



# Dedications

*I dedicate this work to*

*My parents for their support and encouragement.*

*To my lovely sisters Katia and Ouissam.*

*To my dear brother Sofiane.*

*To my best friends and all my relatives.*

## **Acknowledgements**

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## **Abstract**

*The present study is mainly conducted to investigate teachers' and students' attitudes towards the use of PowerPoint presentations to improve students' note-taking skill. It attempts to determine whether EFL master students and teachers of the department of English at Mouloud Mammeri University of Tizi-Ouzou are interested in the use of PowerPoint for the sake of improving students' note taking skill. This research is mainly based on one theoretical framework: Richard Mayer's Cognitive Theory of Multimedia Learning and adopts a mixed method approach. In fact, an asynchronous online interview is conducted with five teachers, in addition to an online questionnaire designed using Google Forms and administered to Master students of Language and Communication and Didactics of Foreign Languages. In order to analyze the obtained data, the SPSS software is used with the quantitative data, while Qualitative Content Analysis is used with the qualitative one. On the basis of the outcomes of the study, it is revealed that both students and teachers have positive attitudes towards PowerPoint presentations and believe that their integration into the lecture enhance students' note-taking abilities. Despite the limited use of PowerPoint, which is due to the lack of materials and equipment, both teachers and students recommend its implementation in the classroom.*

**Key words:** Attitudes, Note-taking skill, PowerPoint presentations.

## **List of Abbreviations and Acronyms**

EFL: English as a Foreign Language

ELT: English Language Teaching

H: Hypothesis

IMRAD: Introduction, Methods, Results and Discussion

ICT: Information and Communication Technology

OHP: Overhead Projector.

Q: Question.

QCA: Qualitative content analyses

SPSS: Statistical Package for the Social Science.

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## ***General Introduction***

## Statement of the Problem

In recent times, the technological advancement has impacted every aspect of our lives, including the field of teaching and learning, which has witnessed various changes by the incorporation of new methodologies using different technological tools; It has introduced various methods for students to learn and designed an environment that engages learners in building their own knowledge in the educational setting (Kaya, 2015).

Even so, the use of traditional teaching methods such as chalkboard is still implemented in most Algerian educational institutions. Despite the availability of more advanced tools, many educators choose to present a given lesson content using chalkboards, handouts and other old fashioned methods of teaching in order to explain particular points of the lesson. However, another tool of presenting visual information exists and can be integrated into all the modules for the assimilation of information. This visual teaching tool is known as PowerPoint presentations.

PowerPoint has become a popular tool that is widely used in educational classes as a means for developing students' learning. This presentation program was developed in "*1987 for preparing business slides*" (Nouri and Shahid, 2008, p.103) and become widely used in meetings, educational conferences, lectures and presentation of students' projects, dissertations and theses. In spite of the fact that the use of PowerPoint in the classroom has significantly increased worldwide, its implementation in Algerian classrooms is rather scarce. Teachers tend to use the traditional talk and chalk method instead of incorporating multimedia tools.

In Algeria, several studies have been conducted to investigate the impact of PowerPoint presentations on students' learning. These studies aimed to analyze the effectiveness of using PowerPoint in classrooms. For example, Sadoudi (2015) conducted a study at the University of Béjaia entitled "*The Effects of Using PowerPoint Presentations, during Lectures, on EFL*

Students' Motivation and Attitudes''. The results revealed that the majority of learners felt comfortable by using PowerPoint during the lecture and showed positive perceptions. In addition, teachers indicated that PowerPoint has a positive effect on students' motivation and attitudes. Another study conducted by Benghalem (2015) at the University of Sidi Bel Abbas entitled "The Effects of Using Microsoft Power Point on EFL Learners' Attitude and Anxiety" showed that students had positive attitudes and experienced low anxiety when PowerPoint was used. However, these research works did not address teachers' and students' attitudes toward the effect of using PowerPoint to enhance students' note-taking skill. Therefore, this study aims to address this gap in the literature.

As far as this dissertation is concerned, it tries to shed light on whether the use of PowerPoint presentations as a teaching and learning tool enhances students' note-taking skill or not, placing emphasis on exploring the attitudes of both teachers and students towards its use in the Department of English at Mouloud Mammeri University of Tizi-Ouzou.

### **Aims and Significance of the Study**

The present dissertation aims at determining whether EFL teachers and students find PowerPoint as a useful educational tool to be implemented in the classroom in order to improve students' note-taking skill. In more precise terms, the main objective of this study is to find out whether or not the teachers and students hold positive attitudes towards PowerPoint presentations as an instructional medium to improve students' note taking abilities in EFL classes at the university of Tizi-Ouzou.

This study holds significant importance that lies in the sense that it is relevant to the field of academic research. It is important because it adds to the body of research surrounding the perceptions of both EFL teachers and students about the use of PowerPoint in the classroom and its contribution in the improvement of students' note-taking skill. Both

teachers and students can benefit from the findings of this study. The study findings may help EFL teachers to become aware of students' attitudes towards PowerPoint presentations.

## **Research Questions and Hypotheses**

Aligning with the aforementioned research objectives, the present study aims at answering the following questions:

**Q1.** What are the EFL students' attitudes towards employing PowerPoint presentations during the lecture for developing their note-taking skill?

**Q2.** What are the EFL teachers' attitudes towards the use of PowerPoint presentations during the lecture for improving students' note-taking skill?

In an attempt to answer the abovementioned research questions, the following working hypotheses are advanced:

**H1.**EFL students hold positive attitudes towards the use of PowerPoint presentations to develop their note-taking skill.

**H2.**EFL teachers have positive attitudes towards implementing PowerPoint presentation in the classroom as a means of improving students' note taking abilities.

## **Research Design and Methodology**

In order to investigate the perceptions of EFL teachers' and students' towards the effectiveness of PowerPoint presentations in improving students' note-taking skill, a mixed-method research that combines both quantitative and qualitative data collection and data analysis procedures was adopted. To be more specific, two main data collection instruments were used to obtain the necessary information. The first tool used to gather data was an online questionnaire comprising closed-ended and open-ended questions. The questionnaire was designed using Google Forms and addressed to the Master students of Didactics and

Language and Communication in the Department of English at the University of Tizi-Ouzou. The second tool was an asynchronous online interview conducted via email with teachers affiliated to the department of English at the same educational institution in order to collect in-depth information and shed light on their opinions about the use of PowerPoint presentations to improve students' note-taking skill. Both quantitative and qualitative data were gathered. Consequently, both quantitative and qualitative data analysis procedures were used. Quantitative data were processed using the Statistical Package for Social Sciences computer program, whereas qualitative data were treated using Qualitative Content Analysis (QCA).

### **Structure of the Dissertation**

This dissertation follows the IMRAD structure (Introduction, Methods, Results and Discussion), referred to as the traditional complex model. Besides a General Introduction and a General Conclusion, the present dissertation is organized around four main chapters preceded by a *General Introduction*, which states the research problem, study objectives, research questions and hypotheses, provides a brief description of the methodology used to undertake the investigation, and presents the structure of this work. The first chapter, called *Review of the Literature*, reviews concepts and definitions and provides the theoretical background of the study. The second chapter is entitled *Research Design and Methodology*. It presents the procedures of data collection and data analysis. The third chapter, labeled *Presentation of the Findings*, is devoted to the presentation of the study findings obtained from the questionnaire and the interview. The fourth and last chapter, named *Discussion of the Findings*, deals with the discussion and interpretation of the results in relation to the theoretical framework and the review of the literature, provides answers to the research questions, and confirms or refutes the research hypotheses. The dissertation ends with a

*General Conclusion* which synthesizes the most important findings, highlights the limitations of the study, and provides suggestions for additional research on the topic.

## ***Chapter I: Review of the Literature***

## **Introduction**

The present study endeavors to investigate EFL teachers' and students' attitudes towards the use of PowerPoint presentations as a tool to improve students' note-taking ability. Before explaining the method used to investigate the topic, it is important to review the related literature and present the theoretical framework of the study. Therefore, the present chapter is theoretical in nature because it reviews the literature related to the topic under investigation. It is divided into four sections. The first section is about attitude. It gives some definitions of attitude, and states its importance in language learning. The second section reviews the literature related to PowerPoint. It begins with an emphasis on the main role of Information and Communication Technology (ICT) in language teaching. Then, it gives a historical overview of PowerPoint. Afterwards, it provides some definitions of PowerPoint according to some scholars. Finally, it reports the positive and negatives aspects of PowerPoint presentations. The third section is concerned with the note-taking skill. It offers definitions of the note-taking skill, stresses its importance, and clarifies the different note-taking strategies. The fourth and last section deals with the theoretical framework upon which this study is based. It presents the main foundations of the Cognitive Theory of Multimedia Learning presented by Richard Mayer.

### **I.1 Attitude**

#### **I.1.1 Definitions**

The concept of attitude is defined by various scholars in different ways. According to the Oxford Learners' Pocket Dictionary (2008), attitude is "*a way of thinking or behaving*" (p.23). In other words, attitude is a point of view or a manner through which the individual can act or comport towards something. In this sense, Gardner (1980, p.267) considers attitude as "*the sum total of man's instinct and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specific topic*" (cited in Belguebli and Belkacem, 2016,

p.6). To put it simply, attitudes are evaluations about a particular subject, they are judged basing on the humans' reaction in relation to his opinion and feelings he holds. However, such evaluation of thought and action can be either positive or negative, depending on the individuals' personality and his experience, which have an influence on attitude. This view goes hand in hand with Allport (1935), saying that attitude is "*A mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects or situations with which is related*"(Cited in Alhamali, 2007, p.7).

In short, attitudes shapes our thoughts and feelings towards a particular object through life experiences and it is not static, because it is constructed and taught from the surrounding or social, traditional and cultural beliefs.

### **1.1.2 The Importance of Attitude in Language Learning**

It is noteworthy that attitudes occupy an important place when it comes to learning a language. Thus, many researchers consider it as an essential factor which influences learning a language (Mouili,et al, 2014) (Abidin, et al, 2012) (Fakey,2010). For example, Abidin, et al (2012, p.121), indicate that "*achievement in the target language relies not only on the intellectual capacity, but also on students' attitudes towards that language*". That is, in addition to mental capacities, the learner needs to have a certain perception and attitude which determines and judges his ability to acquire a second language.

Besides, Mouili, et al (2014) argue that a successful acquisition of any language is closely related to attitudes when they say: "*learning a foreign language can be facilitated if the student adapts positive attitudes towards that language*" (p.118). they add, "*...if the attitude is negative, language learning will be low.*" (*ibid*). That is, if the learner has the mindset that a certain language is difficult, he will obviously face difficulties and obstacles

that affect language acquisition. However, if he holds a positive attitude towards that language, he will be highly motivated to have a positive orientation to learn and it.

In addition, Iddou Derraz (2009) states: *“motivation is much affected by attitude towards the target language and its speakers”* (p.13). She indicates that the positive reaction towards language may be determined by a *“high source of motivation”* (ibid). That is, an individual, for instance, if he has a strong desire to travel to a foreign country where the Turkish language is spoken, he may be more motivated to learn that language. This motivation can provide a positive attitude towards Turkish, which can result in better learning outcomes.

## **I.2 PowerPoint**

### **I.2.1 Information and Communication Technology in Language Teaching**

The advancement of new technology has influenced the educational field by offering many modern educational tools (Oliver, 2002). For example, one type of technology that is integrated into teaching and learning process is ICT, which stands for Information and communication technology. This latter plays a great role and a crucial factor in improving the teaching-learning atmosphere (Berbar and AitHamouda, 2019).

According to Ratheeswari (2018, p. 45), *“ICT’s are technologies that provide access to information through telecommunication”*. It means that this technology serves as a tool that focuses on the process of communication and managing information by the use of *“...internet, wireless network, cell phones and other communication mediums”*. (Ibid, p. 46).

In fact, when it comes to language teaching and learning, the electronic devices of ICT simplify and promote a better access to many methods of learning from many sources of information. For instance, during this period of Covid-19, most of the tutorials in educational institutions and private schools in Algeria are done online thanks to these digital technologies,

which give opportunities for accessing information and interacting with teachers online. Adding to that, Abdul Razak, et al (2020) stress the importance of implementing ICT's in improving students' listening and speaking skills; Since most students are visual learners, the educational videos and colorful lessons keep students "*awake and more motivated*"(ibid, p.81). Thus, learners try to listen, become attentive and eager for learning a language. Indeed, by the appropriate use of these new ICT tools, education moves from teachers' responsibility to "*student centered method*" (Abdul Razak, et al, p.84). That is, it is up to learners to create their own knowledge, because ICT's provide better ways to learn and students gain access to information easily and quickly. As a result, they allow a better retention of knowledge and offer positive educational outcomes.

### **I.2.2 An Overview about PowerPoint**

Before the introduction of PowerPoint, a lot of time was spent using traditional tools to illustrate presentations. Thus, many scientists felt the need of a modern presentation program that facilitates presenting information.

In 1987, the first version of the presentation software was originally called "*Presenter*". It was developed for business purposes by Dennis Austin and Bob Gaskins (Gaskins, 2012). As Austin (2009, p.6) puts it, "*....we decided to proceed and we adopted the working name presenter*". Then, it was developed by the help of Tom Rudkin and went with '*PowerPoint*' as a new name, because at that time, this concept of PowerPoint was needed to name all the applications of software at the Start-up (Gaskins, 2012). After a period of its appearance, it is argued: "*Microsoft heard about our product and knocked on our door*" (Austin, 2009, p.21). That is, this program was shipped by Microsoft and for the first time Forethought marketed its first version of the product, which made her continue to introduce further versions with new features: videos, colors, transitions and animations. As a result, PowerPoint affected different areas and applied in many fields to convey visual information (ibid).

### **I.2.3 Definition of PowerPoint Presentation**

PowerPoint presentations can be defined as a visual communication tool used to convey information. According to Khanal (2016), “*Microsoft PowerPoint is a magnificent application program of presentation which consists of slides allowing the user to present their message*” (p.4). It is a powerful piece of communication technology that targets on creating an electronic presentation by using many slides to illustrate audio and visual interpretation of information.

Oommen (2012, p.54) states that, “*PowerPoint allows one to show colored text and images with simple animation and sound*”. That is, this presentation program gives presenters the choice of presenting ideas effectively, by the incorporation of recording, graphics and multimedia elements and other features to convey information in a more organized and creative way.

### **I.2.4 Positive and negative Features of PowerPoint Presentations**

PowerPoint is a widely used software tool to present information. Basing on research results, Microsoft PowerPoint is mostly applied in the teaching-learning process. It is regarded as the most useful way to present visual information; others believe that it has some drawbacks:

Xingeng and Jianxiang (2012) in their study assert that lessons are difficult to explain using the traditional way of presenting a lecture, contrary to PowerPoint presentation software which contributes to a better learning as it grabs students’ attention by the new looking of the presentation that provides a varied environment for learners as well as for teachers. They acknowledge, “... *by presenting PowerPoint slides inserted with pictures, flow charts, schematics, animations, even video clips, the lecture may become vivid and attractive to students*” (Xingeng and Jianxiang, 2012, p.61). Adding to that, Mansour and Odeh (2019)

affirm that by providing students with different forms of multimedia, all of them will have a chance to clearly understand the lecture presented using PowerPoint. They argue:

PowerPoint presentations merge the three groups of learners (auditory, visual and kinesthetic). While the visual students need to see photos and pictures, the auditory learners need to hear sounds. In addition, the kinesthetic learners need to engage in activities in order to grasp concepts and better understanding” (Mansour, 2019, p.11).

In addition, according to Marmiené (2006), Microsoft PowerPoint makes students active. He describes it as “*an effective learning process which moves students from the passive role of recipients to the active role of builders of knowledge*” (p.106) .That is to say, when this visual technology is adopted, students are actively engaged in the lesson to learn and communicate, Because instead of wasting time in writing on chalkboard, the lesson is already presented. Thus, teachers and students can only concentrate on the lecture. In this regard, Irmawati, *et al* (2019) point out that PowerPoint can serve as “*a way to avoid boredom*” (p. 245). i.e., Microsoft PowerPoint aims to make a presentation more interesting; the viewer remains focused for a long time. As a result, the comprehension and retention of information will be easy, especially when the presenter uses various kinds of animation and illustration. (Xingeng and Jianxiang, 2012).

However, in spite of having positive aspects, PowerPoint may have some weaknesses:

Firstly, it is very crucial to consider the communication skill while explaining a presentation, where eye contact is very important. For Xingeng and Jianxiang (2012), in a PowerPoint presentation classroom, “*...the instructors’ eye will stay more on the screen than on the face of students*” (p.63). In other words, the speaker turns towards the screen and neglects the interaction with his viewers. As a consequence, the quality of communication will be decreased.

Besides, putting too much text, animation and other unnecessary details in one slide may cause difficulties to follow the presenter and reduce their ability to concentrate. As

Zeghlach and Medjnah (2018, p.7) assert: *“If a PowerPoint presentation contains too much animations and sound effects, it can distract the audience from the actual information in the presentation and shoves the message aside.”* Therefore, students may feel bored and tired during the lecture.

Furthermore, technical difficulty is another weakness brought by PowerPoint and found in Perron and Steans’ work; they argue that every use of a new technology contains technical problems and they stress the fact that such problems can be encountered when implementing the presentation technology *“Prezi”* (Perron and Stean, 2010, p.2). Such as, bugs that make it impossible to perform an action in the software and hardware failure that often takes time to fix it. Consequently, students become inattentive and can be easily distracted from the lesson.

### **I.3 Note-taking Skill**

#### **I.3.1 Definition**

Note-taking is, simply, a way of saving important information in order to use them later. Piolat et al (2005) describe it as *“a complex activity that requires comprehension and selection of information.”* (p.291). it means that taking notes is a tool which demands choosing the main ideas from what is understood. Similarly, Kirkgoz (2010, p.4348) thinks that when taking notes, students should be *‘selective’*; They select the necessary data from the useless ones and write them in their own words in order to facilitate saving information in the human mind.

#### **I.3.2 The Purpose of Note-Taking**

According to Boch and Piolat (2005, p.101), students take notes in order to attain two main objectives which are: *“to record information and / or to aid reflection.”* To put it in other words, the act of writing the important points down helps learners to keep and encode the essential information in a way that is easier for them to think about by choosing the appropriate method that suits their need. Adding to that, notes are beneficial to be used in the

classroom as they help students improve their listening skill during the class, because, when listening carefully to the teacher, students will be able to focus on the class and take good notes. (Roy et al, 2014; cited in Bahrami and Nosrätzadeh, 2017). Further, Kiewra and Benton (1988) affirm that there is a huge relationship between taking notes and memory. They claim that the act of taking notes is “a cognitive work” (p. 34). To be explicit, writing down notes has an impact on memory as it helps students to recall and build knowledge in different materials by making a strong connection between ideas.

To sum up, note-taking is a useful technique that aids students in receiving information in a clear manner, they force and encourage them to listen and concentrate in the class. Thus, students remember information easily and deepen their comprehension. Kiewra (1987) confirms this idea saying that

The result of taking notes is much more than the production of a passive “external information store, as the note taking action itself is part of the memorization process and results in the creation of a form of “internal” storage (cited in Boch and Piolat, 2005, p. 104).

### **1.3.3 Note-taking Strategies**

People take notes in a way that suits their personal learning style using different strategies which are as follows:

#### **1.3.3.1 Linear Note taking**

Piolat (2001) describes the linear method of note taking as: “*Note taking in a format similar to conventional written texts or outlining*” (cited in Friedman, 2014, p. 10). It means that this technique is a way of writing down information in a clearly ordered and organized manner by making a summary of the essential information one line after another to have all the notes that will be effectively used for knowledge acquisition.

## **The Cornell Strategy**

Cornell note-taking technique is a very specific type of note-taking strategies. It was developed by Walter Pauk and viewed as one of the most effective methods of linear notes (Meacher, 2012). Taking notes using the Cornell strategy encourages students to organize their notes during lectures because *“it promotes active learning and critical thinking”* (ibid, p.13). According to Friedman (2014), Cornell notes involve dividing the paper into three columns; the right section used to record important information and ideas heard or read, the second column called “Cue”; in this column, learners match possible questions about the main points and identify the key words. As for the summary section, students summarize what they have learned to review them whenever needed (Friedman, 2014). Hence, by applying the Cornell strategy, notes are more organized; the lesson will be better understood and easy to review.

## **Symbols and Abbreviations**

Abbreviations and symbols are also part of linear notes. According to the Oxford Learners’ Pocket Dictionary (2008), abbreviation is *“a short form of a word or phrase.”* (p.1) , while symbols are *“...signs, marks or objects that represents something”* (p.450). For Kirkgoz (2010, p. 4348), symbols and abbreviations *“act as time saving devices”*. It means that they are helpful to write notes in a shorter amount of time. This is why when taking notes, we do not need to write everything word for word, and instead, symbols and abbreviations help us in writing the main idea. For instance, instead of writing ‘English as a Foreign Language’, we tend to abbreviate it as ‘EFL’ and instead of writing the full word ‘Love’, we can simply symbolize it by drawing a heart shape.

### **1.3.3.2 Visual or Pattern Notes**

Visual note taking also referred to as *Sketchnoting*. It is recording notes in a form of doodling and written words (Paepcke- Hjeltness et al, 2017, P. 2). This technique requires focusing and thinking clearly when taking notes So as to understand and retain information more easily and in an effective manner (ibid).

## **Mind Mapping Method**

Mind mapping method is a visual strategy of taking notes. It is considered as ‘*a network of connected and related concepts*’ ( Davies, 2011, p.281). It is “*a more illustrative way of taking notes in which students draw connecting to like ideas through a hierarchical layout*” (Meacher, 2012, p.14). That is, this technique demonstrates the relationship between the key ideas and information which are presented visually “*line thickness, colors, pictures and diagrams*” (Davies, 2011, p.281). these latter have the potential to improve note takers’ level of understanding and retaining the content of their notes through the creative “*network connection*” of visual or written information as well as the clear distinction and relationships between the main points and details (ibid).

## **Concept Map (C Map)**

Unlike mind mapping, concept map does not require the use of pictures. However, they use phrases which are related to help understand the relationship between ideas. It is described as

It has a tree structure with super-ordinate and subordinate part (primary, secondary and tertiary ideas). The map normally begins with a word or concept or phrase which represents a focus question that requires an answer (Novak and Canas, 2006; cited in Davies, 2010, p.282).

In short, concept map begins with a central concept which will be linked to different branches of ideas forming a ‘tree’ to show and emphasize the connection and the relationship between different pieces of information and linking sentences.

## **Fishbone Method/ Ishikawa Diagram**

Zentar (2017) describes the fishbone method as “*a tool for analyzing systematically the causes and effects of a happening.*” (p.28). That is, categorizing ideas by drawing a diagram in a form of a skeleton of a fish that summarizes the reasons of any issue and its consequences.

### **1.3.3.3 Voice Notes**

Due to the development in technological devices, taking notes become easier and much faster. According to Stifelman, et al (1993), “*voice notes is an application that allows the creation management and retrieval of user authored voice notes...[it] provides a simple digital audio file system for organizing recorded segments of speech*”( p.180). Meaning that, it is a process of recording information through electronic devices. Such as, voice recorders and phones and saved in a file so as to listen and easily review them later whenever and wherever necessary.

## **1.4 Theoretical Framework**

### **1.4.1 The Cognitive Theory of Multimedia Learning**

The investigation of the current study is based on the cognitive theory of multimedia learning suggested by Richard E Mayer (2005) in his book entitled :“*Introduction to Multimedia Learning*”, where he stresses the importance of using multimedia to enhance the learning process. This theory seeks to explain how the human mind works and how an individual processes information basing on three combined assumptions, which are: ‘*the dual channel assumption*’, ‘*the limited capacity*’ and ‘*the active processing assumption*’.

#### **1.4.1.1 The Dual-channel Assumption**

The dual-channel assumption states that human beings use two different ways to find information in memory: “*....auditory / verbal information and a visual/ pictorial channel.*”

(Mayer, 2005, p.33). That is, in order to acquire knowledge and better remember the material, learners encode information both visually and verbally. Indeed, all the information detected through learners' eyes, including graphics, images, written words displayed on a screen and other visual representations are processed via the visual channel. Whereas, the material presented using sounds, narrations and other information heard go into the auditory channel. These two kinds of channels complete and reinforce each other. Therefore, learning can be meaningfully improved.

#### **1.4.1.2 The Limited-capacity Assumption**

The limited capacity assumption dictates that the capacity of the working memory is restricted and cannot hold a huge quantity of information processed at one time (Mayer, 2005).

According to Sweller (2005), the human brain can only take little information from both channels at a given moment. Thus, the human capacity to store information in the working memory is extremely limited and it is impossible to remember the bombarded information at one time, because when there is too much data stored in the individuals' working memory, it can become difficult to retain (ibid).

#### **1.4.1.3 The Active Processing Assumption**

The active processing assumption asserts that in multimedia learning, students should be actively involved in a cognitive processing by selecting relevant information, organizing them coherently into verbal and pictorial model. Finally, integrating these models with previous knowledge to form a successful mental representation of information (Mayer,2005).

Figure 1 is an illustrated interpretation of the Cognitive Theory of Multimedia Learning.

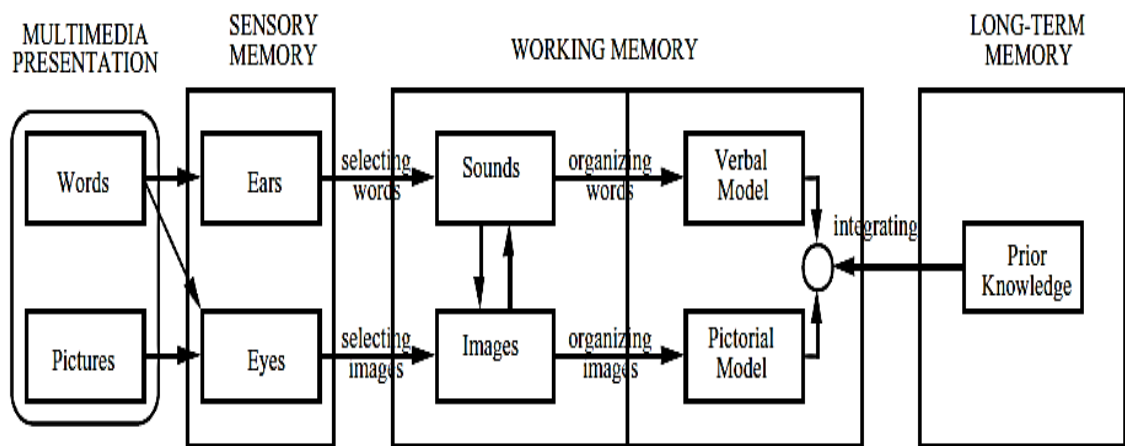


Figure 1 Cognitive Theory of Multimedia Learning (Ibid, p. 37)

In a multimedia learning presentation, the teacher delivers instructions through words and images. As shown in figure 1, the one who views the presentation, takes information into the sensory memory through his eyes and ears.

Then, the learner enters to what Mayer calls *'the selecting phase'*; Since the working memory has a limited capacity, he begins to pick and choose which words and images or graphics to bring into the working memory. Otherwise, this latter will be overloaded and the information quickly fades away.

After that, once the words and images are in the learners' working memory, they will begin to organize the information and form what Mayer calls *'verbal and pictorial model'* as it is shown in the table.

In the final step of the process, the learner connects verbal and pictorial models with prior knowledge as the information moves and get stored into long term memory.

### 1.4.2 The Multimedia Principle of Multimedia Learning

One of the most important principles of multimedia learning is the multimedia principle which suggests presenting graphics or illustrations with text rather than just text. That is to say, learners learn better from words and pictures than from words only (Mayer, 2001; cited in Gallahue, 2012).

### Conclusion

To conclude, this theoretical chapter has dealt with the review of literature. It first introduced the concept of attitude. Then, the second part was about PowerPoint. Furthermore,

the third part has presented the note-taking skill and the aspects that are in relation to this part. The review has also clarified the theoretical framework upon which this study is based. The following chapter describes the research design and methodology of the study.

## ***Chapter II: Research Design and Methodology***

## **Introduction**

This chapter deals with the research design and methodology of the current study. It describes the techniques and procedures of data collection and data analysis. First, it presents the research method, the context of investigation, and the sample population. Then, it depicts the two research tools used to carry out our research and explains the procedure of data collection. It ends with the description of the methods used to analyze the gathered data.

### **2.4 Research Method**

In order to gain a more complete and better understanding, a mixed-method approach is adopted. Malina and Norreklit (2011, p.6) define the mixed-method research as follows:

Mixed method research employs both quantitative and qualitative methods that enable exploring more complex aspects and relations of the human and social world. Some of these aspects and relationship may be analyzed quantitatively and qualitatively.

The use of the mixed-method approach for our study improves our comprehension and gain a more comprehensive understanding of teachers' and Master students' attitudes towards the use of PowerPoint Presentations to develop students' note-taking skill. Therefore, the mixed-method research is the most relevant method that connects both quantitative and qualitative methods for the sake of answering the research questions mentioned in the general introduction of this dissertation.

### **2.5 Research Participants**

The inquiry is conducted in a virtual setting. To be more specific, it is based on the internet and online tools with teachers and students at Mouloud Mammeri University of Tizi-Ouzou during the academic year 2019-2020. The target population of the study consists of a representative sample of forty-eight Master I and Master II students in Language and Communication and Didactics of Foreign Languages who are studying in the department of English and five of their teachers. The students and the teachers are randomly selected.

## **2.6 Data Collection Instruments**

For the purpose of collecting data that support the topic under investigation, which is about teachers' and students' attitudes towards the use of PowerPoint Presentations to enhance students' note-taking skill, we have used two different kinds of data collection tools: a questionnaire handed to students and an interview conducted with teachers.

### **2.6.1 The Questionnaire Distributed to Students**

A questionnaire is a research instrument that contains questions divided into different sections used to gather answers and data from respondents. It is defined by Taherdoost (2016 p.28) as *“one of the most widely used tools to collect data in especially social science research. The main objective of questionnaire in research is to obtain relevant information in most reliable and valid manner”*.

In the present study, the questionnaire used seeks to collect data about students' perceptions and attitudes towards the use of PowerPoint presentations to help improve their note-taking ability. An online questionnaire created using Google Forms has been sent to Master students of Didactics of Foreign Languages and Language and Communication enrolled in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The questionnaire contains sixteen (16) questions mixed between close-ended questions and open-ended questions. It comprises three sections. The first part concerns the participants' demographic information; the second part deals with PowerPoint use and note-taking; and the third part is about students' attitudes towards using PowerPoint to improve their note-taking skill.

The qualitative data are collected through open-ended questions, which give the opportunity for the students to express themselves in their own words about PowerPoint as a learning tool to enhance their note-taking ability, its benefits and drawbacks. The quantitative data are collected from close-ended questions in order to gain more information concerning

students' motivation about the use of PowerPoint presentations, their most used note-taking strategies, and their main opinions about the use of PowerPoint presentations.

### **2.6.2 Teachers' Interview**

The interview is a collection tool of data that requires asking questions and getting answers from participants in a study. According to Gratton and Jones (2004, p.142), interviews enable participants to talk about their own experiences in their own words, and allow them to elaborate on any area of particular interest or importance.

For the purpose of this research, an interview has been conducted with five (5) teachers in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The participants have been interviewed via email. That is to say, an online interview has been used to gather data about teachers' attitudes towards the use of PowerPoint to improve students' note-taking skill.

An online interview is an interview that is conducted via the internet and other technological devices, and can be either "*synchronous*" or "*asynchronous*" (Salmons, 2012, p.22). Synchronous interviews are face to face interviews where the interviewer and the interviewee interact with each other simultaneously using video conferencing or video calls, whereas asynchronous interviews do not take place in real time; the interviewee is given a set of questions and asked to provide written answers by using emails, or some other applications (Ibid).

In the present study, we have adopted the asynchronous interview, which has been conducted via email in an attempt to obtain reliable data in the form of written responses from the respondents. Data that are collected asynchronously are in a written form. Asynchronous interviews are far easier to set up than synchronous interviews in terms of technological requirements. The format of an e-mail interview is when the researcher obtains the participants' e-mail addresses and sends them a file where the relevant questions of the

interview are included. The respondents open the word press document, answer on it, and send it back to the sender or the researcher.

The interview consists of fifteen (15) questions aimed at investigating teachers' use of PowerPoint presentations in their lectures and teaching process at the University of Tizi-Ouzou, as well as gathering data about their perceptions concerning the effect of PowerPoint presentations on students' note-taking skill. Hence, the majority of the questions that are designed for the interview are open-ended in order to gather in-depth information about teachers' point of view.

## **2.7 Data Collection Procedure**

We have reached the Master students of the two options of study, Language and Communication and Didactics of Foreign Languages, by posting the questionnaire on the department's Facebook group page and by sending it to our classmates on October 24, 2020. Unfortunately only forty-eight students have collaborated and answered it by November 10, 2020. For the interview, we have obtained the teachers' e-mail addresses and conducted it in an asynchronous way with five teachers in the department of English. The teachers have answered kindly the questions of the interview, which were related to their experience with PowerPoint presentations and their opinions about its integration and effects on the students' note-taking skill and their teaching process. The interview was conducted via e-mail. A word press document was sent to the teachers starting from October 25, 2020. The interview questions were sent to fifteen teachers but only five of them have answered from October 29 to November 16, 2020. Each teacher has answered on his/her own time.

## **2.8 Data Analysis Procedures**

### **2.8.1 Quantitative Analysis**

The Statistical Package for Social Sciences (SPSS) is used to analyze the numerical data obtained from the closed-ended questions of the questionnaire. According to Landau and

Everitt (2004, p. 12), SPSS is “...a package of programs for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences”. This software program is mainly used in social sciences to analyze statistical data. The resu

Its of the current study are presented in terms of percentages and displayed in tables and diagrams.

### **2.8.2 Qualitative Analysis**

The Qualitative Content Analysis is used to analyze the respondents’ answers provided in the open-ended questions. This data analysis procedure is defined as “ a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or pattern.” (Hsieh and Shannon, 2005, p.1278). That is to say, Qualitative Content Analysis is used to classify qualitative data into codes and themes. In this study, Qualitative Content Analysis has been adopted because it provides a concrete interpretation of the results that have been gathered from the open-ended questions of the questionnaires and the interview.

### **Conclusion**

This chapter has described the methodology used to carry out this study. It has shed light on the setting of the investigation, the population sample, and a description of the procedures followed to collect and analyze data from both students’ questionnaires and teachers’ interviews; the software program SPSS is used to analyze the quantitative data, while the Qualitative Content Analysis (QCA)is adopted to interpret the qualitative data. The following chapter will be the presentation of the findings.

## ***Chapter III: Presentation of the Findings***

## Introduction

This chapter deals with the presentation of the findings gained from the questionnaire administered to Master students of Language and Communication and Didactics of Foreign Languages in the department of English at Mouloud Mammeri University of Tizi-Ouzou and from the interview conducted with teachers in the same department.

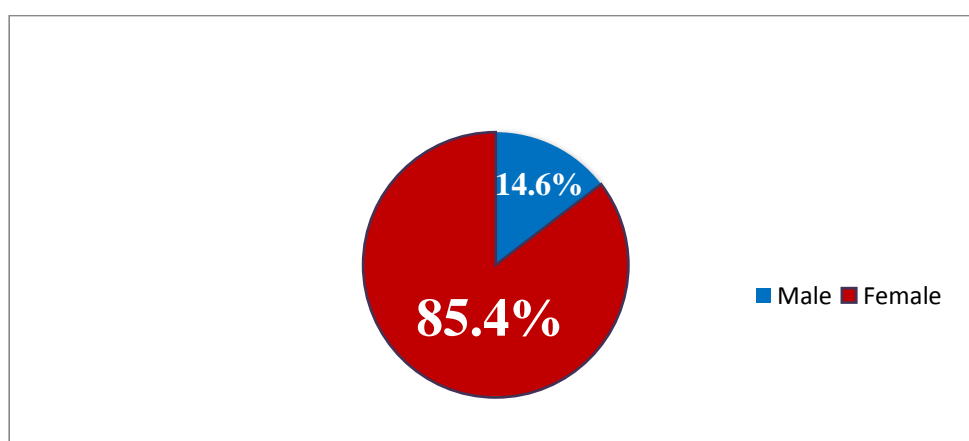
This chapter is divided into two sections. The first section presents the result obtained from the analysis of the questionnaire. For the sake of readability and visibility, the outcomes are presented in percentages and displayed in diagrams. The second section reports the results obtained from the interview conducted with the teachers.

### 3.4 Results of Students' Questionnaire

The first tool used to collect data is a questionnaire administered to Master one and Master two students in the department of English. The obtained findings are reported below.

#### Section One: Participants' Demographic Information

**Question One:** Please specify your gender.

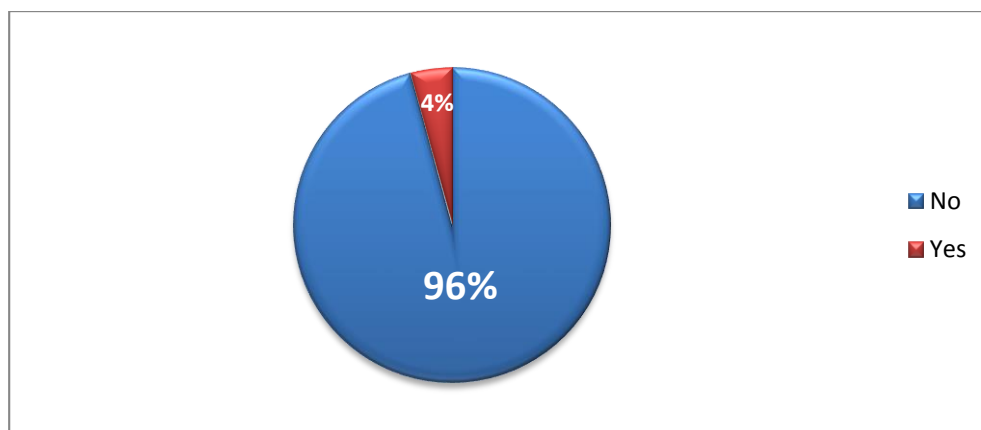


**Diagram (01): Students' Gender**

The results obtained from the first question indicate that female students outnumber male students. Indeed, as it is shown in Diagram (1), 85.4% of the participants are female and 14.6% are male.

## Section Two: PowerPoint Use and Note-taking

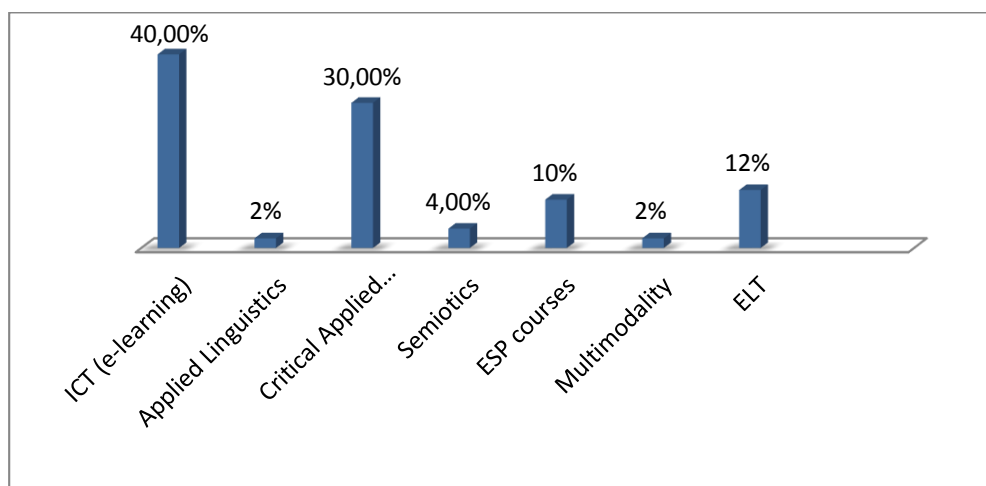
**Question Two:** Do all your teachers use PowerPoint when presenting their lectures?



### Diagram (2): Teachers' Use of PowerPoint Presentations in the Classroom

As shown in Diagram (2), almost all the participants (96%) affirm that not all of their teachers use PowerPoint presentations when presenting their lectures. Only two students (4%) state that all of their teachers use this tool in the classroom

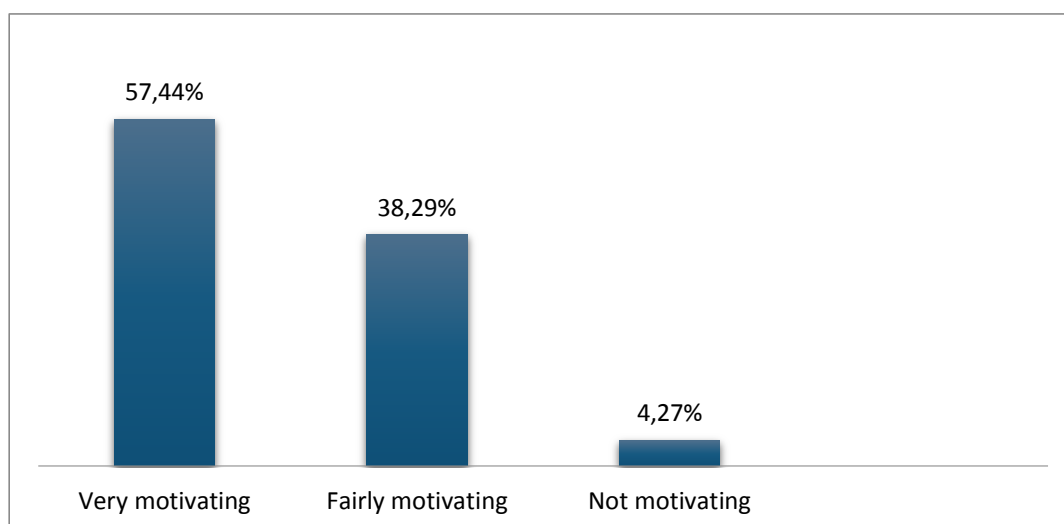
**Question Three:** In which module PowerPoint is used?



### Diagram (3): Modules where PowerPoint Presentations are Used

As shown in Diagram (3), the majority of the respondents (40%) indicate that PowerPoint presentations are mostly used in the module of *ICT*. After that comes *Critical Applied Linguistics* with a percentage of 30%, *ELT* (English Language Teaching) with a percentage of 12%, and *English for Specific Purposes* with a percentage of 10%. Only 4% of the participants responded with *Semiotics* and 2% with *Applied Linguistics and Multimodality*. It can be deduced from the results above that PowerPoint presentations are more used in two modules: *ICT* (E-learning) and *Critical Applied Linguistics*.

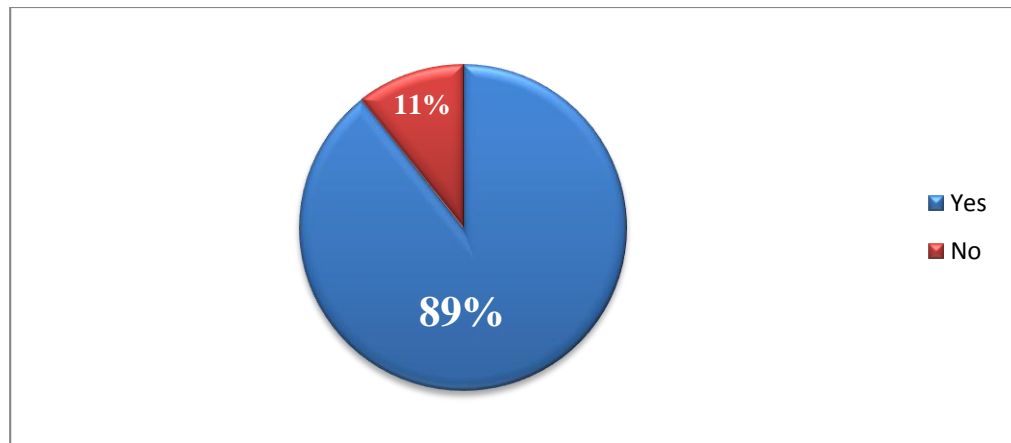
**Question Four:** How is the classroom environment when PowerPoint is used?



**Diagram (4): The Classroom Environment when PowerPoint is Used**

According to the results shown in Diagram (4), twenty-seven (27) participants, representing the majority with (57.44%), find the classroom environment very motivating when PowerPoint is used. Eighteen (18) students, representing a percentage of (38.29%), consider that it is rather fairly motivating. Only two students, representing about (4.27 %), feel that the classroom environment is not motivating when PowerPoint is implemented.

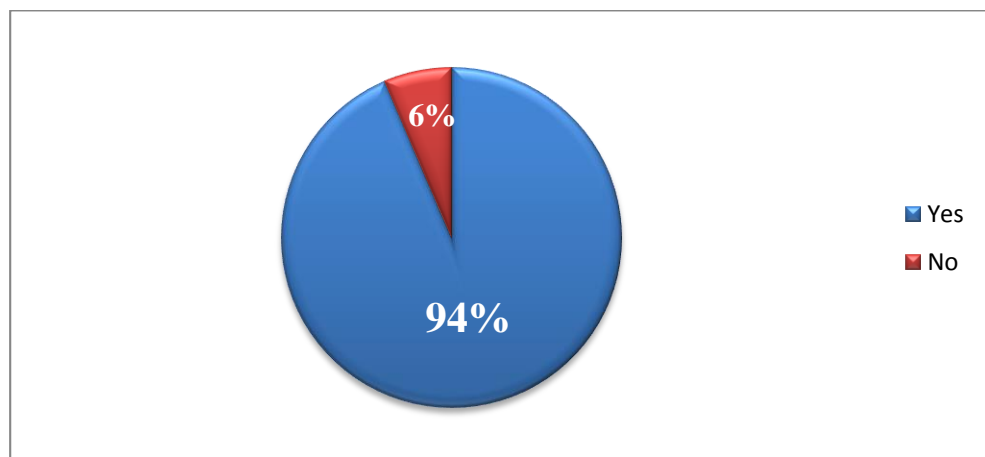
**Question Five:** Do the visual graphics in PowerPoint presentation lectures help you to recall content during exams?



**Diagram (5): The Influence of Visual Graphics on Students' Recalling during Exams**

From Diagram (5), we notice that most of the learners (89%) think that the visual graphics in PowerPoint presentations help them to recall content during exams. This means that visual graphics are important when presenting a PowerPoint lecture. Only five (05) students, representing a percentage of (11%), deny the importance of the visual graphics in PowerPoint in recalling content during exams.

**Question Six:** Do you take notes from PowerPoint slides?



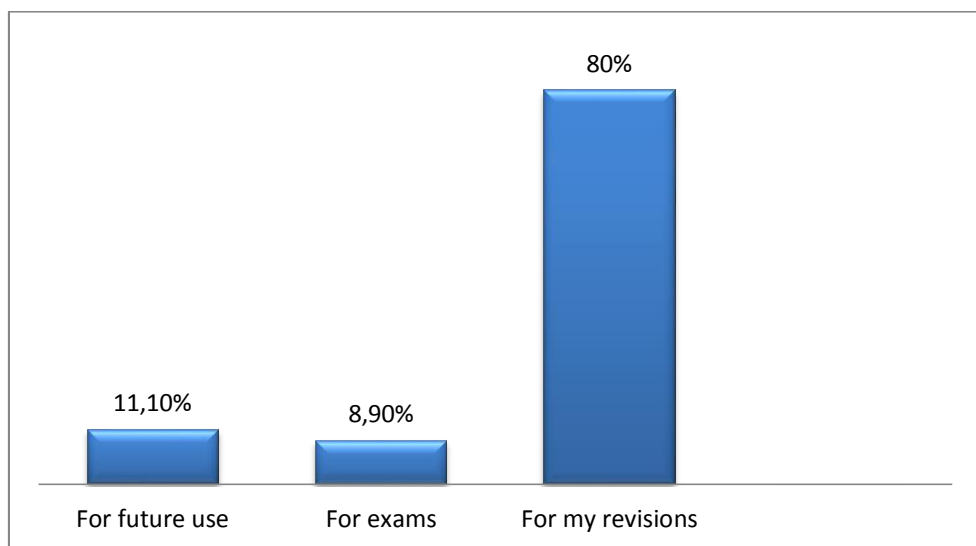
**Diagram (6): Taking Notes from PowerPoint Slides**

Through this question, we intended to know whether students take notes from PowerPoint slides or not. The results demonstrate that the majority of students (94%) take notes from the slides. However, only three (3) students representing (6%) do not.

**If the answer is no, can you please explain why?**

Very few participants, that is, three (03) students (6%), indicate that they cannot take notes when it is a PowerPoint lecture. They find that teachers explain the lessons quickly and move to the next slide without giving them time to take notes. According to these students, the use of PowerPoint prevents them from taking notes. One of the respondents acknowledged that “teachers are very fast when they finish explaining they move on without asking students about taking notes”. This proves that teachers do not encourage their students to take notes.

**If the answer is yes, for which purpose do you store and use your notes?**



**Diagram (7): Students’ Reasons behind Taking Notes**

From Diagram (7), it seems that most of the participants, that is 80% (36 students), ensured that they take notes for their revisions. 11.1 % of the students take notes for future use. Only four (04) participants, representing (8.9%), said that their notes are stored for exams.

**Question Seven:** Which of the following note-taking strategies do you use?

<b>Note-taking Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Cornell notes	15	31.9 %
Mindmappingmethod	13	27.7 %
Symbols and abbreviations	36	76.6 %
Audio recording	11	23.4 %
Fishbonediagram	1	2.10 %
I prefer to take photos	1	2.10%

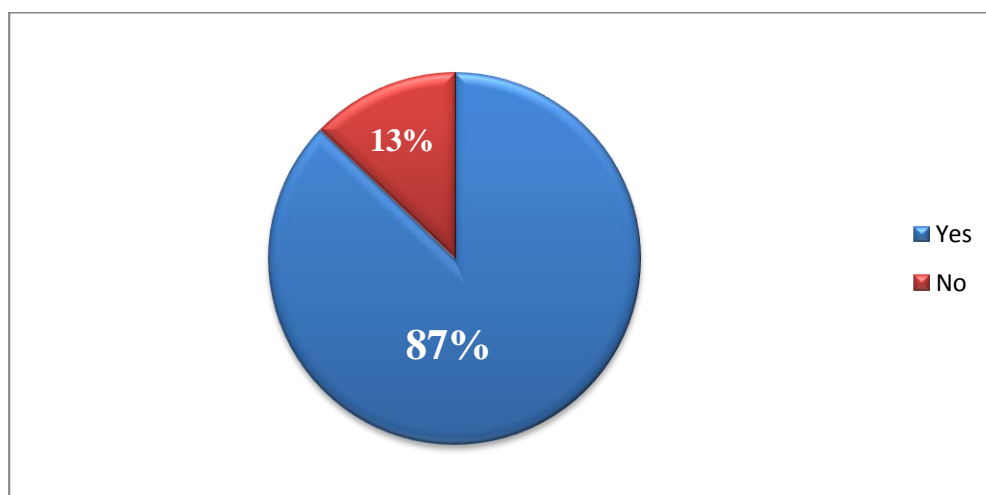
**Table (1): Students’ Strategies for Taking Notes**

Table 1 presents the common note-taking strategies that the students have chosen based on their daily use. They had the choice to select more than one strategy. As it is demonstrated, most of the participants (76.6%) use symbols and abbreviations when taking notes and (31.95%) use the Cornell notes strategy. Thirteen (13) students (27.7%) take notes by drawing a mind map. Nearly the same number of students (23.4%) record an audio of the lesson presented in the classroom. Only one student (2.10 %) uses the fishbone diagram.

Thus, symbols and abbreviations remains the most widely used note-taking strategy among Master students, followed by the Cornel strategy. Only few Master students use the Fishbone diagram or their Smartphones to take a picture of the lesson.

### **Section Three: Students’ Attitudes towards Using PowerPoint to Improve their Note-taking Skill**

**Question Eight:** Do you feel more motivated to attend a class when PowerPoint is used?



**Diagram (8): Students' Motivation when PowerPoint is Used**

Diagram (8) shows that most of the respondents, about (87%), are motivated to attend the lecture when PowerPoint is used. However, six (06) students (13%) said that they do not feel motivated to attend the lecture presented via PowerPoint.

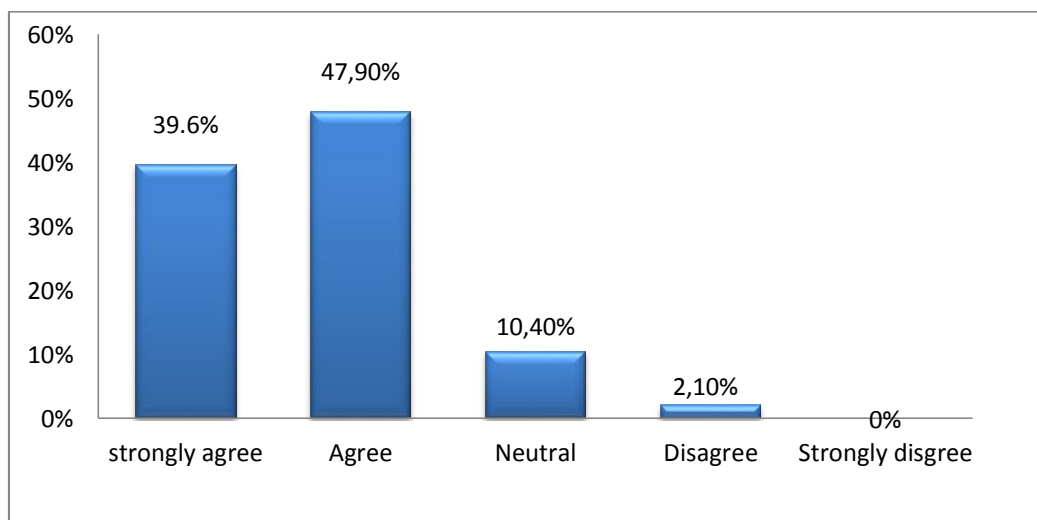
**Would you please justify your answer?**

When asked to specify why they feel more motivated to attend a given lecture when PowerPoint is used, the students have mentioned three main reasons. The first reason is that the teaching material presented with PowerPoint is more comprehensible and easier to recall later on. One of the participants admitted, "It is very interesting and motivating to attend lectures when power point is used simply because it helps me to be more focused, thus I understand the lecture more easily. For this, I can simply remember it while revising for exams." Another student declared, "When we are following the lecture through this tool, the ideas and the explanations are clearly understood and this motivates us to carry on." The second reason cited by the respondents is that a lecture presented with PowerPoint is more organized and less boring. One of the students confessed, "Classes where power point is used are more organized and the process of learning is smoothly progressed indeed students don't get bored when power point is used because it highlights the main points of the lecture

contrary to handouts.” The third and last reason is that the visuals in PowerPoint slides aid the retention of information and the organization of class notes. The assertion “PowerPoint motivates me to attend the class because simply visual representation of the lessons helps me to remember the information and organize easily my notes.” illustrates this point.

Six (06) students said that they do not feel motivated to attend a lecture presented via PowerPoint. They have mentioned two main reasons. The first reason behind this negative attitude towards PowerPoint is the fact that they prefer the traditional methods of teaching rather than the modern instructional methods. One student declared, “I like the traditional way of teaching, that is, with handouts because the teachers explain more. The questions are clear to be answered.” Another student affirmed, “I have no motivation when PowerPoint is used, because I feel that I’m a passive learner I prefer the old methods”. The second reason cited by the respondents is that their teachers do not use PowerPoint. They cannot say that PowerPoint motivates them if they have never experienced a class where PowerPoint is used. The statement “I don't know since my teachers don't use it” demonstrates the second argument.

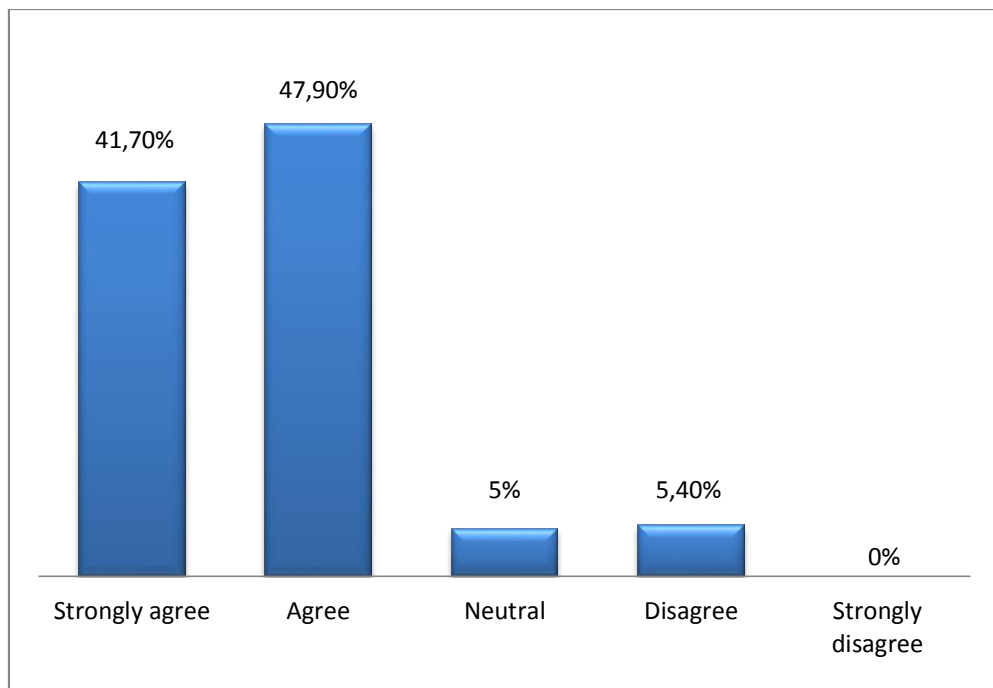
**Question Nine:** I consider PowerPoint as a motivational tool in improving my note-taking skill.



**Diagram (9): PowerPoint as a Motivational Tool that Improves Students’ Note-taking Skill**

Diagram (9) indicates that the participants have answered differently. In fact, nineteen (19) students, representing (39.6%), have strongly agreed with the statement. Twenty-three (23) students, making up (47.9%), have agreed that PowerPoint is considered as a motivational tool in improving their note-taking skill. While five (05) students (10.40%) are neutral, one learner has chosen to answer with ‘disagree’.

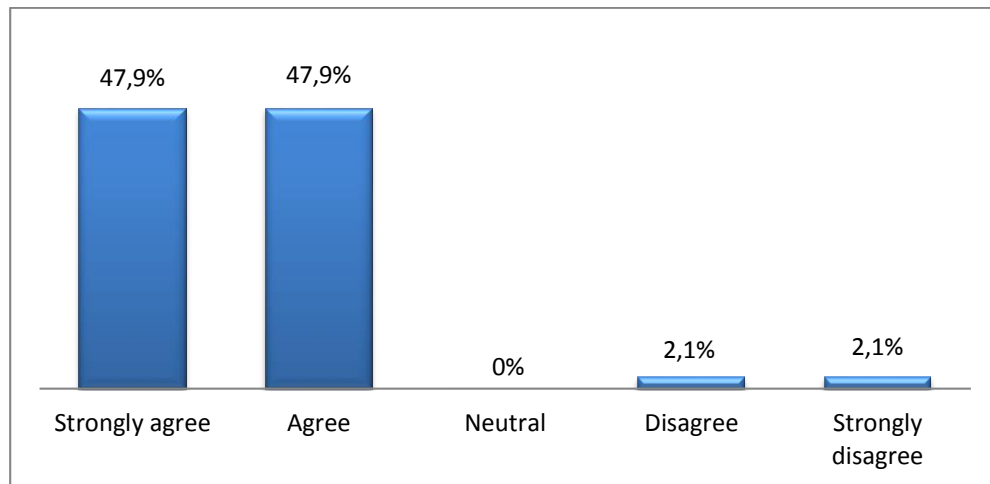
**Question Ten:** My notes are more organized, easier to understand and useful for studying when PowerPoint is employed.



**Diagram (10): Students’ Opinions about the Impact of PowerPoint on their Notes**

The data presented in Diagram (10) reveals that (41.7%) of the participants have strongly agreed that when PowerPoint is used, their notes are more organized, easier to understand, and useful for studying. 23 students, representing (47.9%), said that they agree. While (5%) of the participants are neutral, (5.4%) have disagreed with the statement.

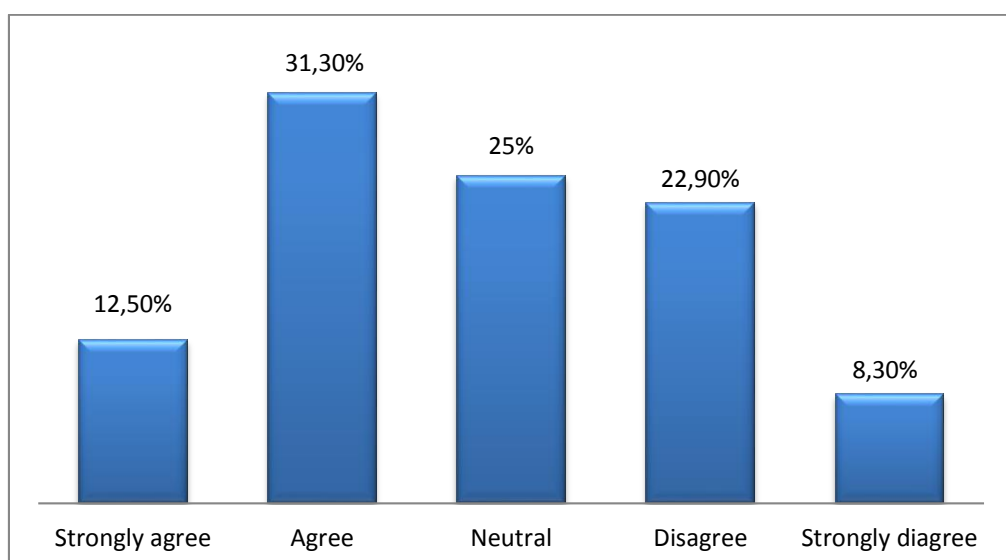
**Question Eleven:** PowerPoint slides attract my attention, and make it easier for me to take notes.



**Diagram (11): PowerPoint as a Tool for Attracting Students’ Attention and Taking Notes**

From Diagram (11), it is observed that (47.9%) of the target participants strongly agreed that PowerPoint slides attract their attention and facilitate the process of taking notes. The same number of participants has agreed with this point. However, only (2.1%) of the students disagreed and (2.1%) strongly disagreed with the idea that PowerPoint slides capture their attention and enable them to take notes.

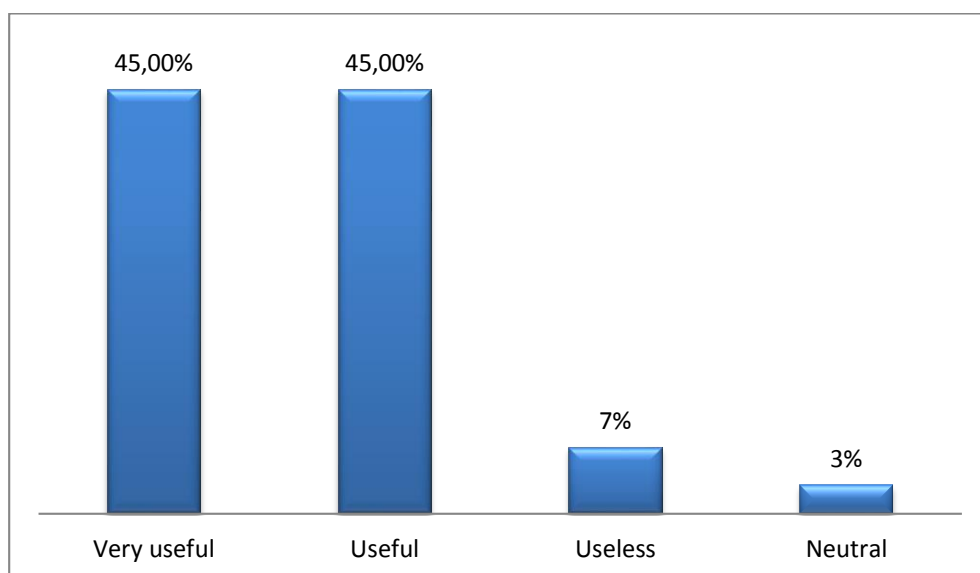
**Question Twelve:** Most of the time, I do not bother myself to take notes and I just download the lecture online.



**Diagram (12): Students’ Agreement on Downloading the Lecture Online**

As shown in Diagram (12), the participants responded differently. In fact, (12.5%) of the participants have strongly agreed with the fact that they do not bother themselves to take notes and they just download the lecture online, and (31.3%) of them have agreed on this point. Twelve (12) students, making up (25%), are neutral. (22.9%) of them did not agree. The rest of the participants (8.30%) strongly disagreed with the statement.

**Question Thirteen:** How do you find PowerPoint in improving your note-taking skill?



**Diagram (13): Students’ Opinions towards PowerPoint in Improving their Note-taking Skill**

Diagram (13) shows that the majority of the respondents find that PowerPoint is either “very useful” (45%) or “useful” (45%) in improving their note-taking skill. However, (7%) of them find that PowerPoint is useless. The rest of the participants (3%) are neutral.

**Question fourteen:** In your opinion, what are the benefits of using PowerPoint in the classroom?

In this open-ended question, the students are asked to express their opinions about the benefits of using PowerPoint in the classroom. 51% of the students have answered this question. Their answers are subjected to qualitative content analysis and grouped into five key themes. The first benefit of PowerPoint mentioned by the students is that the integration of

this technological tool into the classroom setting makes the lesson easier to understand and remember. This point is illustrated in statements like “It enhances learning, creates smooth presentations, makes the lessons easy to understand and remember.”, “It is like a map to follow and it is easier to remember a graphical element than something you can hear.”, “I have a visual memory so when using PowerPoint it helps me to remember easily what we have done before.”, and “The sounds, images and colors presented attract students’ attention. Therefore, it enables the learner to understand and recall the content easier.” The second positive feature of PowerPoint is that it attracts students’ attention and engages them in their learning process. The following assertions illustrate this point: “The students’ attention is automatically drawn to the PPT slides which make it easier for them to take notes and reckon the main ideas of a given lesson.”, “PowerPoint has the benefit to attract the learners’ attention and makes them more engaged in the learning process.”, “It catches the student’s attention since we can use diagrams colors, images...in the explanation.”, and “... It increases the attention of the student. It attracts and maintains the motivation and concentration of the student...” The third advantage of PowerPoint is that it helps the teacher to manage the class time efficiently and save time. One of the students said, “It is a time gaining technique through which students becomes more motivated to learn then understand better their lessons.” Another student professed, “... it helps the teacher to save time.” The fourth perceived benefit is that PowerPoint encourages students to take notes. One student acknowledged, “... when using PowerPoint the student is more motivated to take notes than when reading long handouts with needless details which make the learning process a complicated task.” The fifth positive characteristic of PowerPoint is that it provides a visual representation of the lesson where the points are highlighted. One of the respondents stated, “Using it in the classroom will help you to highlight the most important points related to the

subject.” Another student indicated, “It helps the students to focus more and it summarizes the most important points of the lesson.”

From students’ answers, it can be deduced that they seem to be more motivated and attracted to the content of the lesson when PowerPoint is used. They emphasized the fact that PowerPoint presentations enhance the learning as well as the teaching process and help them to recall information that they have viewed during the lesson thanks to the visual graphics that are included in the PowerPoint presentations. The students highly recommend its use to the teachers who do not integrate it in their lessons yet. For example, one student declared that PowerPoint “makes us be more interested in the class. I recommend other teachers to use it”.

**Question Fifteen:** In your opinion, what are the drawbacks of using PowerPoint in the classroom?

The last question invited the respondents to express their opinions about the drawbacks of using PowerPoint in the classroom. Many of the respondents left the question unanswered. To be more precise, approximately 50% did not answer this open-ended question. On the other hand, some students gave more than one suggestion and one student answered with one word ‘none’. The students’ responses are coded into five main themes. The biggest disadvantage associated with PowerPoint use lies in the difficulty to follow the lesson due to the teacher’s rapid delivery of the lecture. Statements like “Sometimes students find difficulties to follow particularly when the teacher explains quickly or when these students are not able to take notes rapidly thus they find it a boring strategy for teaching.” and “If the slide is quickly changed we may skip some information, we may not follow the lecture.” prove this point. The second negative factor linked with the use of PowerPoint in the classroom is that the information presented in the slides is not detailed and merely displayed in bullet points. One student asserted, “... not having many details about the subject, you’ve to do further studies in order to get more details.” Similarly, another respondent claimed, “In my opinion

the only drawback is the fact that you cannot present as much information as you would like to.” The third drawback of PowerPoint presentations is related to technological materials and resources. This is expressed in statements such as “I don’t see any drawbacks to the use of PowerPoint. I think the issue lies in the environment where it is used (light and low-quality equipments).” and “Technical problems: projector goes off suddenly.” The fourth weakness of teaching through PowerPoint lies in the lack of teacher-student interaction. The teacher keeps reading from the slides without engaging the students in any kind of discussion. This means that the teacher is active while students passively listen to his/her input. One student said, “The only disadvantage it has is that it makes the classroom less interactive.” He adds, “only teachers explain and talk.” The fifth shortcoming is that students find lectures presented with PowerPoint boring. Students find it boring when the instructor only reads what is presented in the slides. One participant specified, “The only drawbacks for me are that learners can find it a boring process when the teacher reads only the slides without making efforts to go deeper in the subject.”

The question is left unanswered by (50%) of informants and this may entail that the students think that PowerPoint has no drawbacks when used in the classroom, as for the participant who has answered with one word ‘none’. However, the students who expressed their opinions seem to be at least intrinsically concerned about the use of PowerPoint presentations in the classroom.

### **3.5 Results of Teachers’ Interview**

The second data collection tool used in our research is an asynchronous online interview conducted with five (05) teachers in the department of English at the university of Tizi-Ouzou. The interview helped us to gain more insights and bring more details to answer our research questions and verify the validity of the research hypotheses. The obtained data were

analyzed using QCA. Below are the results of the interview displayed according to the interview questions.

**Question one: What is your gender?**

The first interview question asked the respondents to specify their gender. According to the findings, three teachers are female while two are male.

**Question two: What type of academic degree do you hold?**

The second interview question invited the teachers to state the academic degree they hold. According to their answers, three teachers hold a Ph.D. or a Doctorate degree, whereas the two other teachers have a Magister degree. This entails that all the respondents are qualified teachers.

**Question three: How long have you been teaching in the department of English?**

This question is asked with the aim to know how many years the five teachers have been teaching in the department of English. The answers differ from one teacher to another. One of them has been teaching for thirty-one years, while another for twenty years. The third teacher said that he has been teaching for nine years. Concerning the two other teachers, one of them has eight years of experience whereas the last one has seven years. This means that their teaching experience ranges from seven to thirty-one years. The results indicate that all the respondents are experienced teachers.

**Question four: Do you use Microsoft PowerPoint in your classes? Why, or why not?**

This question seeks to know if Microsoft PowerPoint is used by the interviewed teachers or not and determine the reason behind its implementation or non-implementation. The results reveal that most of the teachers use this tool and find it useful for students as it helps them to keep focused. However, they said that they use it rarely because of the lack of materials and equipment. For example, one of the teachers said, “It is rarely that I use Microsoft PowerPoint in the classroom, simply because of the lack of the materials.” One

respondent, on the other hand, does not use PowerPoint at all and affirmed that he uses other devices. The assertion “No, but I use other tools” illustrates this point.

**Question five: In which module(s) do you prefer to use this tool?**

The aim of this question is to know the module(s) in which the teachers prefer to use PowerPoint presentations. The answers differ from one teacher to another. One of them prefers to use PowerPoint in *ESP and Linguistic Theories* while another in *E-learning Speaking and CDA Critical Discourse Analyses*). Concerning the third teacher, he rather prefers to use it in *Psycholinguistics and Communication Theory*. Another teacher chooses to use this tool in *Speaking, Phonetics, Literature and Civilization*. However, for the last participant, this tool can be used in any module. He said, “I’ve no preference for any given module”

**Question six: How can you describe the classroom atmosphere when PowerPoint is used?**

This question asked the teachers to describe the classroom environment when PowerPoint is used. All the respondents agreed that when PowerPoint is used, the classroom atmosphere is positive, and students are more focused and attentive. One of the teachers stated, “PowerPoint allows the establishment of a good rapport and the stimulation of interactivity in the EFL classroom”. That is to say, the classroom atmosphere is more relaxed and interactive when PowerPoint is used. Another respondent acknowledged, “It is usually a positive one where students can focus all of their attention on the highlights of the lesson”. This indicates the presence of motivation and concentration in a classroom where PowerPoint is presented.

**Question seven: Have you ever compared between traditional lecturing (chalkboard or whiteboard) and PowerPoint lecturing (projecting)? Which one do you prefer and why?**

The interviewees have compared between traditional lecturing and projecting. Most of

them claimed that their preference goes to lecturing by projecting. They explained that presenting lesson content using PowerPoint is a useful and effective method, which helps teachers to deliver their lectures in a way that fulfills the needs of their learners. Other teachers stated that PowerPoint presentations facilitate the access to documentations and help saving time. However, one teacher thinks that when relying on PowerPoint presentations, the lecture will not be fresh and interesting, and students' involvement and participation in the classroom will be limited. She also indicated that when relying on traditional lecturing, learners can get bored and find it difficult to take notes. Therefore, both forms of teaching are needed. She said, "I think that both are necessary and even complementary".

**Question eight: How do you view the use of PowerPoint in the classroom?**

The aim of this question is to find out about the interviewed teachers' perception of PowerPoint use in the classroom. All the participants confirmed that they find PowerPoint presentations beneficial for both EFL teachers and learners. It helps teachers to manage students' learning and behaviors, and keeps students more focused and attentive on the lesson presented via PowerPoint. For example, one of the teachers confessed, "I consider it of paramount importance".

**Question nine: Does the use of PowerPoint attract students' attention during class?**

**Please explain.**

We asked this question in order to know if Microsoft PowerPoint plays a role in attracting students' attention during class. The findings show that the teachers agreed that the use of PowerPoint attracts students' attention. One teacher explained that she generally notices that the classroom is calm and silent when PowerPoint is used. The second teacher stated that students remain focused on what is displayed in the slides. She indicated that, "people are interested in all that is visual". Two teachers affirmed that in order not to miss the following slides and to be able to take notes, students remain concentrated. The last

teacher indicated that the use of PowerPoint in the classroom attracts students' attention only when it is applied properly and the presentation of the lecture is not overloaded with slides.

**Question ten: Do your students take notes when you are presenting a lecture with PowerPoint?**

The majority of the respondents agreed that students take notes when PowerPoint is employed. One of them asserted that she always asks her students to take notes. However, one teacher stated that most of the students prefer listening. They take notes only if they are asked to.

**Question eleven: Do you encourage your students to take notes from PowerPoint slides?**

This question seeks to ascertain if teachers encourage their students to take notes from PowerPoint slides or not. Most of them responded by 'Yes'. More specifically, four teachers encourage their students to take notes from the PowerPoint slides. However, one teacher said that she only asks her students to focus on the lesson, because for her PowerPoint presentations are only used to present lesson content and attract students' attention.

**Question twelve: According to you, does PowerPoint use in the classroom motivate students to take notes? Please explain why.**

All the interviewees think that the use of PowerPoint in the classroom can motivate learners to take notes. They explained that the use of this tool facilitates the students' understanding of the lesson, which is generally presented in a clear and organized way, and gives them the opportunity to select particular points to be recorded. One of the teachers explained, "Some students are better at ease with the way PowerPoint documents are presented, and select particular points to be noted". However, one teacher said that sometimes students write down everything from the slides, which may cause them to lose concentration on what is being said by the teacher.

**Question thirteen: In your opinion, do PowerPoint presentations enhance students'**

**note-taking skill?**

This question intends to determine the teachers' views regarding the use of PowerPoint presentations to improve students' note-taking skill. The findings show that four teachers responded to this question by 'yes'. This indicates that the majority of the interviewed teachers believe that the implementation of PowerPoint in the classroom develops students' note-taking skill. However, one teacher has an opposing viewpoint. He said that the use of PowerPoint in the classroom does not improve students' note taking skill.

**Question fourteen: If the answer is yes, what type of PowerPoint slides (textual or conceptual slides) is more effective in enhancing students' note-taking skill? Please explain.**

The aim of this question is to know which type of PowerPoint slides is more effective in improving students' note-taking skill according to the interviewed teachers. When analyzing the respondents' answers, two teachers affirmed that conceptual slides are more effective in improving students' note-taking skill. They explained that graphics and images help learners to develop their thinking. For example, one teacher asserted, "I think conceptual (visual) slides are more effective than textual ones in enhancing students' note-taking skill because they explain graphically, and this helps the development of students' thinking". Two teachers, on the other hand, said that both conceptual and textual slides are useful as they help students to understand the lesson better and provide them with a clearer image of the content delivered. One of them declared, "Both are adequate. A mixture of text and image provides a clearer picture of the content of teaching".

**Question fifteen: Do you think that it would be better if all the teachers adopt PowerPoint presentations in their lectures? Please explain why.**

According to the teachers' answers, it would be useful and a great support if all teachers adopt PowerPoint presentations in their lectures, as long as they use it in a right way. For this

reason, one participant believes that teachers need to be trained on how to use this tool appropriately in their teaching. Hence, the students' motivation to learn and take notes are going to be improved. However, one teacher affirmed that PowerPoint should be a personal choice. He said, "One cannot impose a technology on others"

## **Conclusion**

This chapter has presented the results gathered from the students' questionnaires and interviews conducted with teachers in the department of English at Mouloud Mammeri University of Tizi-Ouzou. We collected their attitudes towards PowerPoint tool to promote note taking abilities. The data obtained from the students' questionnaire are presented in a form of tables and diagrams, and those from the teachers' interview are presented in structured paragraphs. The subsequent chapter is concerned with the discussion and interpretation of the main results presented in this chapter.

## ***Chapter IV: Discussion of the Findings***

## **Introduction**

The present chapter is devoted to the discussion of the main findings of the questionnaire and the interview in relation to the review of the literature. It strives to discuss the results of the study, answer the research questions and confirming or refuting the research hypotheses advanced in the General Introduction. It includes two sections. The first section discusses the results obtained from the online questionnaire concerning the students' attitudes towards the use of PowerPoint to improve their note-taking skill. In addition, it shows their views on the use of this technology in the classroom. The second part is concerned with the analyses of the results obtained from the interview conducted with five teachers. It discusses the teachers' use of PowerPoint in the classroom as well as their attitudes towards its use to improve students' note-taking skill.

### **4.4 Discussion of the Findings of the Students' Questionnaire**

#### **4.4.1 Students' Attitudes towards PowerPoint Presentations**

After analyzing and interpreting the students' responses on the questionnaire, many facts on their views about PowerPoint presentations have been revealed. In an attempt to determine the students' attitudes, we asked them to describe the classroom environment when PowerPoint is used. The majority of the students (57.4%) find the classroom environment very motivating when PowerPoint is implemented. This idea is sustained by Çakici (2016, p. 75) who states that *'The integration of ICT devices in language learning creates a learner-centered classroom atmosphere, increases students' motivation, promotes active self-regulating learning'*. Therefore, the use of PowerPoint plays an important role in making students on task in the classroom. According to the results of the study, most of the respondents (87%) are motivated to attend the class when PowerPoint is used. When asked to specify the reasons, the students have said that PowerPoint helps them to remember the lesson

content. PowerPoint is considered as an important tool for recalling the lesson. That is to say, PowerPoint facilitates the assimilation of new knowledge and makes the lesson easier to understand.

The students have also stressed the fact that the visuals in PowerPoint slides aid the retention of information and the organization of class notes. PowerPoint is a visual aid that incorporates graphs, charts, animations and pictures. These colors and graphs can draw the students' attention and show relation between ideas. Thanks to the visual communication of information, the lesson is easier to understand, remember and recall. Hence, visual modes in PowerPoint are essential in English as a foreign language classroom. In this context, Scot and Ytreberg (1990, p. 5) assert that *'words are not enough'* He adds, *'most activities should include movement and involve the sense. You will need to have plenty of objects and pictures'*. This is further supported by the results of question five where 89% of the students have indicated that the visual graphics help them to recall content during exams. From the results, it can be deduced that the visual graphics are important when presenting a lecture using PowerPoint. The students think that the visual graphics in PowerPoint help them to recall content during exams, especially the graphics that attract attention and increase the chance of remembering the material presented in the classroom. Therefore, visual graphics are powerful tools, since they can have great impact on students' thinking, understanding of the lecture, retention of the teaching material, and recalling of information during exams. This is better emphasized in the English idiom "A picture is worth a thousand words".

Furthermore, the students have admitted that using PowerPoint helps them to concentrate and be attentive in class. This was noticed when they were asked about what they think are the benefits of PowerPoint in the classroom; some respondents think that this technological tool captures the students' attention which makes them involved in the lesson. This supports the idea of Sbok (2012; cited in Zeghlach and Medjnah, 2019, p. 7) who affirms

that *'PowerPoint slides can direct the audience's attention to the point being made'*. This means that this projecting device increases learners' focus on the slides and eliminates distraction.

In short, from the participants' answers, it can be deduced that PowerPoint is considered as a tool that facilitates the learning process. The findings suggest that students' attitudes towards PowerPoint are positive.

#### **4.4.2 Students' Views about the Use of PowerPoint for Note-taking Development**

The results of question six revealed that students take notes from PowerPoint presentation slides. 94% of the students answered the question positively. This means that PowerPoint makes students eager to take notes. Indeed, the data obtained from question eight indicated that (47.9%) of the students have agreed that PowerPoint presentation is a motivational tool that develops their note-taking skill. This is confirmed when the students have agreed that when PowerPoint is used, their notes are more organized, easier to understand, and useful for studying and recalling the most important points of the lesson. In addition, it has been found that the use of PowerPoint does not only attract the learners' attention, but it also helps them to take notes (See Diagram 11). This is further supported by the results of question thirteen where the majority of the students declared that PowerPoint is very useful (45%) in improving their note-taking skill. Therefore, the results of the students' questionnaire suggest that PowerPoint creates a motivating classroom environment where students can improve their note-taking skill. When teachers provide visual graphics in their lectures, this helps the students to write down the main ideas of the lesson and improve the way they take notes. In this regard, Cook (1998., cited in Hiba, 2017) states that one of the advantages of PowerPoint is that it enables students to take notes. Likewise, in Hiba's (2017) study, 47.1% of the students have strongly agreed that PowerPoint presentations help them to

take notes during the lesson. However, in order for students to take notes from the PowerPoint slides, *'there should be enough time for the students so they can write down notes while passing the slide'* (Hiba, 2017, p. 67). This entails that in order for PowerPoint to improve students' note-taking skill, the teacher should provide students with enough time to take notes before moving on to the next slide.

Additionally, the findings clearly show that the students generally use their notes for studying purposes. The majority of the students (80%) ensured that they take notes for their revisions, and 11.1 % of the students take notes for future use. Only four (04) participants, representing (8.9%), said that their notes are stored for exams (See Diagram 7). Students store their notes to review them later and recall information during exams. This goes hand in hand with the idea of Kirkgoz (2010) who states that the main purpose of taking notes is to record the main ideas of a lecture which students recall later, especially for examination purposes. The most widely used note-taking strategy is symbols and abbreviations (See Table 1). In fact, it is the most relevant and time gaining strategy that allows the student to note as much as possible information in a short period of time.

Overall, it can be noted that the results of this study showed that PowerPoint is a useful tool which improves students' note-taking skill. Therefore, the first hypothesis which states that 'EFL students hold positive attitudes towards the use of PowerPoint presentations to develop their note-taking skill.' is confirmed.

## **4.5 Discussion of the Results of the Teachers' Interview**

The second data collection instrument used in this study is an online interview conducted with five teachers in the department of English at the University of Tizi-Ouzou. The interview helped us to bring more details into this research. The findings of the interview are discussed below.

### **4.5.1 Teachers' Use of PowerPoint to Present their Lectures**

According to the results obtained from the teachers' answers, it can be deduced that almost all the interviewed teachers use PowerPoint to provide instructions for their students and consider it as a useful instructional tool; however, they said that they do not always use it. The interviewees explained that this technological tool is rarely used in the classroom due to the lack of materials and equipment such as computers and data show in the department of English. This makes teaching through PowerPoint difficult. Despite the dearth of technological devices that are required to implement PowerPoint, four out of the five interviewed teachers try to use it in their teaching to present lesson content to their students. Indeed, the teachers admitted that they use this device in different modules to present theoretical content, make sure that all students are engaged in the learning process, and attract their attention. The teachers also claimed that they encourage their students to use PowerPoint for their presentations in the classroom. However, from these results we infer that despite its importance, the use of PowerPoint is restricted owing to the lack of material and equipment. As a suggestion, English department administrators can work on the issue of the lack of materials by providing teachers with the technological equipment to encourage them to do their work effectively and allowing the teaching and learning process to occur under the best conditions and circumstances.

#### **4.5.2 Teachers' Attitudes towards PowerPoint Presentations**

Attitudes are important factors in both teaching and learning a language. Ellis (1994, p. 197) states that 'One set of variables which have been found to be of major importance is learner attitudes'. This research investigates the students' attitudes towards the use of PowerPoint presentations to enhance their note-taking skill. However, the teachers' attitudes are also investigated because they are potential users of this tool. Teachers' attitudes, then, go hand in hand with students' attitudes and it is crucial in determining whether PowerPoint presentations improve students' note-taking skill or not.

The qualitative results of question six demonstrate teachers' views regarding the classroom environment when PowerPoint is used. They indicated that the classroom atmosphere is positive when PowerPoint presentations are integrated into the lecture. The interviewed teachers supported their statement with two main reasons. The first reason is that PowerPoint use increases interactivity in the classroom between the teachers and the students. The second reason is that students are more focused and attentive to the lesson when PowerPoint is used. In other words, the use of PowerPoint creates an environment that motivates the learners to interact and participate actively in the class and demonstrate to the teachers that the students pay attention and comprehend the concepts to which they are introduced. This shows that motivation, interaction and concentration are interwoven concepts that characterize the classroom environment when PowerPoint is used. This indicates that the classroom atmosphere is more positive, interactive and interesting with PowerPoint presentations. Khanal (2016, p.4) shares the same point of view and states that *'The PowerPoint presentation can reduce the passive class the boredom and make the class atmosphere more interesting.'* Similar attitudes have been demonstrated in the answers of the students who claimed that they feel more motivated to attend a lecture where PowerPoint is used.

When asked to indicate whether they prefer traditional or PowerPoint lecturing, the majority of the participants stated that they prefer to present their lectures using PowerPoint. They explained that PowerPoint helps them to make their lessons more informative for their students and save time. Similarly, one of the instructors in Hiba's study admitted that *'we should use them [PowerPoint presentations] always; they are going to make our lessons more interesting and informative and help us save time'* (Hiba, 2017, p. 96). The fact that the interviewed teachers prefer using PowerPoint over traditional lecturing suggests that they hold a favorable attitude towards this teaching tool.

The teachers further elaborated on the positive side of PowerPoint presentations in the eighth question and explained that PowerPoint is beneficial for both EFL teachers and students. To be more specific, PowerPoint helps teachers to present lesson content and attracts their students' attention during class, and provides students with the opportunity to concentrate, pay attention in class and understand the presented material. In the same vein, Khanal (2016, p. 11) states that:

The use of PowerPoint in classroom helps the teacher to present the content in easy way and makes students easy to understand the content with the help of pictures, graphs, and charts in an attractive way by making interactive classroom environment.

Concerning the results of the ninth question of the interview, data revealed that most of the teachers agree that the use of PowerPoint attracts students' attention. Students tend to keep quiet, focus on what is displayed in the slides and take notes. Similarly, one of Hiba's (2017, p. 98) interviewed teachers' asserted that PowerPoint is 'attention-grabbing'. However, one of the teachers in the present study indicated that PowerPoint is effective in attracting students' attention only when it is properly implemented in the classroom. That is, teachers should not present too many ideas at a time because the students' capacity to memorize them is limited; they can pay attention to only a few pieces of information in each channel. Therefore, too many information can cause cognitive overload. This idea confirms Mayer's Cognitive Theory of Multimedia Learning, which has been already explained in the review of literature. Hence, teachers should use PowerPoint appropriately by summarizing the main ideas and including multimedia features. Likewise, Taylor (2012, cited in Hiba, 2017, p. 33) suggests that *'To be effective, PPT must be used properly in EFL classrooms and therefore requires a pedagogical framework'*.

The study findings suggested that both teachers and students perceive the use of PowerPoint in the EFL classroom positively. These results are in line with the conclusions

reached by Khanal (2016) and Hiba (2017) who found that both teachers and students had positive perceptions of PowerPoint presentations.

### **4.5.3 Teachers' Attitudes towards the Use of PowerPoint to Improve Students' Note-taking Skill**

Measuring attitudes has an important role in determining teachers' acceptance of PowerPoint as a tool to improve students' note-taking skill. Thus, as stated in the review of the literature, attitude is "*the sum total of man's instinct and feelings, prejudice or bias preconceived notions, fears and convictions about any specific topic*" (Gardner, 1980, p267). That is to say, in our study, being in favor or against the use of PowerPoint to improve students' note-taking skill depends on the teacher's opinions and beliefs they hold.

In an attempt to determine the teachers' attitudes towards the use of PowerPoint to improve students' note-taking skill, we asked teachers if their students take notes from PowerPoint slides. The results revealed that the majority of students take notes and almost all the teachers encourage them to do that.

According to their experience as teachers, most of them agree that PowerPoint can motivate students to take notes, since generally PowerPoint presents facts and ideas in a clear and concise way. According to the interviewed teachers, PowerPoint facilitates the understanding of the ideas presented in the slides and increases students' motivation to take notes. That is to say, PowerPoint slides allow students to take notes more easily during the lecture. Therefore, it can be deduced that the majority of the interviewed teachers believe that the integration of Microsoft PowerPoint in the classroom improves students' note-taking skill. Similarly, in Hiba's (2017) study, 50% of the teachers indicated that PowerPoint presentations help students to take notes during the lesson.

Moreover, in the fourteenth interview question, the teachers were asked about the type of slides they find more effective in improving students' note-taking skill. Two teachers

declared that conceptual slides help learners to develop their thinking and note-taking skill. However, two other teachers think that both conceptual and textual slides are useful. That is to say, the powerful combination of words and pictures leads to better understanding of the ideas presented in PowerPoint slides and improves students' note-taking skill. As mentioned in the review of the literature, this idea is sustained by *the multimedia principle* presented in Mayer's Cognitive Theory of Multimedia Learning that states that learners learn better from words and pictures than from words alone (Mayer, 2001; cited in Gallahue, 2012). To say it differently, using both conceptual and textual slides make the students' note taking more organized, understandable, and effective.

All in all, the analysis of the teachers' interview demonstrated their favorable attitudes towards the implementation of PowerPoint to improve students' note-taking skill. Hence, the last hypothesis, 'EFL teachers have positive attitudes towards implementing PowerPoint presentation in the classroom as a means of improving students' note taking abilities', is confirmed

## **Conclusion**

The discussion of the findings of the questionnaires and the interviews provide clear answers to the research questions of the study. As regards the suggested hypotheses, they are confirmed. The findings demonstrate that both students and teachers hold positive attitudes towards the use of PowerPoint presentations to improve students' note taking skill.

Based on the results obtained, one can say that PowerPoint is a powerful tool and has a great influence in improving students' note-taking skill. Moreover, it can be deduced that a well used PowerPoint technology is the best way for students to improve their note-taking skill. Indeed, when using PowerPoint, teachers should know the needs of their students by the combination of both words and images to make sure that this PowerPoint lecture helps learners to improve their note-taking skill. Hence, the findings reveal that teachers and

students support the use of PowerPoint in the classroom for its benefits in improving students' note-taking abilities.

## ***General Conclusion***

This research investigates EFL students' and teachers' attitudes towards the use of PowerPoint presentations as a tool to improve students' note-taking skill. It aims at finding out whether or not the students and teachers in the department of English at the University of Tizi-Ouzou have positive attitudes towards the use of PowerPoint and whether they consider it as an effective teaching tool to be implemented in the classroom in order to improve the students' note-taking skill.

For the sake of answering the advanced research questions and confirming or refuting the hypotheses suggested in the General Introduction, this study has relied on a mixed-method approach in which quantitative and qualitative methods have been employed to collect and analyze data. Two research tools have been used to collect data: an online questionnaire and an online interview. Forty-eight (48) questionnaire answers have been received from Master one and Master two students of Didactics and Language and Communication in the department of English at Mouloud Mammeri University of Tizi-Ouzou. Besides, an asynchronous online interview has been conducted with five (5) teachers in order to get answers about their attitudes towards the use of PowerPoint in their classes to improve students' note-taking skill. As for data analysis, the Statistical Package for Social Sciences has been used to analyze the numerical data obtained from the close-ended questions of the students' questionnaire, whereas Qualitative Content Analysis has been used to treat the data obtained from the teachers' interview and the open-ended questions of the questionnaire.

According to the findings, the students and teachers have positive attitudes towards the use of PowerPoint as an educational tool to improve the learners' note-taking skill. Moreover, the results confirmed that PowerPoint presentations provide students with a clear way to organize their ideas, and permit a better understanding of the lesson that leads to better note taking. It is also found that this technological tool helps students to focus their attention on the key points of the lesson. As a result, students are motivated to take notes. They retain better

the material presented, mainly when the lecture is accompanied with graphics, diagrams, colors and animations, because these PowerPoint features influence learning. This goes in line with Pavio's (1986) theory of dual coding which states that visual and verbal systems are two subsystems of information processing. This is also consistent with the dual-channel assumption presented in the Cognitive Theory of Multimedia Learning, which indicates that the human processing system contains two channels: verbal and visual. Thus, combining words and images gives a chance for learners to participate in problem solving and increases their focus and attention in the classroom. A visually stimulating PowerPoint presentation is an effective tool to reinforce the content of the lesson, which in turn makes note taking useful, more organized and easier to understand.

When it comes to the teachers' interviews, the outcomes have demonstrated that most of them use PowerPoint presentations in the classroom. However, because of the lack of materials, they tend to use it very rarely. They have claimed that this tool is an effective method, which helps instructors to deliver their lectures in a way that fulfills the needs of their learners and by combining both textual and conceptual slides, students will take better and effective notes. This implies that teachers regard PowerPoint as a useful tool, despite the lack of equipment.

To conclude, the discussion of the results of the students' questionnaire and the teachers' interview has shown their positive attitudes towards the use of PowerPoint to improve students' note-taking skill. However, the use of PowerPoint in the department of English at the University of Tizi-Ouzou is very restricted by the lack of the needed materials. In addition, in order for PowerPoint to be used appropriately, the interviewed teachers stressed the need for adequate training. Moreover, the role of teachers in a PowerPoint environment is significant because they should know the needs of their students and try to use it by making a combination of both textual and visual slides without overloading them with

information to make sure that PowerPoint tool works well and improves students' note-taking ability.

The study has some limitations that need to be addressed. The first limitation has to do with the number of the participants. The questionnaire has been answered by forty-eight students and the interview has been conducted with only five teachers. Therefore, in order to ensure the generalizability of the research findings, the study should be repeated with a larger sample and involve teachers and students from other Algerian universities. The second limitation concerns the way data have been collected. To be more specific, both the questionnaire and interview data have been collected online. The spread of the Corona virus (Covid-19) made it difficult to collect data face-to-face and conduct a classroom observation to obtain more evidence about the actual use of PowerPoint in the classroom and its effect on improving students' note-taking skill.

I hope that the findings of this research will offer more chances and clues for further research in the same field of study. Given that this dissertation is concerned with students' and teachers' attitudes towards the use of PowerPoint presentations as a tool to improve students' note-taking-skill, other studies should, for instance, investigate the effectiveness of PowerPoint presentations on students' memorization and recalling of the teaching materials.

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## *Appendices*

## Appendix 1

### The Students' Questionnaire

**Dear Fellow Students,**

You are kindly invited to complete the present questionnaire which attempts to gather the information needed for the completion of a Master dissertation entitled **EFL Teachers' and Students' Attitudes Towards the Use of PowerPoint Presentations as a Tool to Enhance Students' Note-taking Skill**. All the information you provide will be kept anonymous and confidential, and will be used only for academic purposes. Your answers will determine the success of this humble investigation. Therefore, please answer the questions as sincerely as you can.

Thank you in advance for taking the time to assist us in our educational endeavors.

#### **Section One: Participants' Demographic Information**

*Instructions:* Please tick (√) the choice that corresponds to your answer.

1. Please specify your gender:

Male  Female

#### **Section Two: PowerPoint Use and Note-Taking**

*Instructions:* Please tick (√) the choice that corresponds to your answer or give full responses when necessary.

2. Do all your teachers use PowerPoint when presenting their lectures?

Yes  No

3. How many of them use it ?

.....

4. In which module(s) PowerPoint is used?

.....

5. How is the classroom environment when PowerPoint is used?

Very motivating

Fairly motivating

Not motivating

6. Do the visual graphics in PowerPoint presentation lectures help you to recall content during exams?

Yes  No

7. Do you take notes from the PowerPoint slides?

Yes  No

If the answer is no, can you please explain why?

.....

.....

If the answer is yes, for which purpose do you store and use your notes?

For future use

For exams

For my revisions

Other, please specify.....

8. Which of the following note-taking strategies do you use?

Cornell notes

Mind mapping method

Symbols and abbreviations

Video Recording

Fish-bone diagram

Other, please specify.....

**Section Three: Students' Attitudes towards Using PowerPoint to Improve their Note-taking Skill**

Instructions: Please tick (✓) the choice that corresponds to your answer or give full responses when necessary.

9. Do you feel more motivated to attend the class when PowerPoint is used?

Yes  No

Would you please justify your answer? .....

.....

10. I consider PowerPoint as a motivational tool in improving my note-taking skill.

Strongly Agree

Agree

Neither Agree nor Disagree (Neutral)

Disagree

StronglyDisagree

**11.** My notes are more organized, easier to understand and useful for studying when PowerPoint is employed.

Strongly Agree

Agree

Neither Agree nor Disagree (Neutral)

Disagree

StronglyDisagree

**12.** PowerPoint slides attract my attention and make it easier for me to take notes.

Strongly Agree

Agree

Neither Agree nor Disagree (Neutral)

Disagree

StronglyDisagree

**13.** How do you find PowerPoint in improving your note-taking skill?

VeryusefulUseless

**14.** Most of the time, I do not bother myself to take notes and I just download the lectures online.

Strongly Agree

Agree

Neither Agree nor Disagree (Neutral)

Disagree

StronglyDisagree

**15.** In your opinion, what are the benefits of using PowerPoint in the classroom?

.....

.....

.....

**16.** In your opinion, what are the drawbacks of using PowerPoint in the classroom?

.....

.....

## Appendix 2

### Teachers' Interview

Dear teachers,

This interview is part of our research study on **EFL Teachers' and Students' Attitudes towards the Use of PowerPoint Presentations as a Tool to Enhance Students' Note-taking Skill**. The purpose of this interview is to obtain your views and perceptions about the use of PowerPoint as a tool to enhance students' note-taking skill. You are kindly requested to answer back our questions. Your answers will be used only for academic purposes.

Thank you in advance for your precious time and collaboration.

1. Gender
2. What type of academic degree do you hold?
3. How long have you been teaching at the department of English?
4. Do you use Microsoft PowerPoint in your classes? Why, or why not?
5. In which module(s) do you prefer to use this tool?
6. How can you describe the classroom atmosphere when PowerPoint is used?
7. Have you ever compared between traditional lecturing (chalkboard or whiteboard) and PowerPoint lecturing (projecting)? Which one do you prefer and why?
8. How do you view the use of PowerPoint in the classroom?
9. Does the use of PowerPoint attract students' attention during class? Please explain.
10. Do your students take notes when you are presenting a lecture with PowerPoint?
11. Do you encourage your students to take notes from PowerPoint slides?
12. According to you, does PowerPoint use in the classroom motivate students to take notes?  
Please explain why.
13. In your opinion, do PowerPoint presentations enhance students' note-taking skill?

- 14.** If the answer is yes, what type of PowerPoint slides (textual or conceptual slides) is more effective in enhancing students' note-taking skill? Please explain.
- 15.** Do you think that it would be better if all the teachers adopt PowerPoint presentations in their lectures? Please explain why.

