

## BEYOND THE LECTURE: UNCOVERING LEARNERS' INSIGHT ON PECHA KUCHA FOR ENGLISH LANGUAGE LEARNING IN PAKISTANI ESL CLASSROOMS

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### ABSTRACT

*Teachers play a significant role in teaching-learning process. Teaching and learning a second or foreign language specifically English, is a tough row to hoe. Teachers use a variety of media for teaching English and one of them is an innovative Microsoft PowerPoint format known as Pecha Kucha Style. This mode of teaching and learning is used at a global level for its simplicity, effectiveness and creativity. The main aim of this study was to investigate learners' perceptions about the effectiveness of the innovative Kecha Pucha style for teaching and learning English in ESL classrooms. The subjects involved were 360 students learning at Tertiary level in a renowned Southern Punjab University of Pakistan. The data was collected through mixed questionnaire comprising of both close and open-ended questions. The results of the study revealed that this innovative Pecha Kucha approach was engaging, enjoyable and time saving but learners did not find it effective and productive at all for teaching and learning English in ESL classrooms because it does not provide instructors with sufficient time to teach everything appropriately to learners. Moreover, they were of the view that it would not be followed for teaching and learning any course material.*

**Keywords:** *ESL Classrooms; Pakistani; Pecha Kucha; Teachers; Teaching and Learning English*

### INTRODUCTION

Teachers are the significant part of educational sector who have a significant contribution in teaching and learning process (Mahaesti, & Syafei, 2018). Not only are they significant due to the imparting of knowledge to learners but they also prepare them for the outside world (Rainie & Anderson, cited in Morrow, Shipley & Kelly, 2017). Being a vital part of education, an instructor has to present knowledge, information or content in an effective, authentic and engaging way with the students so that the message would be stored in their long term memory (Morrow, Shipley & Kelly, 2017). To do so, an instructor integrates technology within the classroom in order to impart the knowledge and maintain the engagement of learners during a lecture (Shahzad, Imtiaz & Asgher, 2021). The reason is that students enjoy technology-integrated classrooms (Apperson, Laws & Scepansky, cited in Beyer, 2011) more than traditional classrooms. The 21<sup>st</sup> century is known as the era of technology. It is found ubiquitously in every walk of life specifically, in the field of education (Saed et al., 2021) and revolutionized the teaching-learning process (Balbay & Kilis, 2017; Zharkynbekova, Zhussupova & Suleimenova, 2017). For effective teaching and learning process, teachers use various technological tools and aids like Microsoft Office, Prezi, Google, etc. operated through technological devices or gadgets like Computer, Laptop, Television, LCD, Overhead Projectors, etc. in the classroom (Kumar & Durga, 2018). The

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technological tool or aid that teachers and educators most frequently use within the classroom for communicating the message is Microsoft Office PowerPoint (Murugaiah, cited in Coskun, 2017) as learners specifically favor those teachers, who use PowerPoint in the classroom (Apperson, Laws & Scepansky, cited in Beyer, 2011).

PowerPoint is the software programmed for designing a slide-based presentation (Edwards, 2021; Jones, 2003). Since its origination in 1987, it has been the vital part of education (Hardin, cited in Al-Tonsi, 2016). Globally, it is used as a teaching and learning tool in the educational and professional sphere (Hashemi, Azizinezhad & Farokhi, 2012). It has been commonly used in the context of classroom (Morrow, Shipley & Kelly, 2018) for the last three and half decades as it is integrated by educators, teachers, lecturers, and trainers (Lari, 2014) in different contexts like classroom, seminars, webinars, video conferencing, etc., to communicate the information with learners, colleagues, attendees in the form of slideshow, not only in a physical state but also virtually (Edwards, 2021).

In recent years, the traditional format of PowerPoint has been criticized and condemned by various researchers stating it “Death by PowerPoint” (Garber, cited in Helmy, 2020) due to the excessive use of wordiness in the slides, inadequacy of visuals or confusing graphics, incorrect font size, wrong choice of background colors, etc., (Tufte, 2003) which make the presentation or the message to be delivered, boring, lengthy, confusing and insignificant (Morrow, Shipley, & Kelly, 2017). To overcome this criticism, a novel format of PowerPoint was introduced known as “Pecha Kucha” Presentation Style which is more concise, creative and smooth than traditional one having only 20 visual-based slides instead of text-filled slides.

## **REVIEW OF LITERATURE**

### **Pecha Kucha**

Pecha Kucha, having a pronunciation “Pet-cha koo-cha” (Warmuth and Caple, 2022), is a Japanese word meaning “chit chat” or “chatter” (Morrow, Shipley & Kelly, 2018) that is an informal conversation. It can be defined as the systematic innovative method of presentation in which the information is structured in simple and informal way to evoke the interest of audience and grab their attention in the context of higher education (Rincon et al., 2018). It is a novel PowerPoint Presentation style in which the content information has to be organized systematically within 20 automated slides and each slide is projected for 20 seconds (Shrivastava & Shrivastava, 2022; Harnick & Leeuwen, 2020). That is why it is labeled as 20 X 20 presentations (Savage, 2019; TechTarget Contributor, 2013). This innovative PowerPoint presentation is no longer than 6 minutes and 40 seconds (Ruiz, 2016, as cited in Rokhaniyah, 2019).

### **History of Pecha Kucha**

Pecha Kucha is derived from Japanese term “Pe-chok-cha” (Rincon et al., 2018) meaning “chit chat” or “the sound of conversation” (Liao, 2020; Savage, 2019). This innovative presentation format has been invented by two British Architects named “Astrid Klein” and “Mark Dytham” in Japan in 2003 (Widyaningrum, 2016; Angelina, 2019; Beyer, 2011). Originally, it is devised as a public speaking tool in the discipline of Architecture (Tomsett & Shaw, cited in Coskun, 2017) for presenting the ideas in the form of visuals like photos, graphics or pictures either without the text (Glendall, cited in Beyer, 2011) or encompassing it in a limited amount (Oliver & Kowalczyk, 2013). Within short period, it picked up steam around the world, penetrated into other disciplines as a novel means of presentation (Tomsett & Shaw, cited in Coskun, 2017) and made a steady inroads toward classrooms (Toyoda, 2014).

Currently, it has become commonplace practice in the educational spheres and is practiced as a teaching-learning tool worldwide (Foyle & Childress, 2015) in the classroom environment because of the benefits it provides in this context.

### **Pecha Kucha in Higher Education**

Rokhaniyah (2021) mentioned Pecha Kucha as the effective teaching aid as it helps in lessening the factor of lethargy that is caused by the complex traditional PowerPoint slides in the classroom environment (Ramos-Rincón et al., 2018). In 2010, Jacqueline Courtney Klentzen in his study raised the question “Could Pecha Kucha be effectively used as a teaching tool in higher education?” To answer this question, a few studies have been conducted by teachers and researchers by integrating Pecha Kucha in classrooms especially teaching English as a Second Language (ESL) and English for Academic Purposes (EAP) in order to study the effectiveness of Pecha Kucha in classrooms both from

the perspective of teacher and student (Colombi, 2017). The results of these studies revealed the positive attitude of higher education learners towards the incorporation of Pecha Kucha in classrooms (Mabuan, cited in Solmaz, 2019). For instance, Coskun (2017) conducted a study investigating the effectiveness of Pecha Kucha format on EFL learners' Glossophobia. The results of the study determined that it is a significant tool for minimizing the EFL learners' public speaking anxiety. Sholpan, Roza and Shynara (2017) and Mabuan (2017) deduced the same results in their studies. Solmaz (2019) conducted a quantitative study for developing the speaking and presentation skills of 102 Turkish English language learners (ELLS) while using Pecha Kucha (PK) Style. The results of the study showed that ELLs found PK fruitful as their speaking and presentation skills, self-confidence and time management skills have been advanced. Similarly, Al-Tonsi (2016) conducted quasi-experimental research to investigate the extent to which Pecha Kucha style is effective in the development of Arish young teachers' English presentation skills. The results illustrated that presentation skills of English student teachers have been improved at a high rate through Pecha Kucha; thus, it shows the effectiveness of Pecha Kucha for teachers and students in the classroom environment.

But still, the effectiveness of Pecha Kucha Style in pedagogical domain like teaching and learning, especially English language learning and teaching, is underexplored. The main objective of this study is to find out the effectiveness of Pecha Kucha Style for teaching and learning English in Pakistani ESL classrooms from the perspective of ESL learners and to investigate whether they are in the favor of using it in second language classroom in the future.

### **Research Questions**

1. Do Pakistani ESL learners find Pecha Kucha Style effective for teaching and learning English within the classroom?
2. Are Pakistani ESL learners in the favor of using Pecha Kucha Style for teaching and learning English in ESL classrooms in the future?

## **RESEARCH METHODOLOGY**

### **Research Approach and Tool**

The approach used in this study was quantitative approach which is defined by Aliaga and Gunderson (cited in Muijs, 2016) as 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).' The tool used for collecting the quantitative from participants of the subjects was "Online Mixed Questionnaire" comprised of both open-ended and close-ended question items. Five-Point Likert Scale was involved in close-ended questions that ranged from "Strongly Disagree (SDA), Disagree (DA), Neutral (N) and Agree (A) to Strongly Agree (SA).

### **Participants and Sampling**

The subjects, chosen as the sample of current study were 360 learners of BS level enrolled in English Linguistics Department and the Department of Human Nutrition and Dietetics at the renowned Southern Punjab University of Pakistan named 'The Islamia University of Bahawalpur'. The data was collected from 360 students through simple random sampling which means that every participant of the population has the equal opportunity to be included in the study.

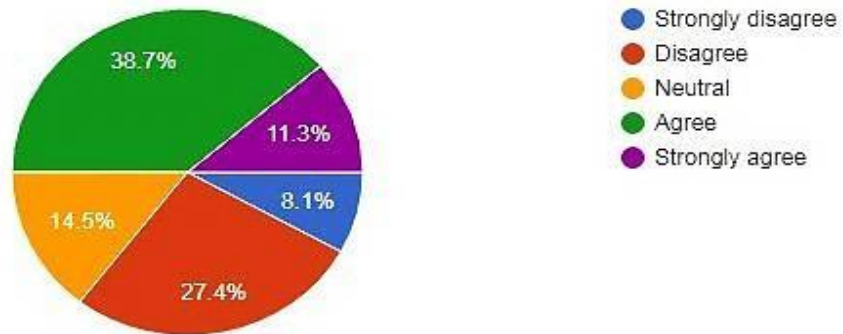
### **Data Collection Procedure**

First, the researchers took permission from the concerned departments for collecting the data for the current study. Secondly, ESL learners were introduced with what Pecha Kucha Style is. Thirdly, they were instructed through this innovative style for three weeks. Lastly, they were asked to fill-up the online mixed questionnaires formulated on Google Forms and circulated among them through Whatsapp.

### **Data Analysis**

The data collected from online mixed questionnaire was analyzed by using SPSS software version 29.0 by importing the spreadsheet from Google Forms to SPSS software. The statistical analysis revealed that Pakistani ESL learners' enjoyed learning English through innovative mode of teaching "Pecha Kucha" that was implemented within the classroom.

3. I enjoyed learning English through Pecha Kucha Style Instructions in Classroom.

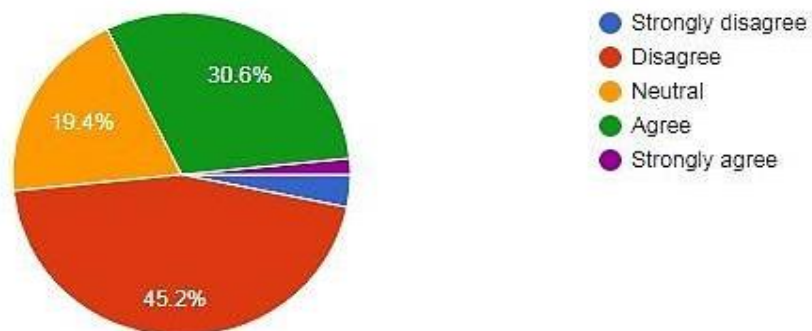


The reason why ESL learners enjoyed this mode of instruction was that they did not get bored during the lecture and covered the topic of discussion in a short period of time. Not only that, Pecha Kucha also helped ESL learners to maintain their attention towards the lecture and they remained active listeners throughout the lecture. While reporting the benefits of Pecha Kucha Style, one of the respondents responded:

*“Actually Pecha Kucha style of learning is time saving and is effective in making students more attentive and make them active listeners and give them ability to sharp their mind.”*

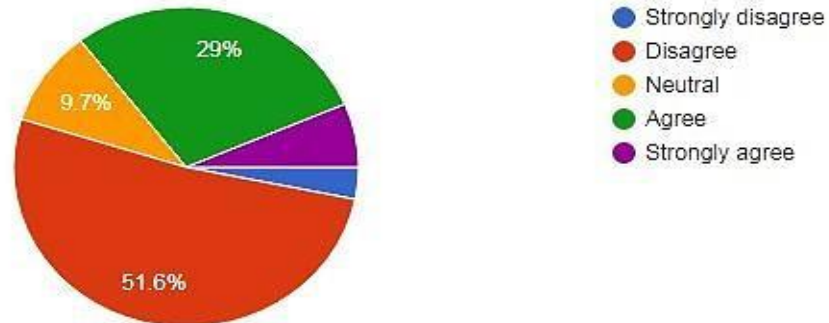
Despite being enjoyable, time saving and engaging, Pecha Kucha seemed ineffective to Pakistani ESL learners for teaching and learning English in ESL classrooms as illustrated in the graphical representation given below:

1. Pecha-Kucha is an effective medium of teaching and learning English in ESL (English as a Second Language) classrooms.



The statistical analysis showed that 45.2% Pakistani ESL learners disagreed to the statement. Various reasons were reported by them for why did not they find it an effective teaching and learning tool? For instance, firstly, English lecture was not completely understandable to them when taught through Pecha Kucha Style.

4. I understand the topic of discussion (lecture) completely when the teacher was teaching English through Pecha Kucha Style.

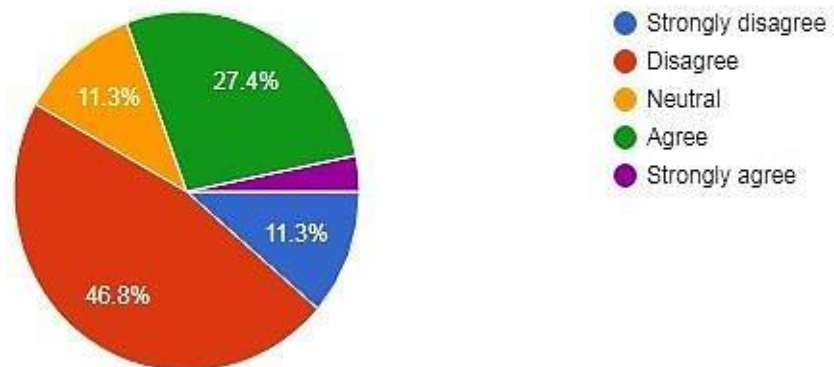


The above mentioned graphical illustration showed that majority of ESL learners did not understand English lecture delivered through Pecha Kucha Style by the instructor. That was so, because their viewpoint was that 20 seconds were not enough for them to understand one slide completely. As one of the respondents reported:

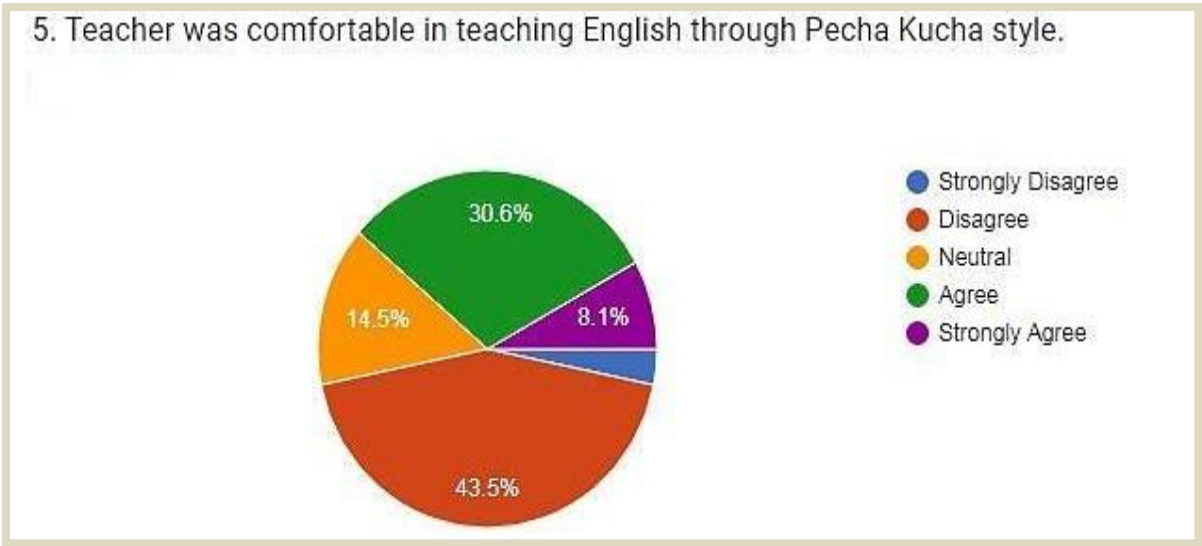
*"....many important points remained unexplained and students remain unaware about that points. That's why 20 seconds are not enough to explain one slide properly".*

Moreover, they also found that 20 seconds were not enough even for ESL instructors to teach one slide effectively as shown in the graph given below:

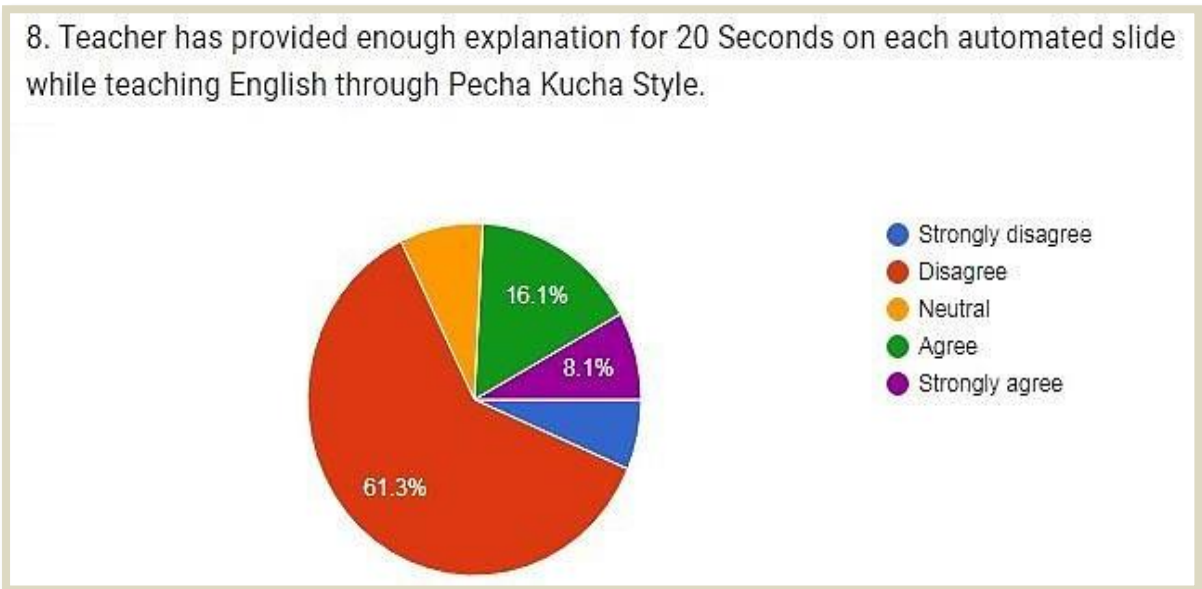
2. 20 seconds were enough for instructors to teach one slide effectively.



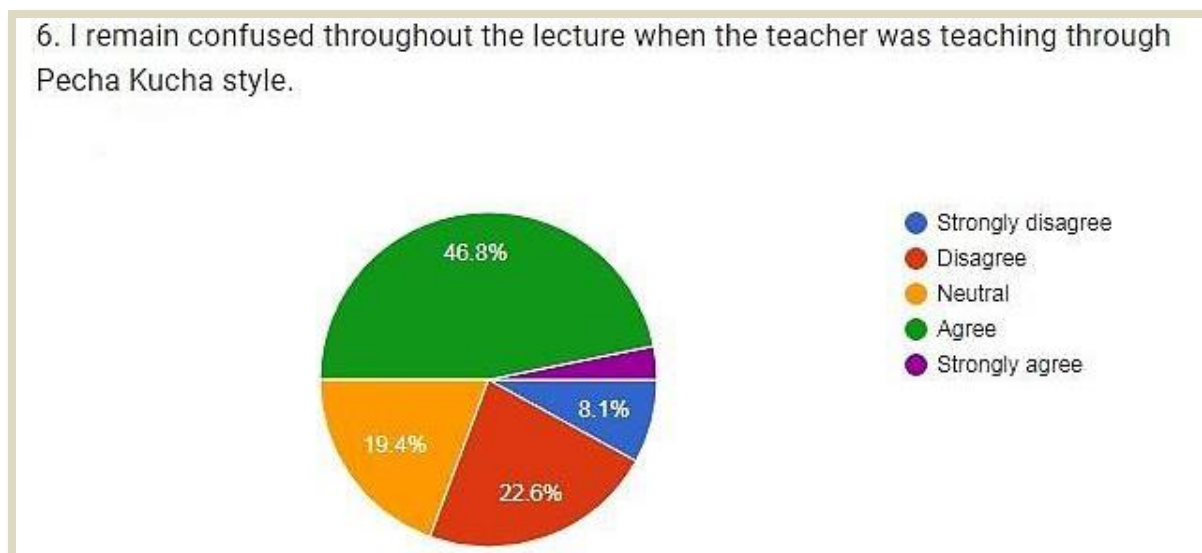
Another reason behind the ineffectiveness of Pecha Kucha was the discomfort of instructor. Pakistani ESL learners found that the instructor was not comfortable while teaching English through this novel mode of teaching as shown in the following graphical illustration:



According to them, the reason behind the discomfort of ESL instructors was that the time restriction hindered them to provide sufficient explanation or information for each automated slide while teaching English through Pecha Kucha Style. As one of the respondent responded: *“....and teacher don't give enough information in 20 s”*.



Moreover, they also mentioned that some points remained unexplained by the instructor while teaching English through this innovative style. As one of the respondents responded: *“Yes, many important points remained unexplained and students remain unaware about those points. That's why 20 seconds are not enough to explain one slide properly”*. According to ESL learners, due to this reason they remain confused during the lecture within English language classroom. One respondent reported: *“Some of important things remain unexplained and students remain confused during class”*.



Thus, because of all the reasons mentioned above, ESL learners did not find Pecha Kucha Style as an effective tool for teaching and learning English in the context of Pakistan. Furthermore, they also found it unfavorable to be used in English language classrooms in the future too. One respondent added:

*"No I am not in the favor of learning English from pecha kucha style of teaching..."*

Another respondent said:

*"It is only favourable for short and less explainable topics of English".*

## RESULTS

In the present study, the researchers implemented advanced PowerPoint presentation style, named Pecha Kucha, for teaching and learning English within the classroom in Pakistan with an aim of examining the perception of Pakistani ESL learners about its effectiveness, productivity and fruitfulness and whether they are in the favor of using it in the future within classrooms for teaching and learning English.

### ESL Learners' Perception about Efficacy of Pecha Kucha

The results of the study indicated that Pakistani ESL learners enjoyed learning through this innovative style as it is enjoyable, time saving and engaging. But, when it came to effectiveness, majority of ESL learners (approximately 45.2% learners) found Pecha Kucha ineffective, unproductive and unfruitful for teaching and learning English in Pakistan because it limited ESL learners' level of understanding and perceiving English; built pressure on instructors to teach each slide within 20 seconds due to which they felt uncomfortable and thus various points remained unexplained by them. It created confusion in ESL learners' mind due to which they remained unable to understand the topic properly. As one respondent responded, while mentioning the drawbacks of Pecha Kucha:

*"Drawbacks of this style is that time is too short to explain things, students cannot understand and confusion occur in student mind. They become confuse and don't get full concept about lecture".*

Similarly another respondent asserted:

*"\* I don't understand the lecture \* Many main points missed during this style of learning \* I remain confused during the pecha kucha style \* I can't understand any slide in 20 sec and we not get any explanation about slide".*

### Use of Pecha Kucha in Future: ESL learners' Perception

As Pakistani ESL learners did not find Pecha Kucha as an effective teaching and learning tool, that is why they were not in the favor of applying it in English language classrooms in the future. According to them, they are learning English as a Second language (ESL) so they are not good enough in it and need more in-depth explanation for the purpose of becoming competent in that language. Moreover, they mentioned that it seemed that instructors themselves were not comfortable in teaching English through Pecha Kucha Style. One of the respondents answered:

“No. We are learning English as our second language so we need more explanation to grip over English. That’s why I am not in favor of Pecha Kucha style. Teacher was also not comfortable in teaching Pecha Kucha style”.

Thus, neither is Pecha Kucha Style productive nor it is favorable for Pakistani ESL learners to be used and applied in ESL classrooms in the future.

## CONCLUSION

To conclude, Pecha Kucha is an innovative PowerPoint Presentation method in which the content information has to be organized systematically within 20 automated slides and the time for projection of each slide is restricted to 20 seconds. Being a common in the educational sphere, it is practiced as a teaching-learning tool worldwide in the classroom environment because of the benefits it provides in this context. But, in the context of Pakistan, ESL learners found it ineffective and unfavorable because of the time restrictions it provides. Though, they found it enjoyable, engaging and time saving as they covered the topic of discussion within 6 minutes and 40 seconds while being engaged and attentive to it but still they do not prefer to use it for teaching and learning English because it creates confusion, builds pressure on instructors, and limits learners’ understanding capacity, etc. Moreover, they were of the view that time restriction of 20 seconds is not sufficient as the nature of the content in each slide is different and requires different time to understand it. Thus, in Pakistani context, Pecha Kucha is not cherished by ESL learners.

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