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EXTRANJEROS**

“The usage of PowerPoint in English Language Teaching in the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022”

Trabajo de Titulación para optar al título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros

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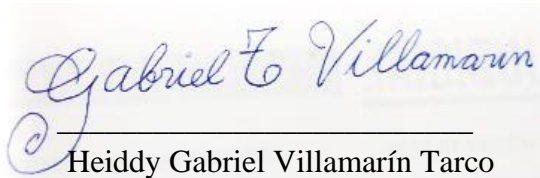
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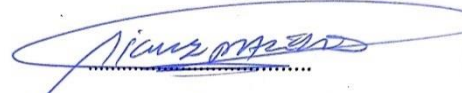
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DEDICATORY

To my mother, who has accompanied me throughout this important process since I was born until now that I will become a professional; without her none of this would have been possible. The dedication is also extended to my husband, Esteban who has helped with my mental and emotional health and allowed this project slowly to come to fruition. His love and patience have motivated me to be better every day. Thank you for loving me and not letting me give up.

And lastly, I dedicate this to Edgar, my cat; thanks for all the nights you were here beside me.

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RESUMEN

Actualmente, las tecnologías de la educación son una herramienta crucial en la enseñanza de la lengua inglesa. PowerPoint es una de estas herramientas digitales que, si son usadas correctamente, pueden ser una opción efectiva para este propósito. Por lo que el objetivo del presente trabajo es de analizar el uso de PowerPoint en la enseñanza del lenguaje inglés en el Décimo año de Educación General Básica de la Escuela de Educación Básica Fiscomisional Fe y Alegría en la ciudad de Riobamba, provincia de Chimborazo, año lectivo 2021-2022. El enfoque de la investigación fue cualitativo, con modalidad documental y de campo. La población fue conformada por Décimo año de Educación General Básica de la Escuela de Educación Básica Fiscomisional Fe y Alegría. Las técnicas de recolección de datos fueron la entrevista y la observación, y como instrumentos se usó una guía de entrevista semi estructurada y una guía de observación. Los resultados encontrados mostraron que las destrezas de los estudiantes se desarrollaron en el siguiente orden: la destreza de escuchar se incrementó en su mayoría, la destreza de hablar y escribir se desarrolló medianamente y la destreza de leer no evidencio avance alguno. La gramática y el vocabulario mostró un desarrollo mediano, ya que existieron indicadores mayormente positivos, pero también algunos negativos. Por último, se describe en los resultados las ventajas e inconvenientes que existieron cuando PowerPoint se usó en clases de inglés.

Palabras claves: PowerPoint, enseñanza, inglés, TICs

ABSTRACT

Nowadays, educational technologies are a crucial tool in English language teaching. PowerPoint is one of these digital tools that, if used correctly, can be an effective option for this purpose. Therefore, the objective is to analyze the use of PowerPoint in the teaching of the English language in the tenth year of General Basic Education at the Escuela de Educación Básica Fiscomisional Fe y Alegría in the city of Riobamba, province of Chimborazo, the school year 2021-2022. The research approach was qualitative, with documentary, field modality, and level. The population consisted of the tenth year of General Basic Education of the Escuela de Educación Básica Fiscomisional Fe y Alegría. The data collection techniques were the interview and the observation. A semi-structured interview guide and an observation guide were used as instruments. The results showed that the students' skills developed in the following order: listening skills increased, for the most part, speaking and writing skills developed moderately, and reading skills did not show any progress. Grammar and vocabulary showed a medium development, there were primarily positive indicators but also some negative ones. Finally, the results describe the advantages and disadvantages of using PowerPoint in English classes.

Keywords: PowerPoint, teaching, English, ICTs



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CHAPTER I

1.1. INTRODUCTION

Throughout time, the English language has become a global language or lingua franca. Millions of people use a language to communicate, share information, publish relevant studies articles, travel to English-speaking countries to study, and apply for scholarships. Therefore, its teaching is significant, and teachers oversee choosing tools that help them optimize and make this process meaningful and useful for their students.

With technological advances of the last decades, it has been possible to develop digital tools for English teaching, so we have gone from chalkboards and markers to digital whiteboards and digital presentation software that optimizes and streamlines the process of presenting information to students. PowerPoint is one of the best-known for its tools.

This digital presentation software is a digital tool with several functionalities that allow the creation of unique presentations (Szabo & Hastings, 2000). Its creation dates to the mid-1980s, and the software has had multiple updates over the past time.

Currently, tools such as PowerPoint is frequently used in educational contexts due to several factors; its various features are an excellent help to teach different subjects; some of these features are that PowerPoint is easy to use, it is intuitive, can add images, different types of backgrounds between pictures and colors, fonts that exist in the same application and others that can be downloaded from the internet, the use of videos, audios, graphics, such as concept maps, which are the most used (Gawate, 2013).

The advantages of its use are also one of the reasons why teachers choose to use this tool; for example, a PowerPoint file can be easily saved and shared if necessary between teachers and students, they can be reused for a long time, there is no limit to add new pages to the presentation so it can be constantly modified (Gawate, 2013).

The data collection instrument used in this research was an observation, which provided us with direct information about the problem to be investigated. Another tool used was the interview to obtain the English teacher and students' points of view.

This research included five chapters divided into:

Chapter I: Research problem, problem, problem statement, problem formulation, objectives: general and specific.

Chapter II: referential and theoretical framework, research background, theoretical basis.

Chapter III: methodology, focus, investigation modality, level or type of investigation, study population, sample size, data collection techniques and instruments, Data analysis and interpretation techniques

Chapter IV: Results and discussion

Chapter V: Conclusions and recommendations

1.2. PROBLEM

How do Power Point is used in English Language Teaching in the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022.

1.3. PROBLEM STATEMENT

English is the most widely used language around the world and the chosen lingua franca among many countries. Teaching English went from optional to mandatory globally, being a requirement for jobs, scholarships, or graduation from educational institutions. Its necessary significance has led to the development of tools to facilitate this process and its understanding. The purpose of the technology has become the most important one, which permits English teachers to access various software and facilitate teaching-learning development.

Nowadays, technology has become essential in education; in many educational institutions, we can see the use of digital whiteboards, projectors, computers, and tablets; in addition to that, due to the pandemic of covid 19 most educational institutions opted for online education with Zoom, Meet, Teams, among other videoconferencing software. Oomen (2012) affirms that this change from traditional to modern has been a significant step in education, allowing to streamline the processes of teaching between teacher and student making this much more interactive and didactic.

Currently, there is a wide variety of digital tools for the presentation of information. One of them is PowerPoint, one of the best known of its kind. According to Oomen (2012), there is the possibility to create presentations that will be used for various purposes, not only for class presentations.

At the Latin-American level, an investigation conducted in Mexico by Vega (2014) states that since multimedia and digital presentation applications such as PowerPoint allows the inclusion of various visual and audible resources such as videos, images, text, and gifs to match in different ways of learning to students, facilitate teaching the four English skills.

In our country, education, within the use of technology and programs in the English teaching-learning process is essential and is used in many institutions today; as Cazar & Martinez mention in their manual for a Didactic use of PowerPoint, the usage of digital presentation tools such as PowerPoint allows the teacher to make interactive classes which increases the students' attention and interaction.

The teacher can use the different templates offered by PowerPoint or obtain them online. Nevertheless, the most suggested is creating new ones according to the need or topic. Oomen (2012) ensures that this allows the teacher to capture students' attention, using the various tools provided by this application, such as images, videos, audio, and others, to create unique slides that can fill the demands of the diversity of each student.

Bearing in mind the above, professors of English language subjects must be prepared to use technological tools like PowerPoint. So that the information presented is clear, and the students develop their English skills and both vocabulary and grammar appropriately.

Information and communication technologies, hand in hand with social networks, are tools that teachers must handle with expertise. According to UNESCO (2004), students of the 21st century are widely familiar with tools that help them in their studies. Teachers should take this into account, get a step ahead of this, and train themselves in any of the tools that could be useful to them.

In the case of Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province, to develop a class presentation the English teacher used PowerPoint. Based on the teacher's comments, she uses PowerPoint for her classes because it is the most accessible tool to use for teaching. However, it is not known whether the slides created help students understand and develop their skills, vocabulary, and grammar.

Thus, the following topic is proposed: “The usage of PowerPoint in English Language Teaching in the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022”. It is pretended to analyze how effective PowerPoint is in the context and population presented and if the presentations created by the teacher reinforce grammar, vocabulary, and English skills in students.

1.4. JUSTIFICATION

The current research will focus on the study of the use of the digital tool PowerPoint in the teaching of the English language. The quality of English language teaching lies in the importance of the language itself since the mastery of this language allows the student to access a variety of opportunities such as scholarships in prestigious institutions around the world, access to masters and doctorates, and the chance to get jobs, among others.

Technology in this context has allowed us to improve the teaching process, producing software that enables the presentation of classes, as is the case of PowerPoint. This digital tool enables the production of information orderly and with various interactive and attractive functions to students. It is a tool that helps the teacher to optimize their classes, besides being the most used digital presentation tool in the world, so it is essential to know how it works in these times of global digitization (Angelo, 2018).

Specifically, the importance of using PowerPoint in English language teaching is that if used correctly, it is a highly effective tool in the classroom by having a variety of instruments that can be added to a slide, such as text, images, graphs, movies, music, among others. In addition, if the teacher knows and masters the transitions that the application offers when playing the presentation, it creates an environment of fluency in the production (Angelo, 2018).

That is why the investigation of the use of PowerPoint for teaching English to students in the tenth year of General Basic Education at Escuela de Educación Básica Fiscomisional Fe y Alegría is relevant in this case, to know the point of view of the students at the time of receiving their classes with this tool and if it helps to improve their knowledge of the English language. The teacher has a vital role in this research, being the creator of the preaching that will be

presented in the classes and if these are effective or appropriate or not for the lessons and students, and if the use of this tool has benefits and drawbacks.

1.5. PROBLEM FORMULATION

How PowerPoint is used in English Language Teaching in the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022.

1.6. OBJECTIVES

General Objective

To analyze the usage of PowerPoint in English Language Teaching in the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022

Specific Objectives

- To identify to what extent the skills of the language are being developed by applying the PowerPoint.
- To identify to what extent the grammar and vocabulary of the language are being developed by applying the PowerPoint.
- To determine the benefits and drawbacks of using PowerPoint in English Language Teaching.

CHAPTER II

2. REFERENTIAL/THEORETICAL FRAMEWORK

2.1. RESEARCH BACKGROUND

The investigation presented by Hashim Babiker Idries named: “Investigating the Use of PowerPoint in Teaching English Vocabulary at Secondary Schools” was developed in 2016. The general objective of this research was: “To investigate whether PowerPoint is an effective technique in learning English vocabulary at secondary schools” The study was developed with a descriptive-analytical approach to accomplish this research. The research concluded that the classrooms are not yet prepared to include computers and other devices and their applications. Teachers must be aware of the new technologies and resources and have them in classrooms.

The research from Universidad Técnica de Ambato named: “El PowerPoint y su incidencia en el proceso enseñanza aprendizaje de los niños y niñas del cuarto año de Educación Básica de la Escuela Fiscal Mixta “Mariscal Sucre” del cantón Píllaro provincia de Tungurahua durante el período junio-octubre 2010” developed by Verónica Natali Basantes Basantes. The general objective of this research was: “Indagar sobre la incidencia de PowerPoint en el proceso de enseñanza aprendizaje de los niños y niñas del cuarto año de Educación Básica de la Escuela Fiscal Mixta “Mariscal Sucre” del Cantón Píllaro Provincia de Tungurahua durante el período Junio-Octubre 2010”. The author claims that Escuela Fiscal Mixta "Mariscal Sucre" of Píllaro Canton, has the technology and the necessary tools for the application of the PowerPoint program, however, it is not used, so training for the use of these programs is necessary, in addition to the fact that students have the interest to learn.

The present investigation, “The usage of PowerPoint in English Language Teaching in the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022”, pretends to identify the shortcomings of the use of the PowerPoint presentations in the process of teaching the English language, analyze and collect information that could help improve the English teaching-learning process by taking advantage of the benefits of this digital tool.

Virtual education becomes a transforming factor in an effective educational system, an instrument to improve its quality, coverage, relevance, and equity of access, since it is possible to serve a growing population of students, more socially and culturally diversified in an increasingly changing, dynamic and entrepreneurial environment.

2.2. THEORETICAL BASIS

2.2.1. PowerPoint

2.2.1.1. History of PowerPoint

In California, two software developers, Robert Gaskins and Dennis Austin, both members of a small company called Forethought, developed the first digital presentation software, Presenter, initially developed for Apple Macintosh, in the mid-1980s. This first version was elementary, with limited uses, and could only be viewed in black and white.

In July 1987, Microsoft Corporation bought the rights to Presenter for 14 million dollars. Microsoft relaunched this program under PowerPoint in 1988 due to registration problems. In 1990 the first version of PowerPoint for Windows was released, although officially, it was the double vision of this software, which was available for Macintosh and MS-DOS. The third version was released in 1993, the fourth in 1994, and in 1995 the fifth version was released and was the first version to be included in the Office package.

Until today, in total, 15 versions of PowerPoint have been developed from version 1.0 which was released in September 1987 and was available in black and white with essential drawing tools, to the latest official version released by Microsoft, the PowerPoint 2019, released on September 24, 2018, which already has updated in visual effects, images, and multimedia elements.

2.2.1.2. PowerPoint definition

PowerPoint is a digital presentation software developed by Microsoft Corporation and promoted in a package called Office that also contains two software packages, Word and Excel.

The PowerPoint software, included in the `Microsoft Office package, is a powerful presentation tool. It has replaced the traditionally used color slides and overheads at essential conferences. Originally, PowerPoint was developed for commercial and business purposes, but it has quickly penetrated the scientific and educational circles (Szabo & Hastings, 2000).

2.2.1.3. PowerPoint Operation

To be able to operate PowerPoint correctly it is needed:

- A computer, cell phone, laptop, or digital device.
- Internet access
- To have downloaded the Office package that contains PowerPoint

The main functions that PowerPoint has are:

- Allow inserting any text and formatting it.
- Allow inserting images, videos, gifs, among others, and being able to modify them.
- Insert animations and transitions to each slide.
- Continuous presentation of the slides.

It also has the option to export in PDF format.

2.2.2. Teaching with PowerPoint

2.2.2.1. PowerPoint as a learning strategy

For years the PowerPoint program has been used in the classrooms to support the oral presentation of predetermined topics either by the teachers or the students themselves; the teacher continues to be the actor in the teaching process; in this sense, the PowerPoint comes to

replace the blackboard; but the methodology remains the same; still traditional teaching where the student listens and the teacher dictates the class.

With a more excellent pedagogical vision, the PowerPoint program is used as a didactic strategy that allows the development of learning activities and projects, enhancing the tools beyond text and images, using colors, transitions, videos and audios, animations, and illustrations. That could boost each of the 4 English language skills (De la Torre, 2005).

With the emergence of WEB 2 and the use of ICTs, a new direction and dimension of learning is changed since we are no longer straightforward and have become collective builders of knowledge (De la Torre, 2005).

2.2.2.2. How to create an effective PowerPoint presentation

To design an effective PowerPoint presentation, there are some crucial points to consider:

Preparation

To begin, for the creation of slides, the necessary time must be taken, both for the design itself and the preparation of the exposition of the slides, and they should be understood both in and out of class; if this is not the case, extra information, or extra material should be provided. Be sure to have all the necessary items to develop the presentation effectively, such as a computer, connecting cables, and a projector; if the class is presented presential if it will be online, be sure to have a good internet connection (Learning, 2020).

Slide creation

Slide content

Avoid including much text on each slide; a PowerPoint presentation is only used as a guide and not for reading, so we should write only vital points to guide when presenting. If the slides are shared after class or sent to a student who missed class and understands the content correctly, we can use the option to add notes to add extra content (Learning, 2020).

Number of slides

It is important not to present too many slides in a short period; students should be allowed to correctly assimilate the information presented (Learning, 2020).

Emphasizing content

To emphasize content, italics, bold, and color can be used, but too many colors can distract students (Learning, 2020).

Texts

The letter must be without italics and be clear to read; also, there does not have to be much text because it would become too dull to read (Learning, 2020).

Images

Images could help to illustrate the topic to be discussed, which makes the accompanying text easier to understand (Learning, 2020).

Distribution

The slide must look neat and clean, with a title, subtitles, and content that can be identified and understood (Learning, 2020).

Learning styles

It can be determined that the presentations such: as images, graphics, and process diagrams stimulate visual learning in conjunction with audio and some activity to feedback their learning (Learning, 2020).

2.2.3. English Language

English is of West Germanic origin and is a language that emerged within the Anglo-Saxon Kingdom of England (Redacción, 2021).

English is the second most spoken language in the world, after Spanish. Still, it has positioned itself as an essential language globally, being chosen as the lingua franca in many countries. It is no longer a luxury, but a necessity, being required to obtain jobs and scholarships and serves to access information that can only be found in this language.

2.2.3.1. English Language Teaching

The English language is currently necessary to learn, and to participate in different political, cultural, and social events, whether in our country or abroad. In the era of globalization, the decision is made to implement the subject of English at more and more educational levels, confronting the significant problem that students do not interact physically with native speakers of the language.

Learning a foreign language is considered the knowledge of a language other than a student's mother tongue, and it is generally not used in the learner's daily life (Lin & Ocampo, 2008). In the Latin American context, English is learned as a foreign language. Specifically, in Ecuador, the official language is Spanish, and as the second most spoken language is Kichwa, English has become a foreign language.

The curricular proposal is designed for students from 2nd to 10th grade of General Basic Education and from 1st to third grade of Bachillerato General Unificado, whose mother tongue is not English. After the last curricular reform in Ecuador in 2016, English became a mandatory subject from the second grade of general primary education to the third grade of high school (Educación, 2016).

2.2.3.2. English skills

There are four primary skills in the English language:

Speaking

Speaking is the process of using audible sounds to transmit information using the voice box, intending to be understood. The importance of speaking a language correctly is that it gives us the ability to communicate our ideas without problems when we require it; for example, if somebody goes to an English-speaking country and has a good level of speech, they can order food, ask for directions, and know places and people without any problem.

According to Hamer (2007), practicing speaking English in the classroom, using a good technique and methodology, makes the student, when speaking in a more accurate context, not need to review and think a lot about grammatical forms, pronunciation, among others, because they are already used to speaking and automatically accessing the knowledge they already have.

Listening

Listening is the process of receiving and understanding a message orally given by another person.

The value of developing the skill of listening lies in the importance of understanding what the other is trying to communicate, in addition to being able to learn the correct intonation and pronunciation of words, so to be able to speak, we must first learn to listen, one goes hand in hand with the other always and is the basis of effective communication (Hamer, 2007).

On the other hand, the student must be exposed to more than one accent when learning English to help students understand the different pronunciations of words in contexts outside the classroom; a clear example is the difference between the American and British accents (Hamer, 2007).

Reading

Reading is the ability to comprehend and interpret written patterns and transform them into spoken forms using prior knowledge and source information.

Reading not only helps to understand a text but also helps to acquire vocabulary, to understand grammar and punctuation, and gives a guide on how to write better. One way to motivate students to read is to let them choose what to read, some like novels, others scientific articles, and based on this, adapt the content to be taught (Hamer, 2007).

Writing

Writing is the ability to transform ideas into written, understandable patterns. This is a skill that allows us to take the time to develop it, being a process to follow; first, we conceive the ideas, then we capture them in a first draft, we correct if there are mistakes, and at the end, we have a product (Hamer, 2007).

As Hamer (2007) said, writing is part of our daily lives and is not only used in learning English. If it is wanted to study abroad, sometimes it is needed to make a written application, and some universities ask the student to write an essay explaining why they want to look at that university.

2.2.3.3. Vocabulary

Vocabulary can be defined as all the words a person has in their knowledge, and there are two classes of vocabulary: active and passive. Active vocabulary is all the words we understand and use, and passive are all the words we underknown, not use (ThoughtCo, 2019).

Knowing a word implies knowing its form, i.e., how it is pronounced, how it is written; its meaning, what is the concept, how it can be interpreted, and which words can be used in its

place (synonyms or antonyms); and its use, what grammatical functions it fulfills, in what context it is used, and the construction of collocations based on this word (Lessard, 2013).

Lessard (2013) also states that vocabulary is essential in English language teaching because we can express ideas better when speaking. Additionally, Tovar (2016) supports that knowing vocabulary allows us to understand and develop better communication and to understand texts with incredible difficulty. Since only grammatical structures and good pronunciation are not everything without a good vocabulary.

2.2.3.4. Grammar

Grammar can be defined as the set of rules by which words and sentences are formed to make them understandable and that we consciously or unconsciously use when speaking or writing (Debata, 2013). According to their function, the words must be placed in the correct order so that what we want to convey is understood since a comment placed incorrectly can change the meaning of a sentence or be completely unintelligible (Hamer, 2007).

There are also two main types of grammar; descriptive grammar is, in summary, how language is used, and its sole objective is effective communication, and Prescriptive grammar is based on the correct use of language and its rules (Bakka, 2018).

2.2.4. Benefits and drawbacks of using PowerPoint in language teaching

The benefits of Using PowerPoint in language teaching are various. First, it helps to organize the content to be presented, which facilitates the teaching and learning process. It is user-friendly and easy to use. PowerPoint, a digital software, can be modified on any device whenever necessary. Learning can be interactive and didactic since we can include videos, audio, images, and hyperlinks, among others; this consists of the unique resources that can be used according to the topic, the learning objective, or the adaptations to be made to the needs of each student. Finally, it is easy to share via social networks, email or taking it on a USB (Learning, 2020).

PowerPoint also can present drawbacks if not used properly. Since if there is too much text, dull colors, poor font choice of text and images, or conversely, too many colors and pictures, it can make the presentation look boring or difficult to understand (El-Ikhsan, 2010). Another drawback is presented when the slides are used only to read or when it is not provided extra information about the topic being discussed; they may contain irrelevant or unrelated information that would cause confusion or distractions to the students (Son, 2018)

CHAPTER III

3. METHODOLOGY

3.1. FOCUS

Qualitative

The qualitative focus was applied to understand the problem based on the perspective and ideas of the research population from the context in which it happened. Agreeing with Cerda (1997), who affirms that it has to do with non-quantifiable traits or characteristics, which are better described with this approach.

Based on the previously proposed topic, it was intended to analyze, interpret, and describe the opinions and experiences of the population group to be investigated, which used techniques and instruments of qualitative data collection will help to deepen the ideas of the population, having the point of view of both the English teacher in charge, as well as the students to which the PowerPoint slides were applied (Parra, 2013).

3.2. INVESTIGATION MODALITY

Documentary

This research applied the documentary research modality when searching for general and specific information related to the topic to be investigated that has been published in scientific databases, scientific journals, books, and papers, among others. Following what Ñaupas et al. (2018) mention about documentary research, the information collected in the theoretical framework served as the basis on which all the research was supported; it also helped to give an overview of past research on which this research was based.

Field

The Field modality was enforced in this research when it was required to be in the context in which the chosen population and the phenomenon are found, in this case, the classroom of the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría, in the English class and with the help of instruments and data collection techniques, which was detailed below, can collect and record relevant data to the research, this in consideration of what Ñaupas et al. (2018) say about this research modality focusing on seeking and managing information in a specific location where the problem is occurring.

3.3. LEVEL OR TYPE OF INVESTIGATION

Ethnographic

The ethnographic method was used to analyse more profoundly participants' points of view, experiences, and knowledge in a more profound way. The objective of this type of research, according to Martinez (2005), is to have a clear and realistic picture of the population, their perception of the phenomena, or specific situations.

3.4. STUDY POPULATION

For Lopez (2004), the population is the group of people from whom something is to be investigated. Therefore, this research was carried out in Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría in Riobamba city, Chimborazo province in the school year 2021-2022 with the students of the Décimo año de Educación General Básica that was constituted by one class of 18 (eighteen) students and 1 (one) English teacher.

3.5. SAMPLE SIZE

According to Lopez (2004), the sample is a representative part of the population. Although, in this case, the population was relatively small, so it was not necessary to select. Therefore, the entire existing population was used.

3.6. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Techniques

Interview

The purpose of the interview in this research was to know the participants' opinion about the topic to be investigated, their experiences, and their perspective regarding the phenomenon, as Hernández et al. (2014) supports. Consequently, the interview was applied to the students of the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría and the teacher in charge of the English subject. This technique was chosen to make it comfortable for the participants to talk about their experience in the teaching-learning English process.

Observation

Ñaupas et al. (2018) establish that observing happens truthfully by the senses, giving us the information just as it is, so the observation technique was applied in this research.

This technique was very important since the information has been obtained directly in Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría, getting in direct contact with the problem to be investigated.

Instruments

Semi-structured interview guide

An interview guide is a printed or unprinted sheet containing the questions the interviewer will ask the interviewee. A semi-structured interview, as Cabezas et al. (2018) specify, is a flexible form of an interview; although the interviewer prepared questions, there was the option to add more questions during the interview if required. This instrument has been applied to students and the teacher in charge of the Decimo año de Educación General Básica at Escuela de Educación Básica Fiscomisional Fe y Alegría.

Observation guide

An observation guide was used to develop the observation technique; as Campos & Lule (2012) affirm, this is an instrument that contains indicators that are written as questions or statements; they serve to keep in mind what should be observed and avoid distractions and information that was not useful to the research.

3.7. DATA ANALYSIS AND INTERPRETATION TECHNIQUES

Discourse analysis

Discourse analysis is the technique of data interpretation. Sayago (2014) mentions associated with qualitative data processing, so its objective is to understand the discourse or message transmitted from the content analysis, the hidden messages, or the interpretation of this.

Triangulation

For Okuda & Gómez-Restrepo (2005), this analysis technique focuses on using several data sources, whose purpose is to corroborate the information obtained in them and make the results more reliable. Since by being able to visualize the data from several perspectives, the information may vary; thus, it may agree or be different, which, in the end, will serve to make an accurate analysis and provide new information.

CHAPTER IV

4. RESULTS AND DISCUSSION

Objective 1: To identify to what extent the skills of the language are being developed by applying the PowerPoint.

Based on the application of the observation guide regarding to the extent the language skills were developed, the following results were found:

Writing skill

Regarding writing skills, with PowerPoint software, students learn how to write texts of low complexity, such as simple paragraphs, and the classes focus on English grammar for the most part, so it is learned with more emphasis. Students know the basic structures of the verb tenses, such as the simple present, past, and future, among others. However, there are other aspects of writing skills that are not learned or are not presented, such as the use of punctuation rules that students mostly do not know, and, finally, their knowledge and recognition of different types of texts, such as essays or reports, is poor and their structure is not presented.

The first, according to McLellan (2018) is a skill that should be known when learning the English language because a misplaced comma or period can change the sense and meaning of the sentence, so using them correctly is favorable for the mastery of the writing skill.

On the other hand, according to Santana et al. (2010), writing should be a process that is carried out carefully, sensitively, and not automatically as was observed in the tenth grade of EGB, so knowing how to recognize the different types of texts is a necessary ability. This helps us to differentiate the structure and syntax of the texts, since writing an essay is not the same as writing a report or a narrative text.

One way in which teachers can motivate students to improve their knowledge of text types and punctuation marks is by making writing a habit for them, giving them the necessary indications and information about it, and making writing a creative process, prioritizing their interests (Santana, Rodriguez, Martinez, & Pérez, 2010).

Speaking skill

Based on the observation guides, the indicators of speaking skills developed with the application of PowerPoint in classes are pronunciation in general, specifically the pronunciation of simple phrases and words, and the correct way of answering the questions posed by the teacher according to the topic presented.

On the other hand, the aspects of speaking skills that were not seen in development with PowerPoint presentations were when students are required to speak, they are not able to choose the correct vocabulary to express their ideas, so their opinions are vague and sometimes incomprehensible, since when choosing words to put together an idea they change the whole meaning of the sentence on the spot. Secondly, it was not observed to receive clear guidance on

effective communication to students while using PowerPoint, i.e., GBS tenth grade students cannot speak effectively to communicate or communicate something.

From the results is clear that exists an improvement in the learning of speaking skill. But failures are present too. Word choice and effective communication are not correctly developed. The first one, according to Kincaid (2019), is essential because a correct word choice implies selecting the words that express our ideas clearly, not only the words that seem to be accurate, since a wrong choice of words could change the context of a conversation.

Kincaid (2019), also clarifies that there are different ways to learn word choice, one of them is expanding the vocabulary of the students, and for this we can use the typical dictionaries or more modern forms of dictionaries that can be found online being specialized according to their use, in law, medicine, education, etc.

The observation noted that correct guidance for effective communication is not perceived as important in teaching speaking skills, so it has not been developed correctly. The ability to communicate effectively for Syamsuddin (2021) is important in teaching speaking skill because it greatly influences real contexts. This means that if students of tenth grade of EGB need to use English, they do not know how to express themselves.

Syamsuddin (2021) also states that to teach effective communication, it is necessary to use didactic material such as flashcards, images, and posters, among others. She also adds that giving correct feedback is essential because, in this way, the student has an idea of what is wrong when communicating and can correct it.

Listening skill

Based on the observation, listening is one of the most fostered skills with PowerPoint in this population; using audios and videos in the slides help to develop this skill accurately. First, the use of PowerPoint helps students understand the words when they are heard, i.e., by using slides and including videos and audio in the slides, students can listen to the correct pronunciation of the terms and see the word they hear on the slide.

The next feature of this skill that is fostered using slides in the classroom is knowing how to answer simple questions that are asked orally, for example, "How are you?" "How old are you?" among other simple questions. The last indicator in the observation guide that presents a positive result while using PowerPoint slides is that PowerPoint helps students follow simple instructions that the teacher dictates, for example, "stand up" "open your books" and "close the door" students, with this slide software, have learned to follow commands that are routine in a classroom.

Despite the positive results of the indicators, these were a simple reference to what students should learn about listening in the tenth grade of EGB. According to the Currículo de los Niveles de Educación Obligatoria ecuatoriano, upper sub-level, presented by the Ministry of Education (2019), the tenth year of general basic education should have a level A2.1, which compared to the CEFR is level A2.

The Ministry of Education (2019) states that, at this level, in listening skill, students must have basic knowledge of listening strategies to help their listening comprehension. These

strategies include listening for gist, listening for detail, inferring, and predicting. Compared to the A2 level of the CEFR which is described by British Council (2022), they should be able to understand conversations about real context themes such as TV shows, addresses, understand main and secondary ideas.

However, the students of tenth grade of EGB, do not have the level of listening skills that they should have according to the same curriculum of the Ministry of Education on which the teaching of English in the institution participating in this research is based. Students of tenth year only demonstrate understanding about simple commands and sentences.

The Ministry of Education (2019) suggests that in classes students should be exposed to real context audios that help them both to identify pronunciation, such as stress, rhythm, and intonation and the other features of listening skill.

Reading skill

The observation guides applied concerning this skill show that the three proposed indicators gave a negative result. In the first place, with the application of PowerPoint, students do not receive the necessary support to develop correct reading comprehension, since, when using slides for readings, students do not understand what the reading is about and do not know how to identify the main idea or the secondary ideas.

The following indicator reveals that through PowerPoint students do not receive a clear explanation of the different types of reading strategies that would help their reading comprehension; during the observation carried out, it was not identified that students use any reading strategy or that the English teacher provides them with information on any of them. Finally, PowerPoint was not seen to reinforce or teach word recognition, since students pronounced each syllable and not the whole word when reading.

Reading was the skill that did not show development with PowerPoint based on the above results. According to Bojovic (2010) reading requires more effort than other skills, more resources applied specifically for this purpose. Possibly, it can be said that it is more difficult for students to learn this skill than the others, or another possible reason is the fact that the teacher did not include material in the slides or included inadequate material that did not contribute for the development of this skill.

So, Bojovic (2019) proposes that to improve reading skills it is necessary not only the presentation of texts to read in PowerPoint slides, but also tools for reading comprehension, identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions, among others.

Since this point, the results achieved with the students' interview of the population will be described. Its objective was to obtain the perspective of the students, since they are the ones who are directly involved with the use of PowerPoint English language classes. Therefore, the results were the following:

The interview began asking to the 17 (seventeen) tenth-grade students if they knew what PowerPoint is and how it works, and 10 (ten) of the 17 (seventeen) students said that they knew

what it is and what its usage is, while the remaining seven did not know this digital tool, nor did they know what it is used for, so they did not answer the following interview questions.

To the next question, 8 (eight) of the students expressed that understood the topics better when the teacher presented her class with PowerPoint than when the teacher did not use it, and two that they did not understand it better.

According to the presented results, the skill of listening was the skill that has improved the most. Students explained that what makes it better is that the presentations made by the teacher included videos and audio, which they found didactic and more enjoyable it helped them to understand better what they listened to the teacher speaking. Then they remembered the pronunciation of the words.

In terms of speaking skills, students explained that what helped them improve was how the teacher presented the class since they can understand better with the help of PowerPoint and its various elements. However, some students say they have not improved; this happened because the teacher sometimes explains everything fast, and they did not understand her.

Concerning reading skills, students said that their ability to read in English had not improved because they did not understand how to pronounce the words. It was difficult for them to understand the audio the teacher presented in class. However, very few students stated that if they improved this skill, the teacher using PowerPoint would give them a way to read the sentences or texts she put in the presentation. In addition, they said that she teaches them to pronounce the words by making them listen to the audio that she puts in the presentation.

On the other hand, the data provided by the interviews was crucial to understand students' perspective of their language learning, which demonstrated students lack knowledge about PowerPoint presentation use and function. Although students are familiar with technology, their knowledge was reduced at social media and how to use their devices; educational technology was not in their preferences when navigating on internet (Velasquez, 2018).

Bennett, Maton & Kervin (2008) state that although technology is part of students' lives, their skills to handle it are not consistent, but that this does not mean that they are not interested in it, but that the education system is not adapting to the great changes that education presents in times of digitalization.

Another problem was the inconsistency with the students' answers in the interviews, the answers of some students did not coincide with those of others, while some said that their skills were developed, others said they were not. Therefore, a factor external to the use of PowerPoint must be the cause of students in some cases not being able to develop their skills, since if we analyze the context, they all attend the same classes and have the same education.

According to Roldán (2016) some of the factors that students do not develop their English language skills are the fear of failing to learn the language, which in many cases causes anxiety and frustration for not understanding what the teacher teaches and not seeing progress in their learning, which discourages them from learning.

Therefore, it can be assumed that the tenth-grade students of EGB have some of these problems related to their feelings about language skills, but not an inconvenience respect to the implementation of PowerPoint in their English classes.

Objective 2: To identify to what extent the grammar and vocabulary of the language are being developed by applying PowerPoint.

To understand the level at which grammar and vocabulary were developed using PowerPoint, an observation guide was applied, which allowed to collect the following results:

Vocabulary

The indicators that had a positive result in the development of vocabulary with the application of PowerPoint in classes were the following. First, the definitions of words are widely learned with PowerPoint, so that every day the meaning of a new word was understood. The result of the next indicator shows that with PowerPoint, the students are led to learn the correct oral and written way of words, according to the observations, the teacher presents in the slides the words in written form and in an audio the same word with its pronunciation. The following indicator has a result that with PowerPoint the knowledge of synonyms and antonyms of words improved, as well as in the first indicator daily learning in synonyms and antonyms of the words that were seen in the topic covered in class.

On the other hand, the indicators that showed a negative result revealed that, with PowerPoint presentations in class, the use of words in different contexts is not presented, nor students guided to guess the meaning of words according to the context.

Vocabulary in the English language presented results that were mostly positive. However, when observing whether students learn to guess the meaning of words by the context, this gave a negative result. The research developed by Tuğrul (2012) conceptualizes guessing the meaning of words from context as: "... making connections between the new word and the text in which it appears" likewise states that learning guessing the meanings of words is important for the development of part of English language skills such as reading fluency.

Hulstijn (1992) states that one of the problems when students learn this skill is that sometimes in the context of the word there is not enough information to know its meaning, so this may be one of the reasons why this skill is not developed.

Grammar

Concerning the grammar of the English language, structures of the different types of texts are not explained, nor included in the classes given with PowerPoint, which indicates that the students do not have an explicit knowledge of which are the different types of texts and their structure, since as an additional observation we have that, at the moment of making an essay, the students do not follow the construction of this, instead they only make a text without a defined organization.

However, with PowerPoint, the structures of the verb tenses are emphasized in learning the English language. In addition, the teacher oversees teaching them the correct forms, both written and spoken, using of grammatical rules. PowerPoint presentations most frequently

emphasize these two indicators in English language learning. Finally, grammatical sub-competencies with PowerPoint, however, not all of them are presented, as additional observations presented in the observation guides, only the following are shown, adjectives, adverbs, articles, pronouns, and tenses, but the following are missing prepositions, conjunctions, interjections, among others.

From the results, almost all the indicators of grammar were positive, as a result it has been developed. However, the structures of the different types of texts are not clearly explained with PowerPoint presentations. The importance of knowing the structures of the different types of texts is that when we already know the scheme that each one has, it becomes easier to create the texts, students have them present in an intuitive way (Hamameh, Al-Jamal, & Baniabdelrahman, 2018).

Also, observations affirmed that the students do not have a good level of these aspect. According to Almekhladi & Perur (2011) the problem in these cases is that even though students know grammatical rules, they find it difficult to use them when they should.

The use of different ways of teaching grammar to students, such as the use of different teaching methods, is a way of anticipating problems that may arise (Almekhladi & Perur, 2011).

At this point, to identify if the grammar and vocabulary knowledge of the students of the tenth grade of EGB were developed, an interview was also applied to each of the students of this course, which gave the following results:

Regarding interviews results about grammar, almost all the students expressed that with PowerPoint the class is explained in a better more and fluent way since the contents are presented in an organized manner and because the presentation can be shared, they can review the information without any problem, so they understand the class better. However, one student assured that it is better to teach these topics in person. Regarding the improvement students' knowledge have about English grammar, they confirm that what makes them improve were the videos and audios that the teacher puts in the presentations.

Students affirmed that they understand English vocabulary better when presented with PowerPoint and explained because the PowerPoint presentations given by the teacher can include audio, videos, and links which help them understand better, both the correct way to write and pronounce the words, and they can understand better. Finally, the student's English vocabulary knowledge has improved when the teacher uses PowerPoint in the classes, and they say that what makes it better is that in the PowerPoint presentations, new vocabulary is included every day, the way to write and the pronunciation of each word.

About grammar, almost all the students expressed that the class was explained better and fluently with PowerPoint since the contents presented were organized. Because the presentation can be shared, they can review the information without problems and better understand the class. However, one student affirmed that teaching these topics in person is better. Considering the improvement of students' knowledge of English grammar, they ensure that what makes them improve was the videos and audio that the teacher presented in the PowerPoint slides.

At this point, it is necessary to consider the responses that show the students' dissatisfaction with the teaching-learning process. Several responses in this section of the interview were "The teaching of vocabulary and grammar is better face-to-face" alluding to the fact that in the virtual classes, very little was learned about these skills.

Soto (2019) proposes in his research that many people still prefer traditional education, which is purely classrooms based. But this is each person's preference, those who prefer presential education claim that learning occurs in a more real way, creating everyday contexts that help reinforce their communicative skills, including oral and written production. On the other hand, those who choose virtual learning affirm that it is a way that allows students to test their discipline, self-learning, and responsibility.

This means that each form has its advantages and by far, the like or dislike depends on students and teachers alike, the teacher in constructing his class and the student in demonstrate interest in learning.

Objective 3: To determine the benefits and drawbacks of using PowerPoint in English Language Teaching.

To respond to the last objective stated above, it was considered appropriate to apply an interview to the tenth-grade English teacher, in which was asked various questions about the use of PowerPoint, but specifically the benefits and disadvantages that can occur when using it in class, and the results are described below:

The interview conducted with the teacher was with the objective of determining what were the benefits and disadvantages of using PowerPoint in the teaching of English. Concerning the advantages that exist, the teacher asserted that the Audio-visual tools are a great advantage because it is not the same to be talking and working with the blackboard than with tools that are a little more striking for the student, they are more didactic, they help a lot in the teaching of English with everything that can be put on a slide, such as images and videos, which, depending on the topic to be presented help in one way or another, another advantage he added was that PowerPoint allows to organize the slides, because after each topic it can continue adding more giving continuity.

The teacher also explained that the way in which he uses these advantages is by presenting topics such as 'my favourite singer' in which the students should make a presentation with images of the singer, audios with his songs, videos of his concerts and text describing him, this can be presented through the videoconferencing platform and if it is face-to-face, a projector could be available one day.

The drawbacks of using PowerPoint in English language teaching were also explained by the teacher. The first drawback was that, although there was the desire to work with this type of digital tools, the lack of digital infrastructure in the classroom did not allow it, there was not the necessary such as a projector; she added that everything that had been done with PowerPoint had been done digitally in virtual classes. Another drawback was that students did not know

about digital tools such as PowerPoint, which was corroborated during the interviews to the students, resulting in a part did not know what PowerPoint is, so working with PowerPoint would be a complicated task.

The teacher mentioned as a disadvantage the lack of technological resources that the educational institution has in its facilities, which does not have at least projectors, so the use of this type of digital tools could not be possible. The latter agrees with research conducted by Grijalva, I., & Ronquillo, L. (2018) in which they state in the research' conclusions that: "The staffs of teachers in the English area of "Margarita Cortés" school have little access to ICTs." This shows that not only the institution participating in this research presents this problem.

In Ecuador, there is the Sistema Integral de Tecnologías para la Escuela y la Comunidad (SÍTEC), which aims to create and implement technological programs and projects that help bring technology to the country's institutions. This means that these institutions have access to technological infrastructure that helps education; application of ICT training applied to education; educational software at all levels of education for all subjects, including English and the so-called Community Technology Classrooms. However, according to the latest update on the Ministry of Education website, this plan should have been implemented in all schools by 2013.

Another disadvantage that teacher mentioned was that the students do not know the digital tools like PowerPoint, a point that I verified during the application of the research instruments. Velasquez (2018) states that students know about technology, they are exposed to it at younger ages, they know about social networks, internet pages, they handle with skill the technological devices they have; however, he states that their lack of knowledge with respect to ICT is because they do not explore about this type of technology, and because in school they do not work with these.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- It was identified through the results that the skills had not been improved equally. The observation guide and interviews indicated that listening skill was the most developed, speaking and writing were reasonably developed, and reading skill was not improved.
- It was determined by the results regarding to vocabulary and grammar that both was relatively developed, having as a result positive and negative indicators in each of them.
- Through this study it was determined that the use of PowerPoint in English language teaching has main benefits as the access to a variety of instruments that this tool includes in its software, such as videos, images, transitions, graphics, colours, and figures which help the teacher and the student to make the teaching the language a didactic, dynamic, and pedagogical experience, helping favourably to the teaching-learning process. Despite this, the teacher does not use most of this instrument, due to lack of knowledge about it, which causes the students not to develop English language skills, vocabulary, and grammar.

In addition, it is determined that the lack of technological resources the educational institution has is a disadvantage for this process.

5.2. RECOMMENDATIONS

- It is recommendable that the institution train teachers in English language and its skills, listening, reading, speaking, and writing; additionally, training them about using PowerPoint, joining them to provide a better teaching learning-process to teachers and students.
- Another advice is to conduct periodic trainings that permit students and teachers to know about ICTs, their benefits, functions, and the variety of them that can be used in the development of students' vocabulary and grammar.
- It is recommended for the Ministry of Education and the authorities of the institution to make a joint effort to provide the institution with the technological resources it requires to promote the teaching-learning process.

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ANNEXES



Universidad Nacional de Chimborazo
Facultad de Ciencias de la Educación, Humanas y Tecnologías
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

OBSERVATION GUIDE: STUDENTS

Objective: To identify to what extent the skills of the language are being developed by applying the PowerPoint.

Class:		Date:		
INDICATORS		YES	NO	OBSERVATIONS
<i>Writing skill</i>				
Students learn how to write simple texts through powerpoint presentations				
Grammatical rules are focused on PowerPoint presentations				
Students learn to use punctuation marks through PowerPoint presentations				
The recognition of different kinds of texts are enhanced with PowerPoint presentations				
<i>Speaking skill</i>				
PowerPoint presentations lead the correct vocabulary choice				
The learning of pronunciation is promoted in PowerPoint presentations				
PowerPoint presentations guide students to answer questions				

Students receive clear guidelines to communicate effectively in PowerPoint presentations			
<i>Listening skill</i>			
PowerPoint presentations help students to understand words when listening			
How to respond to simple questions is fostered by PowerPoint presentations			
PowerPoint presentations guide students to follow instructions given orally			
<i>Reading skill</i>			
Students reading comprehension is supported through PowerPoint presentations			
Students receive a clear explanation of reading strategies that boost their reading comprehension with PowerPoint presentations			
PowerPoint presentations reinforce word recognition when reading			



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OBSERVATION GUIDE: STUDENTS

Objective: To identify to what extent the grammar and vocabulary of the language are being developed by applying the PowerPoint.

Class:		Date:	
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INDICATORS	YES	NO	OBSERVATIONS
<i>Vocabulary</i>			
The definition of words is learned through PowerPoint presentations			
The learning of how to use words in different contexts is enhanced in PowerPoint presentations			
PowerPoint presentations guide students to learn to guess the meaning of words by the context			
Students are conducted to learn the correct written and spoken form of words with PowerPoint presentations			
PowerPoint presentations improve the knowledge of synonyms and antonyms of words			
<i>Grammar</i>			
The structures of the different types of texts are clearly explained with PowerPoint presentations			
The learning of tenses structure is emphasised in PowerPoint presentations			
Grammatical subskills are developed by PowerPoint presentations			
PowerPoint presentations guide students how to use grammatical rules written and spoken			



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GUÍA DE ENTREVISTA
ESTUDIANTE

Objetivo: Identificar en qué medida se desarrollan las destrezas del idioma aplicando el PowerPoint.

1. ¿Conoce usted el software de presentaciones digitales PowerPoint? ¿Sabe cuál es su funcionalidad?
2. Cuando su profesora usa PowerPoint para presentar la clase, ¿Entiende mejor el tema que cuando no lo usa?
3. ¿Cree que el nivel de sus destrezas en inglés ha mejorado cuando su profesora usa PowerPoint para presentar sus clases?
4. En su opinión, ¿Cuáles son los elementos que están en una presentación de PowerPoint que le ayudan a mejorar sus destrezas del idioma?
5. ¿Cree usted que su destreza de hablar en inglés mejora cuando la profesora presenta su clase con PowerPoint? ¿Qué hace que mejore?
6. ¿Cree usted que su destreza de escritura en inglés mejora cuando la profesora presenta su clase con PowerPoint? ¿Qué hace que mejore?
7. ¿Cree usted que su destreza de leer en inglés mejora cuando la profesora presenta su clase con PowerPoint? ¿Qué hace que mejore?
8. ¿Cree usted que su destreza de escuchar en inglés mejora cuando la profesora presenta su clase con PowerPoint? ¿Qué hace que mejore?

Objetivo: Identificar en qué medida se desarrollan la gramática y el vocabulario del idioma aplicando el PowerPoint.

9. Cuando su profesora presenta la gramática del inglés con PowerPoint, ¿Lo entiende mejor? ¿Por qué?
10. Cuando su profesora presenta vocabulario en inglés con PowerPoint, ¿Lo entiende mejor? ¿Por qué?
11. ¿Su conocimiento de la gramática del idioma inglés ha mejorado cuando la profesora usa PowerPoint para presentar sus clases? ¿Qué hace que mejore?
12. ¿Su conocimiento de vocabulario en el idioma inglés ha mejorado cuando la profesora usa PowerPoint para presentar sus clases? ¿Qué hace que mejore?



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GUÍA DE ENTREVISTA
DOCENTE

Objetivo: Determinar las ventajas e inconvenientes del uso de PowerPoint en la enseñanza del inglés.

1. ¿Conoce usted el software de presentaciones digitales PowerPoint? ¿Sabe cuál es su funcionalidad?
2. ¿Usted usa PowerPoint para presentar sus clases?
3. Cuando elabora una presentación para su clase en PowerPoint, ¿Qué herramientas del software usa? Ej. Fotos, videos, texto, transiciones, etc.
4. ¿Considera que este software es fácil o difícil de usar? ¿Por qué?
5. ¿Cuáles considera que son las ventajas de esta herramienta al aplicarla en la enseñanza del idioma inglés?
6. ¿Cuáles considera que son los inconvenientes que se presentan al momento de usar PowerPoint para la enseñanza del inglés?
7. ¿Cómo usa a su favor las ventajas que tiene el uso de PowerPoint?
8. ¿Cómo sobrelleva los inconvenientes que genera el uso de PowerPoint? ¿Como reemplaza las funcionalidades que no se encuentran en PowerPoint?