
**The Significance of PowerPoint Presentations for Teachers and Learners
in Language Teaching and Learning**

Mazhar Ali Shahid¹

Department of Foreign Languages, College of Arts and Humanities, Jazan

University, Jazan, Saudi Arabia

Tel: +966508530527

E-mail: mazhershahed@yahoo.com

Muhammad Suleman Hafiz²

Department of Foreign Languages, College of Arts and Humanities, Jazan

University, Jazan, Saudi Arabia

Dr. Ahmed Gumma Siddiek³

Department of English Language, Alzaiem Alazhari University, Khartoum Sudan

Ramesha Mazhar⁴

Department of English Literature, Kinnaird College for Women University

Lahore

Paper Received on 19-04-2026, Accepted on 20-05-2026

Published on 21-05-26; DOI:10.36993/RJOE.2025.11.01.530

Abstract

This study investigates the role of PowerPoint Presentations (PPT) in English language teaching, with particular attention to their impact on student engagement, participation, and comprehension. The integration of multimedia features within PPT enables interactive learning and facilitates the visualization of complex concepts. For both educators and learners, PPT supports lesson organization and provides streamlined access to essential content. The findings indicate that, when implemented thoughtfully, PPT can enhance learning outcomes by accommodating diverse learning preferences through a combination of text, visuals, and audio-visual elements. Nevertheless, effective use requires clearly defined instructional objectives and careful design to avoid cognitive overload. This paper examines both the advantages and limitations of PPT in language education and proposes strategies for its optimal application.

Keywords: PowerPoint, instruction, teaching, learning, teaching material

1. Introduction

PowerPoint is a useful application in the realm of education and business. In EFL context, teachers use PowerPoint to build attractive lessons that contain text, graphics, videos and animations that can foster understanding and memory (Segundo & Salazar, 2011). PowerPoint helps to create a more interactive teaching style and to illustrate difficult concepts using multimedia. When used properly, this platform can promote effective knowledge sharing and learner engagement. Visual components like pictures and colour may capture students' focus and assist teaching objectives. Past studies (e.g., Reynolds and Baker 1987) indicate that digital materials have a positive effect on learning outcomes and student attention.

PowerPoint presentations can enhance the effectiveness of presentations and make complex information more understandable (Gaskins, 1984), which implies there is a potential for better knowledge transfer. While Catherine (2006) indicated that the students are more engaged in the PowerPoint presentation than the traditional lecturing, better engagement does not necessarily lead to better learning. These sources, critically considered, should remind us that the use of PowerPoint is not enough, but it depends on an active involvement of students in the instructional process. In addition, the use of PowerPoint in education to create a growth mindset (Dweck, 2009) highlights the need for not only adopting the technological tools, but also developing adaptive attitudes and practices that encourage students to accept challenges and adjust to changing needs. In sum, these studies demonstrate that PowerPoint can be a valuable tool for clarity and engagement, but it is also important to consider how effectively it can be used in education, and to do so, reflective and purposeful instructional design is crucial. In the classroom, PowerPoint is popular due to its ease of use. The presentation can be sent online or by email. PowerPoint is often used by instructors for presentations and activities are frequently assigned to help EFL/ESL students practice language.

In the technological age, there is a lot of digital stimuli and it affects students' learning. Information technology is increasingly being part of the educational process and its use in language instruction is indispensable. PowerPoint is one of the most commonly used tools in the English Language Teaching (ELT) world, and its continued use should be constantly assessed for efficiency.

The ability to incorporate PowerPoint slides alongside other teaching materials such as handouts and textbooks allows teachers to ensure all students have

access to key information. PowerPoint is a useful aid to teaching and learning if used well.

2. Benefits of PPT for Instructors/Educators

PowerPoint can be a useful tool for the classroom to present information and aid in the learning process. It allows teachers to display visuals that may be difficult to bring to class. For instance, the vocabulary from a reading can be provided with pictures to reinforce clarity and understanding. PPT format charts of words and images are especially helpful for vocabulary instruction.

2.1 PPT Helps to Organize and Structure Content

PowerPoint is useful for structuring and organizing content clearly for the teacher. Teachers can use slides to reinforce major concepts, demonstrate ideas and to emphasize main ideas, in addition to chalk boards and verbal explanations. Teachers may save and reuse PPT files or share files with students for editing. PowerPoint can include multimedia, including audio, video and hyperlinks, so that different resources can be incorporated into one presentation. This flexibility makes lesson planning easy and allows for students to remain engaged.

2.2 PPT Supports Teachers in Creating a Dynamic Educational Setting

Technology is used by and preferred by most students and therefore modern teaching uses technology to a greater extent. Bryant and Hunton (2000) regard PowerPoint in ELL as an important tool in teaching English. It supports teachers to reach lesson goals and engages students. PowerPoint also helps create a dynamic classroom, facilitating student achievement and ensuring learning remains fun.

2.3 PPT is Useful in Teaching Language Skills

The effectiveness of PPT in teaching English has been studied extensively. Fisher (2003), Al-toubat (2006), Zhao (2005), and Lin & Chen (2007) demonstrate that teachers can utilize the various features in PPT for the presentation of different language aspects. For instance PPT may be used to help with pronunciation, word recognition, grammar, oral exam preparation, and cultural awareness. Using visuals, like pictures and videos, in teaching reading comprehension is effective (Lin & Chen, 2007). Zhao (2005) also discovered technology effectiveness in teaching speaking skill.

2.4 PPT Boosts Motivation, Engagement, and English Proficiency in EFL Classes

The study of Bakri (2019) examined the student's perception of PowerPoint in learning English at the State University of Makassar. According to the research by Ratu and Komara (2021), the use of Microsoft PowerPoint enhances the motivation,

engagement, and English proficiency of EFL classes conducted in junior and senior high school students.

2.5 PPT Encourages Classroom Interaction

Research indicates that PPT can help students to understand better, stimulate interaction in the classroom, raise students' interest and structure lessons. It also helps teachers refine and reuse lesson plans (Mayer, 1997; Gilroy, 1998; Moody, 1998; Wilmoth and Wybraniec, 1998; Mantei, 2000; Frey and Birnbaum, 2002; Keefe & Willett, 2004; Wang, 2005; Daniels et al., 2008).

3. Advantages of PPT for Learners

PowerPoint provides a rich visual environment that supports a variety of learning styles. Visual learners take in information through the use of diagrams and charts, while auditory learners prefer embedded narration or video. Structured presentations help in the logical flow of information and enable effective note-taking by highlighting the main points. Further, students use PPT for their own presentations, which helps them to develop their communication, design and critical thinking skills.

3.1 PowerPoint and Learners' Vocabulary

The use of PPT in language teaching is very important for the success of the learner, particularly in English language teaching. PPT is particularly useful for teaching vocabulary, which is essential for effective communication. Consequently, more teachers are using PPT for vocabulary teaching. Rickman (2000) states that in general PPT is considered to help in the teaching and learning process.

3.2 PPT Benefit Students' Cognitive Learning

Research shows that the use of PowerPoint Presentation (PPT) to support lessons enhances student's cognitive learning (Baker, Goodboy, Bowman, Wright, 2018). It has also been found from studies that the presentation of information with both text and images (visuals) has a positive effect on the understanding of the material (Kölin, Johansson, 2022). PowerPoint has become an accepted tool for creating class materials due to its versatility (Fisher, 2003).

3.4 PPT and Learners Engagement

One of the major benefits of PPT in the educational field is its ability to increase student engagement. Interactive features such as quizzes, games, and visuals contribute to dynamic learning experiences and foster active participation. In online learning, PPT is especially useful, because it can be shared via digital platforms or used in online classrooms, allowing students to learn at their own speed and at their own time using the content.

4. Effective and Wise Use of PPT

Effectiveness of PPT depends on its implementation. As a learner-centered approach, one can, for instance, introduce vocabulary to intermediate ESL learners with pictures and brief explanations, and allow some time for the students to create sentences with the vocabulary or engage in a few minutes of group discussion. Too much text, distracting animation, or using slides alone can reduce the efficacy of the lesson. Best practices include using bullet points, connecting with learning objectives, and conveying relevant visuals. Student engagement by using questions and discussion makes PowerPoint a tool to supplement, not replace, instruction. PowerPoint is very much presenter oriented and not content oriented, not audience oriented (Marcovitz 2004: 4), so it must be used wisely in student centred environment. When planning ESL/EFL lessons, it is important to make sure that the materials are student focused and that they do not take over the lessons, but are used to facilitate learning. PowerPoint should be used to meet the objectives of the lesson and to involve students.

5. Drawbacks and Potential Problems of PowerPoint Presentations

5.1 Technical Problems and Equipment Malfunctions

Although PowerPoint is a good tool for education, there are some disadvantages. Text-heavy slides can lead to students losing focus. There is the possibility of disruption to lessons due to technical problems such as electronic failures or power outages. It is possible that technical problems (uncontrolled power outages, equipment failures, etc.) may interrupt lessons. Relying too much on presentation can lead to decrease interaction with teaching and student interaction. Taking the time to make effective slides and design expertise, and not everything is suited to be presented on slides, particularly practical subjects.

5.2 Students Become Passive

Although PPT has its benefits, some researchers still suggest that the application of PPT can make students passive learners, students are less able to interact with their teachers, and the use of PPT cannot be flexible because the students are required to follow the sequence of the slides (Isseks, 2011: 74; Wagner, 2017: 22). These problems can be solved by making the presentations more interactive and solving the problems.

5.3 Presenting Overloaded Material

A common issue with PPT is the use of too many slides and excessive information, which can cause lessons to move too quickly for most students (Wilmoth & Wybraniec, 1998; Frey & Birnbaum, 2002).

5.4 PPT is Time Consuming

One of the problems that teachers encounter is the time it takes to make the PPT lessons. It can take time to look for visuals and to record notes into a slide. Technical infrastructure (equipment and space requirements) is also of concern (Wilmoth & Wybraniec, 1998). In a few classrooms, outdated computers or the lack of equipment can restrict PPT use.

Bartsch and Cobern (2003) conducted a study with 66 participants in the effectiveness of PowerPoint in the classroom. Students liked PowerPoint more than other media, but when presenting information with PowerPoint was accompanied by irrelevant music or images, students were less successful in answering the questions that were given. The study results showed that irrelevant images and sounds adversely affected learning outcomes, indicating that inappropriate images and sounds can be a hindrance in learning. PPT also helps in organizing activities, making them simple, interesting, and manageable. It is particularly useful for complex or extended activities, but should not diminish student-instructor rapport or interaction. Instructions can be organized on a slide into a visual stage or a visual group to help clarify instructions, to shorten the preparation time, and to alleviate students' cognitive load. Prompts are shown on slides and students can quickly return to instructions during exercises, optimising learning time and encouraging interaction and collaboration.

6. Conclusion

PowerPoint Presentation is a prevailing tool for both teachers and learners. Proactive use of technology can be motivating and engaging for students. It is important to stress the quality and relevance of the activities in the multimedia to ensure them to be in line with the lesson objectives. Wagner (2017: 26) states that "PowerPoint, used in a creative and non-standard manner, can present a learning and teaching experience that is consistent with the visual sensitivity and skills of the present times." The use of PPT should not be the main element in the learning process, but rather one of its elements so that students are able to be a reflective and competent user of media in the future and are ready for their academic and professional lives. In sum, a rational and well-designed use of PowerPoint in the teaching and learning of language assures that the technology is used to support rather than to hinder meaningful and effective language learning.

7. Implications

This study proposes solutions for teachers using PPT in language instruction. It is important that teachers make sure they are well prepared for lessons, have the required knowledge and materials, and have clear objectives. This takes effort and

creativity, but it makes lessons more engaging, and keeps them within the time allotted.

When choosing teaching methods, teachers need to take into account the interests and expectations of learners and foresee difficulties. It is crucial to tailor approaches to students' attention spans, as well as to learning styles. Teachers also need to adapt the activities provided in the textbooks and choose the suitable activities to present various language skills efficiently.

There is no one best way to teach language skills. In harmony with the core idea of this paper, this experiment highlights the use of PPT as a facilitator rather than a sole language teaching aid. Teachers are encouraged to use PPT as a supplement to reading, writing, listening, speaking, vocabulary and grammar instruction using various pedagogical strategies. When using PPT with care and purpose, along with a variety of teaching methods, it can enhance the learners' involvement and deepen their understanding of the material. Furthermore, the use of PPT should be planned with attention to the lesson content, student ability, class size, and teacher expertise, which will make it remain relevant and appropriate to the core arguments of the study.

Works Cited

- Al-Toubat, M. A. "The Use of PowerPoint in Teaching Vocabulary Items." *University of Delaware*, 2006, www.udel.edu/eli/2006P4L/tobat.pdf. Accessed 27 Jan. 2011.
- Baker, J. P., et al. "Does Teaching with PowerPoint Increase Students' Learning? A Meta-Analysis." *Computers & Education*, vol. 126, 2018, pp. 376–387.
- Bartsch, R. A., and K. M. Cobern. "Effectiveness of PowerPoint Presentation in Lectures." *Computers & Education*, vol. 41, no. 1, 2003, pp. 77–86.
- Bryant, Susan M., and James E. Hunton. "The Use of Technology in the Delivery of Instruction: Implications for Accounting Educators and Education Researchers." *Issues in Accounting Education*, vol. 15, no. 1, 2000, pp. 129–162.
- Catherina, F. "Beyond Presentation: Using PowerPoint as an Effective Instructional Tool." *Gifted Child Today*, vol. 4, 2006.
- Chaeril Bakri. *The Students' Perception of the Use of the PowerPoint Application in Their Learning English Activities*. 2019.
- Daniels, L., et al. "The Impact of PowerPoint on Student Performance and Course Evaluations in Economics Courses: An Experiment at Six Institutions." *Economic Research Network Educator Working Paper Series*, 2008.

RESEARCH JOURNAL OF ENGLISH (RJOE)

www.rjoe.org.in | Oray's Publications | ISSN: 2456-2696

An International Approved Peer-Reviewed and Refereed English Journal
Impact Factor: 8.576 (SJIF) | Vol. 11, Issue 2 (April/May&June;2026)

- Dweck, Carol S. *Mindset: The New Psychology of Success*. Ballantine Press, 2006.
- Fisher, D. L. "Using PowerPoint for ESL Teaching." *The Internet TESL Journal*, 2003, iteslj.org/Techniques/Fisher-PowerPoint.html. Accessed 2 Nov. 2022.
- Frey, B. A., and D. J. Birnbaum. *Learners' Perceptions of the Value of PowerPoint in Lectures*. National Center for Research on Teacher Learning, 2002. ERIC Document Reproduction Service No. ED467192.
- Gaskins, Robert. "Sample Product Proposal: Presentation Graphics for Overhead Projection." Aug. 1984, www.gbuwizards.com/files/gaskins-original-powerpoint-proposal.pdf. Accessed 16 July 2011.
- Gilroy, Marilyn. "Using Technology to Revitalize the Lecture: A Model for the Future." *National Center for Research on Teacher Learning*, 1998. ERIC Document Reproduction Service No. ED437123.
- Isseks, Mark. "How PowerPoint Is Killing Education." *Educational Leadership*, vol. 68, 2011, pp. 74–76.
- Keefe, D., and J. Willett. "Points of View: PowerPoint in the Classroom—A Case for PowerPoint as a Faculty Authoring System." *Cell Biology Education*, vol. 3, no. 3, 2004, pp. 156–158.
- Kölin, D. J., and C. Johansson. *PowerPoint Use in the English Classroom*. 2022, www.diva-portal.org/smash/get/diva2:1668536/FULLTEXT02.pdf. Accessed 12 Nov. 2022.
- Lin, H., and T. Chen. "Reading Authentic EFL Text Using Visualization and Advance Organizers in a Multimedia Learning Environment." *Language Learning & Technology*, vol. 2, no. 3, 2007, pp. 83–106.
- Mantei, E. J. "Using Internet Class Notes and PowerPoint in the Physical Geology Lecture." *Journal of College Science Teaching*, vol. 29, 2000, pp. 301–305.
- Marcovitz, David M. *Powerful PowerPoint for Educators: Using Visual Basic for Applications to Make PowerPoint Interactive*. Connecticut, 2004.
- Mayer, Richard. "Multimedia Learning: Are We Asking the Right Question?" *Educational Psychologist*, vol. 32, no. 1, 1997, pp. 1–19.
- Moody, H. "Using Technology to Enhance the Effectiveness of Chemistry Courses." *The Technology Source*, Nov. 1998.
- Oliver, R. *Between Theory and Practice*. 2015.
- Ratu, Rekian Paramasti, and Cahya Komara. "An Analysis of EFL Students' Perception of PowerPoint Used as Learning Media in the Classroom." *ELLTER-J*, vol. 2, no. 1, 2021, doi:10.22236/ellter.v2i1.5370.

RESEARCH JOURNAL OF ENGLISH (RJOE)

www.rjoe.org.in | Oray's Publications | ISSN: 2456-2696

An International Approved Peer-Reviewed and Refereed English Journal
Impact Factor: 8.576 (SJIF) | Vol. 11, Issue 2 (April/May&June;2026)

- Reynolds, R. E., and D. R. Baker. "The Utility of Graphical Representations in Text: Some Theoretical and Empirical Issues." *Journal of Research in Science Teaching*, vol. 24, no. 2, 1987, pp. 161–173.
- Richman, J., and M. Grudzinski. "Student Expectations of Information Technology Use in the Classroom." *Educause Quarterly*, vol. 1, 2000, pp. 24–30.
- Scholnik, Miriam, and Sarit Kol. "Using Presentation Software to Enhance Language Learning." *The Internet TESL Journal*, vol. 5, no. 3, Mar. 1999.
- Segundo, E., and D. Salazar. *The Efficacy of Using PowerPoint Presentations to Improve Grammar and Vocabulary Learning among Students of the Intermediate II Level (Regular Program) of El Cultural Centro Peruano Americano in Trujillo, Peru*. Universidad de Piura, 2011.
- Wagner, D. "Bulletproof from Delivery to Interactivity when Teaching with PowerPoint." *International Journal of Innovation in Education*, vol. 4, 2017, pp. 16–31.
- Wang, G. "Humanistic Approach and Affective Factors in Foreign Language Teaching." *Sino-US English Teaching*, vol. 2, no. 5, 2005.
- Wilmoth, J., and J. Wybraniec. "Profits and Pitfalls: Thoughts on Using a Laptop Computer and Presentation Software to Teach Introductory Social Statistics." *Teaching Sociology*, vol. 26, 1998, pp. 166–178.
- Zhao, Yong. *Technology and Second Language Learning: Promises and Problems*. Michigan State University, 2005.