PowerPoint is one of the significant technological tools used in the field of education. This survey intends to find out the views that English medium school teachers hold regarding using PowerPoint in EFL (English as Foreign Language) classrooms. This survey is conducted by Nazala Ryza Hossain as a part of a thesis project of the MA in English program at BRAC University. The identities of the teachers who will take part in this survey will be completely anonymous. There are 18 statements mentioned in this survey. For each of the statements you need to choose one option. It would take around 4 minutes to complete the survey.

Your participation in this survey is entirely voluntary. By submitting this form, you provide your informed consent to take part in the study.

Thank you for your participation.

Section 1.

1. Please mention your gender.

- Male
- Female

2. Please mention the name of the institution where you are teaching currently:

3. Please mention the subject(s) which you teach:

4. Which grade(s) do you teach?

- Pre-school

- Elementary (play-KG)
- Grade 1-5
- Grade 6-8
- Grade 9-12

5. How long have you been teaching?

- Just started
- More than 6 months
- 1-2 years
- 2-5 years
- More than 5 years

Section 2.

1. I use PowerPoint in my Class.

- Everyday
- Very Often
- Sometimes
- Rarely
- Never

2. The use of PowerPoint is very effective for teaching English.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. The use of PowerPoint in the classroom enhances my teaching experience.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. The students overall learn better when PowerPoint is used in the classroom.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. PowerPoint extends the teaching time as I do not have to spend time on writing on boards in the class.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. I prefer to use whiteboard over PowerPoint slides to teach English.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

7. PowerPoint helps in presenting the teaching content in a comprehensible manner.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. The class becomes more engaging when PowerPoint is used in the classroom.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. The motivation of the learners increase when PowerPoint is used for teaching.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. The learners understand the content more easily when PowerPoint is used.

- Strongly Disagree

- Disagree
- Neutral
- Agree
- Strongly Agree

11. PowerPoint helps the students to increase their vocabulary skills.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. PowerPoint helps the students to increase their grammar skills.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

13. The learners comprehend the learning objectives better when PowerPoint is used for teaching.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. The learners can remember the information more correctly when PowerPoint is used for teaching English.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. Using PowerPoint to teach English is time consuming for me as a teacher.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

16. Using PowerPoint sometimes distracts the students in the class.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

17. I often face technical issues while using PowerPoint in the classroom.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

18. I think the school authority does not play an active role in encouraging the use of PowerPoint in the classroom.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Appendix D.

INTERVIEWS OF PARTICIPANTS

Notation Convention of Interview Transcripts

	Notation	Meaning
1.	DU	Discourse Unit
2.	I	Interviewer
3.	[]	For showing action [Laughs]
4.	,	Small pause
5.	...	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
6.	Umm/uh	Hedging in speech
7.	DU TIR 26	DU <space> student name's first three alphabets <space> DU number DU TIR 26 refers to Tira's DU number 26.

DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Sania	Assalamau alaikum. My name is Sania and currently I'm working at X school. My age uh is 25.
3	I	Can you please tell me about your educational background?
4	Sania	I have completed my SSC from Bisheshori Pilot High school and I um have done my HSC from Cambrian College. And I have done my BA Honors and Masters also from East West University. So, I have strong academic foundation in English literature which helps me to analyze the texts deeply and teach engaging lessons to young learners.
5	I	What class(es) do you teach at school?
6	Sania	I basically teach primary section students. And, I focus on their early literacy skills and literary acquisition.
7	I	Which subject(s) do you teach?
8	Sania	I teach English literature. I believe that this actually help the children to develop a love for reading, story-telling and comprehension.
9	I	Have you tried implementing PowerPoint in your teaching?
10	Sania	Yes, I often use PowerPoint presentation in my class to make my lesson and speech very appealing and interactive for my students.

11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Sania	I actually gave lots of presentations at my university. If I say about any formal training, so I did TKT training, T module 2. So, to make my uh to polish my skill.
13	I	Why do you use PowerPoint in your English classroom?
14	Sania	Yeah, of course. It helps me a lot. Such as, it helps simplify lesson, engages children visually and makes learning more interactive and effectual.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.
16	Sania	Yes, yes, because bright visuals and animations keep students focused and interested in the lesson as they are primary section. They are very interested at...well, whenever they saw ay animations or any video. So, yeah.
17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Sania	Absolutely. I mean, colorful slides, interactive activities encourage participation and excitement in learning actually.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensive to the learners? If yes, please explain.
20	Sania	Yes, it makes concepts clear with images and structured explanations that students understand better.

21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.
22	Sania	Yes, I think so because it actually delivers the information, I mean the way that young learners, they can catch easily, Okay? It also helps, It also organizes our lessons properly. So, yeah, I think so.
23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Sania	Definitely, a combinations of visuals, texts and then audio makes learning more engaging and memorable.
25	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.
26	Sania	Yes, introducing words through pictures, animations, videos. It helps. So, yeah.
27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
28	Sania	I agree because I believe as I am a teacher, I believe the structure slides, I mean you know, slides show a structured way. So, If I make my slides, I can make structured slides with examples to make the grammar rules clear and easier for them.
29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.

30	Sania	Yes, visual aid is great for understanding and make lessons more impactful than traditional learning because whenever I am using my PowerPoint slides, it actually engages them properly.
31	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.
32	Sania	Some students may struggle if the slides move too fast or have too much information at once. So, I want to add another things that is if I use more colorful slides or more information, it distracts them sometimes. So, I use, I make my slides more simple. Not actually, not the simple or difficulties one, I just mixed it so that it looks...I do not use excess image, or colorful slides or any excessive animation.
33	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
34	Sania	As I described, that is overcrowding slides is distractive. I mean, keep them simple and because its more effective. They may struggle if the slide is moved fast or too much information.
35	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
36	Sania	Not really, I think, I keep balancing because whenever I am showing the slides, I also keep explaining. So, one definition is written on my slides but I didn't explain it. So, I need to show the slides as well as I need to explain. So, they can understand better. I think this combination, the slide and the

		teachers teach, both is needed. It's a great combination. Because if you are showing the slides and you are not explaining that does not make any sense, okay? So, I need to show the slides as well as I need to actually speak also.
37	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
38	Sania	Sometimes. They rely on slides more than textbooks, making independent learning difficult and nowadays, we are using the google classroom. So, if any student is absent, we give lots of... I mean we give our slide, we share our slides to the google classroom. Also, we give the diary. So, they are losing their interest for writing the diaries, their daily diaries. Also, they know that okay teacher will upload the slides or the video and so we can study at our home. So, yeah, sometimes.
39	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
40	Sania	Yes, sometimes technical issue or distractions make it challenging to keep students engaged.
41	I	Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.
42	Sania	Yeah, sometimes. Like, sometimes internet issues or computer issues. So, yeah.

43	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.
44	Sania	From the very beginning of the times, I am saying previous times, they actually discourage that I am using the PowerPoint slides. But nowadays, they are also encouraging that you use the PowerPoint slides as they make the class more fun. Okay? Students, they enjoy the learning. So, when they are enjoy their study, they can learn it. So, nowadays school is encouraging.
45	I	According to you, how should the PowerPoint slides be made?
46	Sania	From my perspective, I actually make my slides more simple and not, I mean, I make my slides simple, visually appealing and interactive with clear explanations, like excessive image, excessive videos, excessive animations, do not need to be used though they are toddler or in primary sections. But, I think that just because they are in the primary section I need to use excessive type of color or images, that type of thing. The slides should be organized with the information as I need to speak. It should teacher and student-centric class.
47	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
48	Sania	Less images, short videos, interactive questions, simple explanations make lesson more fun and interactive.
49	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?

50	Sania	I think the school can provide teacher training, necessary equipment and support for integrating technology.
51	I	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?
52	Sania	They should check file compatibility, projector function and internet stability before class.
53	I	Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?
54	Sania	Yeah, of course, I have. Keep slides concise and engaging. Balance PowerPoint with other materials and ensure smooth technical setup of effectivity.

DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Tira	Of course, my name is Trina, my age is 24 and my profession is, I am working as English medium school teacher at Y School.
3	I	Can you please tell me about your educational background?
4	Tira	Yes. At first, thank you. My undergrad is from International Islamic University and my subject is English Language and Literature. And my

		postgraduate is from BRAC University and major is applied linguistics and English language teaching.
5	I	What class(es) do you teach at school?
6	Tira	Class 7, mostly class 7 and class 9. Sometimes as a substitute teacher if class 10 and class 6.
7	I	Which subject(s) do you teach?
8	Tira	English
9	I	Have you tried implementing PowerPoint in your teaching?
10	Tira	Yes. I always implement PowerPoint in my every class.
11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Tira	No, I did not get any kind of training. I just do a course which is Microsoft Office course where I learn the use of PowerPoint.
13	I	Why do you use PowerPoint in your English classroom?
14	Tira	I use it because I think it's a little bit easy and students are able to easily understand the concept and I can easily visualize things and use different kinds of audio, animations and videos in the PowerPoint. Students can feel motivated and students are interested in lessons.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.

16	Tira	Yes, of course. Its so much effective, especially in gaining students' attention as it combines visuals, animations, texts and different things.
17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Tira	Yes, it increases students' motivations. Students are always excited when they see colorful visuals and different types of pictures, videos and multimedia. So, when they see in PowerPoint these kind of things like animations, videos and multimedia. Students feel motivated and when they see interactive elements that makes their experience more enjoyable and enaging. So, they feel very motivated.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensive to the learners? If yes, please explain.
20	Tira	Yes, I think its...by clarifying, presenting the learning objectives with different types of visual aid, different pictures, different videos and other things, students...like when we present in the structure containing PowerPoint. So, they can easily understood the learning objectives and it also helps students to better understand what they are expected to learn.
21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.
22	Tira	Yes, I can say that especially for English second paper, I use PowerPoint most of the time because for grammar part, I can easily write the structure in the short manner so that students can easily understood and use different types of inductive way where I can present different pictures and different

		things where the things are organized and well sequenced for delivery of the content and supported by actually images, charts, audios and videos and so making lesson more comprehensive and easier to follow.
23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Tira	Yes, of course, it helps better students. Multimedia enhance understanding by matching their different kinds of learning style, like visual, auditory. This type of learner style are helping students to retain information and know about many things while I present in the PowerPoint.
25	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.
26	Tira	Sometimes, it helps. Its actually I think depends and sometimes it helps and sometimes not. When I present, especially when I present some vocabulary list with pictures, students can easily memorize it or students can easily take it with visuals. When I present with visuals, the main works. So, I think, when I use visuals and other things which can easily increase their vocabulary.
27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
28	Tira	On grammar skills, I don't think so.

29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.
30	Tira	I think, yes, because in PowerPoint we always use different charts, videos, audios and different visuals which can...and always we try to write the content in a structured manner in our content where the students can easily catch from the slides. So, I think it helps students to remember, to memorize or to understand better.
31	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.
32	Tira	I think some of them, maybe. Sometimes, who have I think problem with technological issues or technology. Other than that I think everyone is okay with the PowerPoint.
33	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
34	Tira	I don't think so. But maybe when use very much color, very much visuals or things that time maybe. But I don't think it effects other time.
35	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
36	Tira	Actually sometimes when we use different types of videos, especially videos, audios or visuals, students are over excited to see the visuals. So, they sometimes get distracted from what they are learning. They always

		attracted to visuals and try to see more and more. So, its sometimes distracting.
37	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
38	Tira	I don't think they are too dependent but sometimes, we can see that they are enjoying PowerPoint more rather than other materials.
39	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
40	Tira	NO, I don't face. But sometimes technological issues.
41	I	Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.
42	Tira	Yes, most of the times we can say that electricity and sometimes laptops and desktops are hanged. So, that's kind of problem.
43	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.
44	Tira	Actually in our institution, it plays an active role. They always encourage the use of PowerPoint. They always suggest that use PowerPoint, use PowerPoint so that students can easily learn or students can easily motivate, students can feel engaged or interactive. So, our school always encourages us to use PowerPoint.
45	I	According to you, how should the PowerPoint slides be made?

46	Tira	I think...always be clear and writing short, use visuals and audios or any kind of other things. I think writing part or the written part and the visuals in a same amount so that students are not too much distracted, students are not too much demotivated.
47	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
48	Tira	I think relevant images, short video clips, animations and different types of gaming pictures or games and audio recordings and I think some questions which will make students curious.
49	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?
50	Tira	I think first of all is training, a short PowerPoint training where they can teach how to use PowerPoint, how to make slides more interesting and more engaging way and ensure the electricity and solve the technical issues actually. We can say the technical support. So, training and technical support.
51	I	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?
52	Tira	I think teacher should check for electricity backup, ensure the availability of functioning projectors and I think that's all. Electricity and projectors.
53	I	Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?

54	Tira	Yes, I have suggestion that every teacher should use the PowerPoint because PowerPoint make the lessons more engaging. The authority, I think, provide equipment, provide training, provide support so that teachers feel motivated to use the PowerPoint.
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DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Zara	My name is Zara and I am 24 years old and currently I am teaching at Z university as a teacher.
3	I	Can you please tell me about your educational background?
4	Zara	I completed my SSC in 2017 from Motijheel Govt. Girls' High School, HSC from Siddheswari Girls' College in 2019 and my, currently I am perusing Honor's in Stamford University Bangladesh and I'm working on my thesis.
5	I	What class(es) do you teach at school?
6	Zara	I generally, generally I teach class 2, 3 and class 5.
7	I	Which subject(s) do you teach?
8	Zara	Generally, I teach English language but occasionally I also teach literature.
9	I	Have you tried implementing PowerPoint in your teaching?
10	Zara	Yes, several times.

11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Zara	No, I haven't taken any formal training on using PowerPoint, but I know the basic use of PowerPoint.
13	I	Why do you use PowerPoint in your English classroom?
14	Zara	Yes, to, I use PowerPoint to make my classroom more interesting because I think PowerPoint increases student engagement. With the using of PowerPoint, we can add different pictures and visual image or we can convey the information in a more clear or comprehensive way. So, I prefer to use PowerPoint in the classroom.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.
16	Zara	Yes, I think PowerPoint is very effective for gaining the attention of learners because, you know, if I talk about today's learners, I think they are a little bit obsessed with the use of technology. So, like, if I gave you an example that if I talk about a general student, if a student is constantly using mobile phone at home, so we cannot expect that he or she will taught a content through a 45 minutes of lectures, only by lectures. So, we need to use different types of technology in our classroom. Like,ami ektu Banglay boli, amra ekhon kar student ke jodi observe kori amra dekhbo je ora short order thinking e very much obsessed (let me say it in Bangla, if we observe a student, we can notice that they are obsessed with short order thinking). Like, ekta student kokhono, jodi facebook eo shey generally mane video

		dekhe keo ek ghontar video dekhbe na (For example, the students are not even willing to watch facebook videos that are 1 hour long) So, tara ki kore, tara shey rokom video dekhte beshi prefer kore jegula hocche short moment e tara information gain korte pare (So, they like to watch videos that would help them to gain information in a short moment). So that's why I think PowerPoint is very good and effective because reading a book is very uh...it sound boring and it's a very slow procedure to learn knowledge. So, PowerPoint is very effective in that case.
17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Zara	Yes, I believe PowerPoint can increase the motivation as I have said PowerPoint make the classes very much interesting and its also increase the student engagement. So, that is why I think PowerPoint increase student motivation very easily.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensive to the learners? If yes, please explain.
20	Zara	Yes, I think the PowerPoint in EFL teaching can make the learning objectives more comprehensive because, you know, in making PowerPoint teacher has full freedom, so if what I will teach in my class, I can make my slides in my way. I know my students' level, how I'm gonna teach my students. In the classroom there are different level students like, someone's capability of learning is very higher and someone is very lower. So, I know

		my students' level. So, I...to make my slides according to my students. So, yes.
21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.
22	Zara	Yes, I think...PowerPoint allows my teaching content...because...suppose I am going to teach 10 students. So, my focus or learning objective is that I will teach my students the differences between past tense, present tense and future tense. So, in a book, I cannot compare the three tenses at once but in my slide, I can add three different pictures on different tense so my students can understand very easily the differences between the three tense, right? So, yes.
23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Zara	Yes, of course. As I said, if I talk about the traditional classroom, what is the visualization of a traditional classroom? A teacher will come and say take out your book and go to page number 47 and read the text. This is a very passive way of learning and student doesn't feel that much interest on this type of learning. So, if I use multimedia in my classroom that can...students will feel very interest on learning and potentially PowerPoint increase different kinds of ...comprehensibility towards the learning because reading book is very passive manner and as well it is a very slow procedure of learning. So, in my slide, I can use different kinds of audio, different kinds of picture, different kinds of videos as well. So, using

		multimedia can increase more comprehensibility to. So, that is why I would prefer to use PowerPoint.
25	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.
26	Zara	I think PowerPoint will facilitate learning vocabulary but it doesn't totally develop students' vocabulary skills. Like, for example, I'm going to teach 10 new words to my students and so I can use different types of images if I am going to teach the word elephant. So, I will use the image of an elephant and as well how elephant sounds so that effect of learning students will be more bigger than reading a book right? But vocabulary skill also depends on how the students will use the vocabulary in real life. So, using a PowerPoint will facilitate students' learning but it will not actually develop students' vocabulary skill, I guess. It depends on how the students will use the vocabulary in real life.
27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
28	Zara	Yes, the answer will be the same from my side, using PowerPoint will make...facilitate the process by making or by increasing the comprehensibility basically. For example, as I said that I will teach grammar, or I will teach tense to my students. SO, if I think about a book, there will be different structures, how, what is the structure of present tense, what is the structure of past tense, what is the structure of future tense. But in my slide, I clarify the things, like, how when you are talking, how I'm gonna use my tense in real life with different kinds of visualization, I mean,

		images, videos or videos from YouTube. I can explain different kinds of incidents. That's how it will increase the comprehensibility but I don't think, I mean, it will facilitate the vocabulary skill but directly, it won't help students' vocabulary or grammar skill.
29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.
30	Zara	Yes, of course, because as I said, traditional method is a very slow procedure. It basically depends on rote learning or memorization based teaching, I guess. The teacher will come and teach the students by reading a book only. But, if I use PowerPoint in my classroom, then my objective will deliver in a more comprehensive way. That will be much better than traditional method, I think.
31	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.
32	Zara	No, I don't think any kind of students will feel any kind of difficulties in learning because of using PowerPoint.
33	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
34	Zara	I guess, it depends on the age, like, I teaching a student who is 4 or 5 years old, the he or she might feel very attractive to the colors. So, in that case, I will make colorful slides with different types of colorful images. But, if I

		am teaching grade 4 or 5 students, then I will make my slides in a more mature way, like, I would prefer to use my slides with light colors and less content.
35	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
36	Zara	No, I don't think using of PowerPoint can distract students from learning.
37	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
38	Zara	Yes, I think, it is. So, teachers should not only dependent on the PowerPoint. He or she should use different materials as well. Like, as I mentioned before, reading books is very boring and it's a slow procedure, but reading books is as well very important. There is no alternative of reading books. PowerPoint can make it more comprehensible, I mean, if I talk about the input but teacher should make a balance between using PowerPoint and different materials as well.
39	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
40	Zara	Yes, I have faced very technological...technical issues, like, unavailability of internet, then desktop problems, then projector problems...different types of technical issues.

41	I	Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.
42	Zara	Yes, as I have mentioned, internet. Sometimes, my PC doesn't work. And, projector as well doesn't work. So, I have faced different types of struggles.
43	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.
44	Zara	In my school, the school authority does not play an active or passive role.
45	I	Do they encourage the use of PowerPoint in any way?
46	Zara	They encourage but they don't, like if I talk about using PowerPoint, a teacher should get trained, how he or she should use the PowerPoint, right? Like, there are different types of course and different kinds of training on the use of PowerPoint but my school authority, yes, it encourages the use of PowerPoint but they should also provide very kinds of facilities to the teachers on using PowerPoint as well.
47	I	According to you, how should the PowerPoint slides be made?
48	Zara	Like, when I'm teaching in my class, always I have my lesson plan, okay? So, my lesson plan has different activities, like, brainstorming activities, different kind of interactive activities. So, I prefer to have very clear slides, like, there should be title like what is the objective of my learning. And, I prefer to have different kinds of videos, attractive images and different kinds of learning activities, like, you know, brain-storming activities, different types of questions that can play interactive roles in my class.

49	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
50	Zara	As I mentioned before, different kinds of brain-storming activities, fill in the blanks or different types of interactive activities and different types of questions. And of course, different types of audios, videos and different kinds of animations.
51	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?
52	Zara	As I said before, all the school should provide enough training to the teachers because there are different kinds of bindings and barriers that a teacher wouldn't get enough idea that how to use a PowerPoint. Then, as I said PowerPoint makes more comprehensibility to the input or objective that is why school authority should take all the facilities, like they should arrange different kinds of workshop on the using of PowerPoint, different kinds of training or they should arrange a three to four months process on the using of PowerPoint to train their teachers.
53	I	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?
54	Zara	Okay, a teacher should check the internet connection, a teacher should check his or her PC is ready to use the PowerPoint, check the projector is working or not. A teacher should check, if there is enough lighting in the classroom. Is the PowerPoint board or white board is visible in the classroom.

55	I	Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?
56	Zara	My suggestion is that, yes, I agree with the statement that PowerPoint increase the comprehensibility, PowerPoint makes the classroom interesting, PowerPoint engage the students but a teacher should know the uses of PowerPoint, like, how...there is a limitation of using PowerPoint. Like, in every class I'm using PowerPoint. Sometimes, students would not feel much interest over reading books by the overuse of PowerPoint, like, I'm always using PowerPoint. So, as I said reading books is a very passive way of learning but there is no alternative way of gaining knowledge by reading books. So, a teacher should also encourage a student to read books and obviously I agree that a teacher should also use PowerPoint to make the...to increase the comprehensibility as well.

DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Fatima	Okay, I am Fatima, and I am 26 years old and I am currently teaching in a middle school at Dhanmondi and the name of the school is A.
3	I	Can you please tell me about your educational background?
4	Fatima	Okay, I have completed my SSC from St. Francis Xavier's Girls' School, HSC from Holy Cross College and I have completed my Honour's from

		East West University and currently I am doing my Master's in TESOL from BRAC University.
5	I	What class(es) do you teach at school?
6	Fatima	I teach from class 3 to class 5, previously I used to teach class 6 but nowadays I'm only teaching class 5.
7	I	Which subject(s) do you teach?
8	Fatima	I teach only language, So, in class 5, I teach grammar and writing and in class 3, I teach comprehension and writing.
9	I	Have you tried implementing PowerPoint in your teaching?
10	Fatima	Yes, I have.
11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Fatima	Not really, I have never received any sort of training regarding using PowerPoint in the classroom.
13	I	Why do you use PowerPoint in your English classroom?
14	Fatima	Yeah. So, first of all, I use it because, so that it captivates students attention and at the same time, whenever there is bullet point, kind of like make it very easy for them to understand. So, that's why I use PowerPoint.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.

16	Fatima	Yes, I do because whenever you are...for example,... I use the book which is called Grammar Builder for teaching them grammar. So, that book is very comprehensive but then again, the layout is not colorful, you know. So, whenever they are actually looking at the board and they are seeing something which is colorful and which has a picture and the font is very colorful. So, it really grab their attention immediately.
17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Fatima	In my class, it does because usually, we don't have nay, actually we have a separate digital classroom in our school. So, in each class, we don't have the PowerPoint or any sort of like, projector. So, whenever I tell them earlier, you know...how should I explain it...For example...if I inform them earlier then they become very happy and enthusiastic because they have to go to the digital classroom and for them its like a relief from their classroom. And, they can actually go there and sit with their friends. They don't really talk with their friends but its just a comfort zone and they feel it's a fun thing to do. So, I don't know about teaching but it motivates my students in this way.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensive to the learners? If yes, please explain.
20	Fatima	I'm not really sure about it to be honest.
21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.

22	Fatima	Yes, it does because in the book however its written, even if its very simplified language but usually books, academic writing is a bit complex. So, whenever I give them a bullet point in the slide, they feel, they understand it very simply and they feel that it's a very easy language for them and the explanation becomes easier. So, I think obviously, teaching content for my students becomes more comprehensive compared to the book.
23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Fatima	Yes, sometimes. It does but are you like implying videos as well?
25	I	Yes, videos too.
26	Fatima	Yes, obviously. If it has like visual scenery or if its like, the layouts are very colorful then obviously, it does.
27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.
28	Fatima	Not really, I don't think that it increase their vocabulary skill in any way.
29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
30	Fatima	Yes, it does, as I have already mentioned if I write it in a bullet point and write it in a very simple language, it helps to develop their grammar skills.

31	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.
32	Fatima	Yes, it does because whenever I go to the classroom and I just tell them to open the page number this and they would be opening their page and then if I start teaching them in a very traditional manner, it would be very boring to them. Rather, if I start with a video or audio or a brainstorming session which is in the PowerPoint slide, it actually is better for them to understand and remember.
33	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.
34	Fatima	It might happen but I'm not really sure about it. Like, in which way, I don't know. But I have seen in my classroom, the students were much more engaging...engaged when I used the PowerPoint.
35	I	Well, has any of your students struggled to learn because the slide was moving too fast or the any other reason for which they were struggling to keep up with the slides?
36	Fatima	Not really because I try to keep in mind that I have allocated time for them and within that time frame, what sort of, how much content should I put in the slide and I try to go through it very slowly. So, it did not happen in my class. But other than PowerPoint it has happened but in digital classes, it did not happen.

37	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
38	Fatima	Too much content, if I put too much content then it might become overwhelming for the students but color and media, I'm not sure about it because if the color is not visible for them then it can be. But if its colorful... I work with the teenagers mostly so they like colorful stuff. So, I haven't seen them feeling...or maybe they don't tell me, it might happen as well. But, what I have observed is that I haven't' seen anyone feeling overwhelmed because I really try to put at least sufficient amount of content in the PowerPoint slides.
39	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
40	Fatima	It can because I have told you, for some students it like, okay miss is going to present the slides so she is going to look at the board and we will sit in the back and we will be talking to our friends. So, it might happen. There are some students who, you know, feel it's a fun thing so let's not read it because we don't have to take a book. So, it might happen.
41	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
42	Fatima	Yes, it can happen. They actually tend to...whenever I give PowerPoint slide in the google classroom, they tend to follow that one only, they don't

		try to go through the book and go for the details. You know, in the PowerPoint slides, we just only put the bullet points, not the whole detail. So, they don't go through it, they feel okay Miss has uploaded the PowerPoint slides, we should only go through that.
43	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
44	Fatima	What I have faced in class 3 that I can remember that there were some students kind of did not want to put attention but then again as I have already mentioned these are the students that who may actually feel that this is a very fun thing to do as we have to go to the digital classroom but not for anything else to be honest. Sometimes it boring because one day while I was teaching the writing part, now I can recall that there were a lot of information and repeatedly the same information I had put in different slides. So, they kind of lost interest in it. So, yes, it has happened.
45	I	Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.
46	Fatima	Yes, it has happened because we have to use a smart board and sometimes I struggle to use the smart board and I really haven't been trained for you know, using the smartboard. So, I had to struggle a bit. I had to call a colleague of mine while there was a class going on. So, yes.
47	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.

48	Fatima	They do, but again its for the math class only they do to encourage and even if they encourage us to use the PowerPoint, we have only one digital classroom. So, sometimes, we have to book the classroom beforehand and if we don't we don't get the room and for example, if I have a class on that day and I have already informed the students earlier that okay tomorrow I'm going to take the digital class and you have to go to that room. But, then again, on that particular day, I found that the classroom was already booked. It has happened, even if they encourages, we don't have much room. So, we cannot really use it that much.
49	I	According to you, how should the PowerPoint slides be made?
50	Fatima	According to me, I think we should be very careful about the selection of color, the background. And, we should be very careful bout while choosing the pictures in the slides because there are some students who might feel offended with some pictures or there are some pictures which can trigger their some issues. So, obviously, we should keep in mind while choosing the content. The content should not be too much. If I repeatedly put one information again and again, it might make the students feel bored and overwhelmed as well. So, yes, we should keep these things in our mind while preparing the PowerPoint slides.
51	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
52	Fatima	I think sometimes, we can use audio that is very interesting while preparing the slides because one day, even though it was a...I actually added a link, I could not add any audio in the slide because I don't really know how to use

		audio in the slide. I use only the YouTube link in the PowerPoint slide and it has really engaged my classroom. So, if we could add more like these things and we could you know, get training regarding using PowerPoint slide that would make the slides very interesting.
53	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?
54	Fatima	In my school, I think at least in each class we should, they should actually give us a PowerPoint, I mean projector so that we can use PowerPoint in the classroom. That's one thing. Another thing is that they should make the syllabus in a way that we have to take at least one PowerPoint class in each week or like two. So, the teachers would feel the necessity of the PowerPoint slides.
55	Fatima	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?
56	Fatima	Technical issues...I think I have already mentioned it right?
57	I	Yeah, I think so too and you have also mentioned some suggestions for the authority too which was actually a part of the last question of this interview. Do you have any suggestions for the teachers?
58	Fatima	For the teachers, I don't know, as a teacher I think If I could get a training from someone, I would have felt very much happy. I mean, the YouTube doesn't really help much, you know, they would tell us that we can use these and that but in terms of teaching language and in terms of teaching, its very different, If I make a PowerPoint slide if I'm doing a corporate job then it's

		a different thing but while teaching in the classroom and teaching in the PowerPoint slide and making it, we have completely different sort of content. So, I think we should get a training, to be honest, regarding this, yeah.
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DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Rani	Okay, hello, I am Rani and I am at the late twenties. And, my profession is I am literature and English language teacher in B school.
3	I	Can you please tell me about your educational background?
4	Rani	I have completed my SSC from Motijheel Ideal School and College, HSC from Viqarunnesa Noon School and College. I have completed by undergrad in BA in ELL which was from East West University. Currently, I am pursuing my MA in TESOL at BRAC university.
5	I	What class(es) do you teach at school?
6	Rani	I teach in class 4, 5 and 6.
7	I	Which subject(s) do you teach? I think you mentioned it once.
8	Rani	Yeah, I have mentioned it before...the subjects are both English literature and language. For class 4, I teach English literature and for 5, and 6, I teach language.

9	I	Have you tried implementing PowerPoint in your teaching?
10	Rani	Well, I have tried but for teaching, it didn't go much well for the younger class but yeah,, for the upper class, I tried and sometimes it works and sometimes it doesn't work and mostly I use PowerPoint to take presentations as an assessment of the students.
11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Rani	Not really, like, never. I have never received any sort of training on PowerPoint or any other official MS sites because I have completed as I have mentioned, my BA from East West University, there I did not receive any training. As well as, I am currently pursuing my MA, here I have also not received any sort of training on PowerPoint.
13	I	Why do you use PowerPoint in your English classroom?
14	Rani	Ah, generally, I feel like that sometimes using PowerPoint...creates a diversity in the classroom. Like, when you always focus on the textbook and reading and teaching your students from the textbook, I think this kinda creates boredom. That's why sometimes to create a diversity in classroom, I use PowerPoint.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.
16	Rani	Yeah, for upper learners, for example, for middle school students, I think they feel most interested in PowerPoint because they learn about PowerPoint in ICT, the computer studies subject and when they find a real

		life implementation of PowerPoint, they feel more excited and engaged in the class.
17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Rani	Yeah, I believe that not always but sometimes the implementation of PowerPoint in the class is motivated for the learners because I have mentioned earlier that reading from books doesn't really necessarily creates...you know, the continuous interest.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensive to the learners? If yes, please explain.
20	Rani	Sometimes, yes. I would say that it depends on what you are using in your PowerPoint, like, if there is nothing to use and you just abruptly use the PowerPoint, I don't think that will ensure the learning objective. But to make the learning objectives easy, you need to use PowerPoint effectively.
21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.
22	Rani	Not really because as I have mentioned earlier that I did not receive any training on PowerPoint. So, when I prepare PowerPoint slides, I have to put a lot of time, and energy and effort just to prepare the slides, instead of just focusing on the lesson and it takes a lot of time for me. So, I do not think that it is more comprehensive than textbook.

23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Rani	Yeah, I do believe it because, you know, its not just about PowerPoint, it can be YouTube videos or videos from other sites, for example, BBC English. This sort of use of multimedia in the class, helps students to learn better.
25	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.
26	Rani	For me, in my experience, the English medium background students, studying in English Medium schools, they already happen to have a very good vocabulary. So, for me, it's a no.
27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
28	Rani	No, I don't think so because to be able to develop grammar skills, I need to take grammar classes. Just looking at the sentences in the PowerPoint, I don't think students notice that much in-depth grammar or vocabs. They just focus on the content. You know, students from school background, they don't think in multiple ways, they just focus what you are trying to teach them
29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.

30	Rani	Yeah, at time, you know, when I use pictures, and as I have mentioned about the YouTube video. So, when I implemented those, they seem to remember because they get visualized example of what they are being told.
31	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.
32	Rani	No, not really. So far, I haven't experiences it. But when I take assessment on PowerPoint, at that time I do believe that some students struggle to use PowerPoint and don't give better performance. I think that they give better performance when they are not using PowerPoint, just performing as of their own.
33	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
34	Rani	Yeah, yeah, I try to keep my slides as simple as possible. I mostly use key points and I use less colors but sometimes more pictures and that keep the learning engaging.
35	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
36	Rani	Sometimes it does. For example, when there is a technical difficulty and students are so much interested in PowerPoint, they want to have a PowerPoint lesson and then I started to have technical difficulties and I am not able to overcome it, at that point, students feel reluctant to learn something new. They don't want to go to the classwork and learn. They

		kinda show their stubbornness, like, Ma'am why don't you use PowerPoint. We want PowerPoint, please fix the problem. So, that day my class time gets hampered.
37	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
38	Rani	Yeah, if a teacher frequently uses a PowerPoint, I think that the students may get heavily dependent on the PowerPoint. So, sometimes I think that using textbooks, newspaper articles, or any other material is helpful to ensure a diverse learning.
39	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
40	Rani	Yeah, I, pretty often face technical issues to teach with PowerPoints. So, I try to implement PowerPoint in a way that, you know, like I use PowerPoint once in a month, r twice in a month, but not much.
41	I	Alright, the next question was "Have you ever struggled to use PowerPoint in the classroom because of technical issues?", but I think you have already explained it.
42	Rani	Yeah, I have mentioned that.
43	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.

44	Rani	I would say they don't play an active role because, you know, they never give a professional training to you to use PowerPoint or they never encouraged us to use PowerPoint. But, if we say that yeah, we want to use PowerPoint, they don't disagree. So, I would say they play passive role.
45	I	According to you, how should the PowerPoint slides be made?
46	Rani	To me, it should be simple, to the point, it should be brief, but it should have a lot of images so that students, you know, get the opportunity to visualize for their learning and the language should be simple
47	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
48	Rani	I have mentioned that already, like, images, prompts and you know, the videos and all that.
49	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?
50	Rani	I think, according to me, the school authority should give long time teachers training on how to use PowerPoint on the classroom effectively because sometimes, you know, although, we teachers use PowerPoint in classes, we feel that we have a lot of lacking and we are learning from our students but we are not being able to learn from the school authority. So, I think we should receive a training.
51	I	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?

52	Rani	Whether the projector is working all right, whether the laptop has charge or PC has a charge. You know, these sort of stuffs.
53	I	Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?
54	Rani	Yeah, for the school authority, I have mentioned that they should give a teacher training and for the teachers, I also feel that they should be more interested in using PowerPoint because in my school I hardly saw teachers, especially the senior ones using PowerPoint in classes. But, if in terms of our generations, like, the younger teachers, we happen to use PowerPoint presentations, slides not much but sometimes. So, if the school authority and the teachers come to a common ground, then I think there will be an effective implementation of PowerPoint.

DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Nira	Yesn, my name is Nisa. I am 46 years old. I am currently working in the school C. I am working here as a T stage 2 English teacher and I am the homeroom teacher as well. Before this, I have worked as an English teacher in school M and H as well. So, its been a long time that I am into this profession.
3	I	Can you please tell me about your educational background?

4	Nira	I have done a Bachelor's in English and I also have taken teacher training arranged by Pearson and British council.
5	I	What class(es) do you teach at school?
6	Nira	I am taking class of grade 6 here.
7	I	Which subject(s) do you teach?
8	Nira	English as I mentioned.
9	I	Have you tried implementing PowerPoint in your teaching?
10	Nira	Yes, the recent school that I am teaching in...basically that is an inclusive school. We have to curate our activities and lessons and so we do use PowerPoint. But we do also use other apps like Canva, gammas which are more colorful and, you know, the presentations are more curated there. So, its easier for us to plan.
11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Nira	Not really, its just the self-learning that we are dependent on. But basically we get a lot of training but when teachers get recruited, they just check their competency in the computer for PowerPoint and other apps like excels and microsofts..
13	I	Why do you use PowerPoint in your English classroom?
14	Nira	To be honest I actually use less PowerPoint since I have been newly appointed here in grade 6 level, so they are mainly middle schoolers. So there I use...how should I say...its more portable for me...I mean, I can just

		create it and take it there. And, to be honest, I use Canva more than PowerPoint because we have different sort of learners, like, kinesthetic, visual learners. So, to adjust their lessons, I find that is more colorful and that is more prominent. So, I use that more than PowerPoint.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.
16	Nira	For middle schoolers, yes. If its a mainstream school, I think its quite okay because the children can see their own lessons, they can see animation features. I think those are quite helpful for the kids, who are in middle school or those who are in mainstream. But for the kids that we deal with, some kids have SLD students, you know, the learning disabilities. So, for that we need to have multiple resources in the classroom, like some are sensitive to color, so for that...it depends actually for who is coping up with what.
17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Nira	Yeah, it improves the mechanism that they have...it would motivate them.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensive to the learners? If yes, please explain.
20	Nira	Yes, of course, especially for the visual learners. When I'm sharing it on the screen and when they see the objectives, I think that is more...and when I am just breaking it down into slides. So, that becomes more comprehensive according to me. Its actually for the screening that we do, the learning through screen that actually helps the students, rather than some are not into

		reading. And, you know, kids these days they are not much into reading, they are more...they prefer movies over book, they prefer visual learning more than book reading, reading stories, I mean, in that case, if I see, it is helpful when I am using um the screen.
21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.
22	Nira	Yes I feel that as you screening makes it easy.
23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Nira	Yes. Actually, I strongly agree to be honest, I really prefer because most of my class resources, I use multimedia in a large extent because I plan lessons...in my lesson there are different slots. I usually keep a particular slot for screen based learning, I mean using multimedia, like the video clips or the PowerPoint presentation. Sometimes, I water down the content because sometimes, in the book, the languages that we are using might be difficult, so what I do is I water them down to, you know, make it a bit easier with easier vocabulary for the students or the low achievers so they...I do that more frequently for the students and it works.
25	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.
26	Nira	Well, No. I think the new words, vocabularies you learn, it needs to be used...so when you are applying them or you know how to apply them in everyday use.

27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
28	Nira	Yeah, we do sometimes, share worksheets to the PowerPoint slides. Some content are also, as I already told you some learners...their visual abilities are stronger and in case it helps a lot.
29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.
30	Nira	Yes, of course because that time, the teacher uses more resources and that are easier to grasp for the students. So, in that case, comparatively, when we use the traditional learning, students are bored and nowadays they prefer enthusiastic resources for their learning. When we use PowerPoint and the slides are changing, they are focus on different slides. So, that time, it helps to learn and remember.
31	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.
32	Nira	Yeah, I do agree because there are students with ADHD...sometimes they are very sensitive to colors or visuals. So, for them it is sometimes is difficult. So, what we do is, we just give them a separate worksheet, they just read it or we explain them in a different way. So, there are some students who might lack this ability to grasp the lesson from there due to their attention deficiency.

33	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
34	Nira	Yes, as I have already mentioned that the students with ADHD or color sensitivity, those who have sensory issues, it actually affects them so they cannot take it and it actually overwhelms them. I have experienced students who are very sensitive to classroom lighting as well. So, we need to make the light dimmer so that they can adjust to the classroom environment. So, for this types of students, it is sometimes overwhelming.
35	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
36	Nira	Yeah, distraction occurs basically, if the child is suffering from ADHD, they have attention deficiency, in that case they might have this. And, it also depends on classroom environment, how the other kids are reacting to it. Sometimes the students become very active so that might distract the student who is paying attention.
37	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
38	Nira	Yeah, they do become um dependent, you know, sometimes what happens is they don't want to write, when we share multimedia, we usually take oral classes. So, we ask questions and they answer. They don't want to write and

		they prefer more into answering the questions verbally rather than writing in their copies.
39	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
40	Nira	Its basically the network issue. That is the most common one that I always face since technical glitches are more often happening in our country. So, we always keep a backup plan for that.
41	I	Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.
42	Nira	Sometimes, the slides are, I mean, here and there and it is maybe...it is actually connected to the network issue. I think its all connected to the technical glitch.
43	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.
44	Nira	Actually I don't know about other schools, but my school prefers...there is an active connection in what type of tool we are using because we already mention that in the lesson plan, prior to the class. And, we have reason for giving this prior to the classroom because they want everything to be sorted like the network issues or the technical glitch that we are facing. But sometimes errors do occur.
45	I	According to you, how should the PowerPoint slides be made?

46	Nira	I think the templates should be more prominent, colorful and more user friendly. I think the other apps compared to PowerPoint, those templates are more helpful.
47	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
48	Nira	Well, as I mentioned the elements should be prominent and colorful.
49	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?
50	Nira	I think they are already encouraging the teachers to use different slides, different templates. I think the school is trying a lot.
51	I	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?
52	Nira	Power failure that is the most important one...those are now substituted by the artificial power rages. And, network issue...internet glitch, they should be more aware about it. And, they should have also a second backup plan. Like, usually what I do mostly is download the slides rather than working online and I mostly download and keep it safe. Sometimes, yes, though its very rare, sometimes the laptop might get hanged. That is a different issue and that very rare. That also sometimes I keep under consideration because I have lot of experiences regarding the usage, I keep everything handy, I try to be more precise in planning my lesson, I keep everything in my mind.

53	I	Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?
54	Nira	uh...I feel that for senior students like college or university students, they prefer PowerPoint more as they are mature enough. So, I think they would prefer more than the primary children as those have aesthetic templates...the more mature students...it will be helpful to them.

DU	Participants	Question and Answer
1	I	Can you please share your name, age and profession
2	Rima	Okay, my name is Rima and I am 39 years old. Right now I am working as a event coordinator and teacher at B school.
3	I	Can you please tell me about your educational background?
4	Rima	I studied in Maple Leaf, I did LLB honors in Law under university of London and I also completed Cambridge training for teachers from Cambridge university in the long distance program.
5	I	What class(es) do you teach at school?
6	Rima	I take classes of grade 2 and 5.
7	I	Which subject(s) do you teach?
8	Rima	I usually teach English literature and language and social science.

9	I	Have you tried implementing PowerPoint in your teaching?
10	Rima	Yes, both online and offline actually. We started using PowerPoint during Covid, you know, when everything went online. But after Covid, we still use PowerPoint in some cases.
11	I	Have you received any formal training on using PowerPoint effectively in EFL classrooms?
12	Rima	Um no, whatever I learnt was basically my own practices and then we had two workshops. Actually, I attended them on my own, not the initiative from the school.
13	I	Why do you use PowerPoint in your English classroom?
14	Rima	If you get a class that has the duration of 40 minutes, maximum 50 minutes, okay? So, if I keep writing on the board, a lot of time is wasted and most importantly, my back is always turned towards the children and so I can't see their faces and when you don't see their faces, you don't...even if you are telling something, you don't get to see whether they actually getting it, not getting it. With the PowerPoint its easy right? Just change the slide or you know, put in those animations and you can also put fill in the blacks and put answers in them. Plus, the classroom, I teach in now has a flat panel, okay? So, a flat panel board where I can connect my laptop. So, the frame can be frozen and then students can even write there. So, its easier to teach them as some children are visual learners and some children learn better with audio. So, its easy. If sometimes animations are used, they also don't feel like, okay, it's not a strict, regular lesson. Plus, those PowerPoints can

		also be uploaded in lets say, in google classroom or Microsoft Teams classroom. So, if they want to go home, and let's say we have given a homework, So, if they get stuck, they can just take a look and do the homework by themselves. They don't really need to ask their parent or a tutor or whatever.
15	I	Do you think PowerPoint is effective for gaining the attention of the learners in the class? If yes, please explain.
16	Rima	Most of the times, yes. It depends. See, if you put too much of content, children...it needs to be broken down to pieces. So, children can absorb one part and then move to the other. Let me give a simple example, um punctuation, okay? This is taught part by part. First we teach them different types of punctuation, the functions of each of the punctuations, like, where is full stop used in a sentence. This is how we teach them part by part. Then how capital letters are used for proper noun, for "I" how capital letters are used, how are speech marks used. When these things are taught through PowerPoint, children got it faster because I used a bit of animation and there was a sentence that had no punctuation mark. Then with a click of a button...after asking them where the punctuation might be, with a click of a button, the first punctuation mark came, and then the second one came. So, step-by-step its easier. And my back is also not turned towards them and so I can see their face and they are seeing me. So, communication becomes easier.

17	I	Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.
18	Rima	Motivation, yes. Sometimes it increases but sometimes some children, not saying all of them, some children really enjoy learning with PowerPoint because they are provided with both visualization and understanding. And when I am speaking and the same thing they are reading on the board, what happens is a better understanding is created. As they can see the things along with my lecture, it makes their processing clear but many children think that the slides will be uploaded in the online classroom, so I don't need to give much attention as I can just go home and then look, or learn from my tutor or parents at home. So, this is also a issue.
19	I	Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensible to the learners? If yes, please explain.
20	Rima	Yes, since I have used it, not in all cases, but in some cases when I have to explain something complicated...complicated in the sense that it is difficult for the students to understand, then when PowerPoint is used, it becomes easier because you can create games on the PowerPoint or online ones. In PowerPoint you can do things difficult in real life. For example, maybe if you want to do it in real life you would have to cut papers, create things. So, it creates hassle. But PowerPoint is just easy, it's a click of a button.
21	I	Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.

22	Rima	Yeah, it does. But then again, the teacher needs to understand, how much content should be there. With too much content, it becomes like a text rote learning. So, when I teach grammar, I give grammar rules along with examples and I make sure it is very bulleted, like numbered, sequenced, exceptions is in a different place. So, teacher also needs to understand how to make the content. If you are putting too much, it becomes difficult for children.
23	I	Do you think presenting the teaching content through using multimedia can help students learn better? If yes, please explain.
24	Rima	Yes, not all of them. Some children are auditory, some children are visual. So, for the visuals, it becomes easier. So, yeah. But yes, it definitely helps as nowadays the children have very short attention span. So, in order to keep them engaged...for example when I give them vocabulary homework, I put it up as a crossword puzzle or a game, where there are many websites where you can play and learn the vocabulary at the same time. So, that makes it easier for them. Learning then becomes fun for them as they think okay, this is a game, I have to win it or I have to complete it because they can see their scores in the leaderboard. So, it drives them, that okay I am doing it. So, I think it works, not always but in most of the cases, I have seen that when puzzles and games are given, children...nowadays children learn more easily. I have teaching for more than 20 years now...oh my God. So, yeah it is different than before now.
25	I	Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.

26	Rima	Yes, it can. For example, when we teach creative writing, we give them a simple sentence first. For example, the door opened. Then I ask children to expand the sentence, make it descriptive. The same thing can be made descriptive in several ways, like how many adjectives can be added beside door. All of these can be presented easily, rather than just writing on the board. The children add many things for themselves.
27	I	Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.
28	Rima	Yeah, it does, because for grammar the first thing is you have to know the rules. So, the children in this digital era, they notice PowerPoint, especially if it's a animated PowerPoint, they see it, see the animations. So, they remember the rules.
29	I	Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.
30	Rima	Yes, it does. See with time, we all have to change. During our time, it was completely traditional, you know all the grammar rules, we had to have a separate copy, or we were told write them now. For use, that was enough. But children nowadays have very short attention span. So, for them it is difficult grab anything that they write. They are not good with writing but tell them to do anything on the computer, they'll do it very nicely.
31	I	Do you think that some students may face difficulties in learning because of the use of PowerPoint in the classroom? If yes, please explain.

32	Rima	Yes, some students do. Like I said, some children...although most of the children are now digitalized, some children are there who like to write on their diaries, even when PowerPoint is there. They take notes because they are not comfortable with PowerPoint. They are more comfortable in writing it down and, you know, doing it that way.
33	I	Do you think using too much content or color or any other media in the PowerPoint slides can be overwhelming for the learners? If yes, please explain.
34	Rima	Yes...they get too excited for animation. In case of too much content, like I said, we break down the things. When they absorb, one, the next part is given. If too much content is given at once, children cant process. Like, I said again, problem with attention span. The thing that was taught at a go before is now divided into two parts, three parts so that it is easier for them to process one thing and go to the next step. If too much animation is used, kids become too distracted as they become fascinated with the animation, like how did you do you do this, how did you do that.
35	I	Do you think using PowerPoint can distract students from learning in the class? If yes, please explain.
36	Rima	Yeah, like I said, too much animation or if its too colorful. If its too colorful, it hurts our eyes and becomes difficult to read. So, too much bright colors, pictures... children focus more on the pictures and not on the content.

37	I	Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain.
38	Rima	Yes, they can. Like I told you, some children don't give their attention in the class because they think when the slide will be uploaded, I can study at home. If I don't give the slides, the parents email me and ask give the slides. Now the rule of our school has changed, we don't provide slides every day. Rather, when that topic is assessed, we upload the slide so that they can just review.
39	I	Have you ever faced any difficulties in the classroom while using PowerPoint to teach? If yes, please explain.
40	Rima	No, not really, unless there was some technical issue.
41	I	Have you ever struggled to use PowerPoint in the classroom because of technical issues? If yes, please explain.
42	Rima	Yeah, like laptop not working, internet network problem and also projector issues.
43	I	Does the school authority play an active or passive role in encouraging the use of PowerPoint in the classroom? Please explain your answer.
44	Rima	They play an active role, they do encourage but they also tell us to not to be totally dependent on PowerPoint. They tell us to use other apps as well or to write on the board as well or, you know, do other things. But entirely, PowerPoint is not wanted by anyone.

45	I	According to you, how should the PowerPoint slides be made?
46	Rima	Yes, in the beginning, the name of the topic should be mentioned, the objective of the lesson...children should also be told what is the objective of the lesson. You know, the lesson we are learning today, what is the objective of it, what are you going to learn. Like, usage of the auxiliary verbs or whatever. The lessons should start after that.
47	I	According to you, what elements should be added in the PowerPoint slides to make it more interesting and engaging for the learners?
48	Rima	Obviously, animations can be used. Sometimes...especially in creative writing, pictures help. Everyone does not has the same imagination. So, you can use words as well as pictures. Then, color should be used but not like hugely colorful. If its too colorful, children get distracted because of it.
49	I	According to you, what necessary steps should the school authority take in order to encourage the use of PowerPoint in the classroom?
50	Rima	First thing is , teacher should be trained properly on how ...just knowing how to create PowerPoint is not enough, it is important to know how much content should be there, how many pictures should be there. Plus, making the PowerPoint, you know, putting in the PowerPoint. The things I have learnt, it is technically on my own, following YouTube with the help of my other colleagues who are more tech savvy than I am. Teachers are not actually properly trained. Many teachers do not even know how to make the PowerPoint full screen, slide show, they cannot do it, they find it difficult.

51	I	According to you, what technical issues should a teacher be aware of before using PowerPoint in the EFL classroom?
52	Rima	Technical issues in the sense, you know, how to make the PowerPoint. Many do not know how to do anything in PowerPoint like putting in boxes, images. They just do it somehow. The biggest problem here is that most teachers are not tech savvy, especially the senior ones. So, its important to teach them how to run the things, what button is used to show the animations one by one. So, its important to teach them.
53	I	Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?
54	Rima	Yes, number one there should not be too much content or too many examples. Some people make PowerPoint just like text book but that's not how it should be, the language of the PowerPoint needs to be simple. If you make it too text bookish, children will not feel interested. The content should be precise...I am saying one thing and this is the example of it. It should be precise, not too many things, not too many pictures, not too much borders or fancy stuff and in the beginning of the PowerPoint the title of the topic and the learning objectives, we will know this this and this. I think if lesson objectives are told, the focus gets narrowed so that children get focused...okay we will learn this much today.

Appendix E.

Sampling of Coding Template by the Researcher

RQ 2. What are the benefits of PowerPoint in teaching English?

Coding of Rani's interview

Interview Question	Subordinate Key Word of Question	Subordinate Main Point from Conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as key word(s)	Frequency of occurrence	Ordering of discourse unit
Why do you use PowerPoint in your English classroom?	*Reason behind using PowerPoint	*Create diversity in classroom	"I feel like that sometimes using PowerPoint...creates a diversity in the classroom" "Like, when you always focus on the textbook and reading and teaching your students from the textbook, I think this kinda creates boredom. That's why sometimes to create a diversity in classroom, I use PowerPoint"	PowerPoint helps in reducing boredom of the students by bringing diversity in the mode of instruction in the classroom.	2	DU RAN 14
Do you think PowerPoint is effective for gaining the	*Use of PowerPoint for gaining the	*A Real-life implementation of PowerPoint	"I think they feel most interested in PowerPoint	Students become more engaged in	1	DU RAN 16

attention of the learners in the class? If yes, please explain.	attention of the learners		because they learn about PowerPoint in ICT, the computer studies subject and when they find a real life implementation of PowerPoint, they feel more excited and engaged in the class”	the classroom when PowerPoint is used as they get to see how this technology that they have studied about in their ICT lessons is actually used in real life classes.		
Do you believe PowerPoint can increase the motivation of the learners in the class? If yes, please explain.	*Use of PowerPoint in Increasing Motivation of learners	*Books don't create continuous interest	“Yeah, I believe that not always but sometimes the implementation of PowerPoint in the class is motivated for the learners because I have mentioned earlier that reading from books doesn't really necessarily creates...you know, the continuous interest.”	PowerPoint is interesting for the learners	1	DU RAN 20
Do you think the use of PowerPoint in EFL teaching can make the learning objectives more comprehensiv	*Use of PowerPoint in making the learning objectives understandable	* Effective use of PowerPoint for making the learning objectives easy to understand	“Sometimes, yes. I would say that it depends on what you are using in your PowerPoint, like, if there is nothing to use and you just	Effective use of PowerPoint helps in making the learning objectives comprehensi ble	1	DU RAN 20

e to the learners? If yes, please explain.			abruptly use the PowerPoint, I don't think that will ensure the learning objective. But to make the learning objectives easy, you need to use PowerPoint effectively"			
Do you think PowerPoint allows you to present the teaching content to your students in a more comprehensible manner? If yes, please explain.	*Use of PowerPoint to present teaching content in a comprehensible manner	* Wasting time and effort on PowerPoint	"Not really because as I have mentioned earlier that I did not receive any training on PowerPoint. So, when I prepare PowerPoint slides, I have to put a lot of time, and energy and effort just to prepare the slides, instead of just focusing on the lesson and it takes a lot of time for me. So, I do not think that it is more comprehensive than textbook"	PowerPoint is time-consuming	1	DU RAN 22
Do you think presenting the teaching content through using multimedia can help students learn	*Use of multimedia to enhance the learning of the students	*Multimedia in the class helps students to understand better	"Yeah, I do believe it because, you know, its not just about PowerPoint, it can be YouTube videos or videos	Teaching through the use of multimedia helps the students to learn better	1	DU RAN 24

better? If yes, please explain.			from other sites, for example, BBC English. This sort of use of multimedia in the class, helps students to learn better”			
Do you believe the use of PowerPoint in EFL teaching helps the students to increase their vocabulary skills? If yes, please explain.	*Use of PowerPoint to increase the vocabulary skills of the learners	*PowerPoint does not increase vocabulary	“For me, in my experience, the English medium background students, studying in English Medium schools, they already happen to have a very good vocabulary. So, for me, it’s a no.”	PowerPoint does not contribute in increase the vocabulary skills of the learners	1	DU RAN 26
Do you believe the use of PowerPoint in EFL teaching helps the students to develop their grammar skills? If yes, please explain.	*Use of PowerPoint to develop grammar skills of the students	PowerPoint does not help in developing the grammar skills because students do not notice in-depth grammar but just focus on the content	“No, I don’t think so because to be able to develop grammar skills, I need to take grammar classes. Just looking at the sentences in the PowerPoint, I don’t think students notice that much in-depth grammar or vocabs. They just focus on the content. You know, students from school	PowerPoint does not help in developing grammar skills of the learners as learners do not focus on the grammar use on the PowerPoint slides.	1	DU RAN 28

			background, they don't think in multiple ways, they just focus what you are trying to teach them"			
Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain	*PowerPoint for the retention of information	*learners remember information better as they get visualized examples	Yeah, at time, you know, when I use pictures, and as I have mentioned about the YouTube video. So, when I implemented those, they seem to remember because they get visualized example of what they are being told.	PowerPoint helps the learners to remember the information because of the use of visuals in the lesson	1	DURAN 30

Appendix F.

Sample Theme Generation Template

RQ 2. What are the benefits of using PowerPoint in EFL education

Interview Question: Do you believe the use of PowerPoint in EFL teaching helps the students to understand and remember information better compared to traditional teaching methods? If yes, please explain.

Samia	Tira	Zara	Fatima	Rani	Nira	Rima	Themes
Visual aid used in PowerPoint enhances the understanding of the learners and makes the lessons impactful	Because of the audio visual materials and structured manner or slides, Students easily understand the information because of PowerPoint which helps them to remember it better	Traditional method is a slow procedure but through PowerPoint students understand the learning objectives which helps them to understand and remember information better	Traditional method is boring but when video, audio and brainstorming elements are added to the slides, it helps in understanding and remembering information better.	PowerPoint helps the learners to remember the information because of the use of visuals in the lesson	Traditional methods are boring, through PowerPoint students can focus on different slides which helps to learn and remember	PowerPoint helps in grabbing attention of students who have short attention span	1. Audio-visual elements of slides helps in the understanding and retention of information 2. The brainstorming elements added to the slides helps to understand and retain information 3. Use of PowerPoint makes the class less boring 4. Use of PowerPoint caters to learners with short-attention span

RQ 3. What are the challenges of using PowerPoint in EFL education

Interview Question: Do you think the students become too dependent on the slides and become less interested to learn from other materials because of the use of PowerPoint in the classroom? If yes, please explain

Samia	Tira	Zara	Fatima	Rani	Nira	Rima	Themes
Students rely on slides more than textbooks and have no interest in writing diaries	Students do not become too dependent, they just enjoy learning from PowerPoint more.	Students do get too dependent on PowerPoint as books are boring and slow.	Students do not read the details mentioned in the books but only read the bullet points mentioned in the slides.	Students can get heavily dependent on PowerPoint and that's why diversity in the class is needed.	Sometimes students do not want to write because of being too dependent on slides.	Students don't give attention in the class because they think the slides will be uploaded later.	1. Students do not prefer to read books 2. Students do not prefer to write 3. Students only read from the bullet points in the slides 4. Students do not give proper attention in the class as they think they can study later when the slides are uploaded.

RQ 4. What are the things that should be considered for ensuring the effective use of PowerPoint in EFL classrooms?

Interview Question: Do you have any suggestions to teachers and/or the authority regarding the use of PowerPoint in EFL classrooms?

Samia	Tira	Zara	Fatima	Rani	Nira	Rima	Themes
The slides should be concise and engaging and the teacher	Teachers should make the PowerPoint slides engaging and school authority	Teacher should be aware about the limitations of PowerPoint and	Teachers should get training	Schools should provide training for teachers and senior teachers	Teachers should be aware of Power failure and internet glitch, they should	Teachers should not put too much content, the language should be simple, and	5. Teachers should maintain a balance between PowerPoint and other sources of

should maintain a balance between PowerPoint and other slides and ensure a smooth technical setup	should provide training and technical support..	maintain a balance between books and PowerPoint in teaching		should be encouraged to use PowerPoint	download the files and keep backup plans	teacher should mention the learning objectives at the beginning and not add too many pictures.	teaching in the class 6. The slides should not have too much content and be engaging. 7. School authority should provide training 8. Teachers should be aware of the technical errors that occur and find solutions to avoid it.
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Appendix G.

A screenshot of the email that one of the participants sent the researcher after checking her own interview is given below.

