

# **Teaching Business Case Studies through PowerPoint Presentations**

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## **Abstract**

Are PowerPoint presentations corresponding to business case studies in English effective in making the target language and business content of the case studies more accessible to undergraduate students in Japan learning English as a foreign language? This paper includes the results of a questionnaire that addresses the use of PowerPoint presentations by the instructor in an elective marketing course offered through the Career Education Center of Kanda University of International Studies in Chiba, Japan. The students in the study were second-year undergraduate students in the International Business Career program in the Department of International Communication. Although the PowerPoint presentations from The Times 100 were considered to be very helpful in learning the business content of the corresponding case studies, the students also wanted opportunities to make and deliver their own PowerPoint presentations.

## **1. Introduction and background**

In a paper proposing the introduction of English for Specific Purposes (ESP) modules in the Self-Access Learning Center (SALC) of Kanda University of International Studies (KUIS) in Chiba, Japan, Knight (2010b, p. 120) writes that “undergraduate students often...are in the process of developing expertise that will enable them to succeed in their future internships and future jobs. They need

to master business communication skills and business content in English.” This need for ESP has also been apparent in those undergraduate students enrolled in an elective course in marketing at KUIS, where the course content has primarily consisted of business case studies in the marketing field.

Acquiring English language communication skills while learning business content through case studies in English, however, can be challenging for learners in Japan. In this regard, Knight (2011) notes that when undergraduate students and adult learners at KUIS were being taught intellectual property English by means of a case study, the students in both groups had difficulty with the content, indicating that additional instructional scaffolding was required. Moreover, a PowerPoint presentation about the material in the business case study was considered to be a potential tool for facilitating learning; i.e., such a PowerPoint presentation summarizes the business content and utilizes key vocabulary items, thereby making the language and concepts of the case study more accessible to the students.

This paper includes the results of a questionnaire that addresses the use of PowerPoint presentations in the elective marketing course at KUIS described above and attempts to answer the following question: Are PowerPoint presentations effective in making business content accessible to ESP learners? The first part of the paper defines ESP and scaffolding and considers business case study analysis and PowerPoint presentations in the context of business classes. The second part of the paper focuses on a study conducted with a small group of KUIS students and on the corresponding questionnaire.

### **1.1 English for Specific Purposes**

English for Specific Purposes (ESP) has been defined in various ways. Orr (2002, p. 1) refers to ESP as “a branch of language education that studies and teaches

subsets of English to assist learners in successfully carrying out specific tasks for specific purposes.” Knight, Lomperis, van Naerssen, and Westerfield (2010) describe what may be termed “principled ESP” (i.e., needs-driven, specificity, relevance; best practices) and divide ESP learners according to their need for English communication skills (p. 7):

1. Language learners who are in the process of developing expertise in their fields need English communication skills as tools in their training.
2. Language learners who are already experts in their fields need English communication skills as tools in their work.

KUIS students fall into category 1, as they need English communication skills primarily for overseas study, business internships, and entering the workforce upon graduation.

ESP is sometimes mistaken for Content-based Instruction (CBI). Master and Brinton (1998, p. vii) describe the difference between ESP and CBI to be as follows:

...CBI is a type of syllabus, the organizing principle on which a curriculum is based. It joins the other types of syllabi recognized in the field, namely, the grammatical, the notional-functional, the rhetorical, and the task-based syllabus. The organizing principle is the content or subject matter on which any implementation of CBI (i.e., adjunct, sheltered, and thematic courses) is based. ESP, on the other hand, is a division of ELT that has only one other member, namely English for general purposes (EGP). ESP makes extensive use of the

content-based and the task-based, and varying use of the grammatical, notional-functional, and rhetorical syllabi.

ESP should therefore not be considered to be CBI.

In the adjunct model of CBI, however, there is an emphasis on language over content, which is an important characteristic of principled ESP. Knight (2011, p. 685) refers to Met (1999) in explaining the adjunct model as follows:

[There] are various models of CBI that can be placed at points along a content and language integration spectrum with content-driven on one end of the spectrum and language-driven on the other end. The goals of the adjunct model, which is positioned in the center of the spectrum (but on the language-driven side), are for the students to learn “content material” while simultaneously acquiring “language proficiency.”

As noted in the second part of this paper, the KUIS students in this study were learning both language and content with an emphasis on language.

## **1.2 Scaffolding**

Although scaffolding is not a new concept, it continues to be an important one, and its benefits are stated by Wood, Bruner and Ross (1976, p. 90) to be as follows:

[Scaffolding] consists essentially of the adult “controlling” those elements of the task that are initially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those

elements that are within his range of competence. The task thus proceeds to a successful conclusion. We assume, however, that the process can potentially achieve much more for the learner than an assisted completion of the task. It may result, eventually, in development of task competence by the learner at a pace that would far outstrip his unassisted efforts.

In contrast, Krippel, McKee and Moody (2010, p. 3) note the “withdrawing” of support for learners when they define scaffolding as “the pedagogical technique of providing more tracing and cognitive mastery support for novice students, then withdrawing it slowly as they gain expertise.”

Donato (1994, p. 41) paraphrases Wood, Bruner and Ross (1976, p. 98) in describing the “characteristics” of scaffolding.

1. recruiting interest in the task.
2. simplifying the task.
3. maintaining pursuit of the goal.
4. marking critical features and discrepancies between what has been produced and the ideal solution.
5. controlling frustration during problem solving, and
6. demonstrating an idealized version of the act to be performed

In the study with KUIS students described in the second part of this paper, these characteristics of scaffolding are considered in regard to the use of PowerPoint presentations for teaching business case studies. In other words, if the task is defined as “learning the business content,” then how effective is a PowerPoint presentation

in “recruiting interest in the task,” “simplifying the task,” etc.?

### **1.3 PowerPoint Presentations**

The literature reveals the various pros and cons of using PowerPoint presentations. Susskind (2005, pp. 204-205) asks “[What] is the educational impact of lecturing with PowerPoint?” and, in a review of the literature, cites the research of various scholars in stating that PowerPoint does the following:

- provides structure to a presentation
- aids in the order and pacing of a lecture
- makes it easier for lecturers to present clear summaries
- may affect how much students learn and retain from the lecture
- affects how students perceive a teacher’s organization, which has an impact on student learning and cognitive development
- is a more efficient time management strategy than writing on the board or using transparencies
- generates positive attitudes of students
- enhances students’ academic self-efficacy
- makes it easier for students to understand the course material
- makes it easier for students to take notes

These benefits of PowerPoint seem to justify the delivery of PowerPoint presentations in the classroom.

However, in a discussion of his own research, Susskind (2005, pp. 211-212) found differences in the objective and subjective performances of the students:

- Objective performance: “Although the PowerPoint lectures were perceived as more organized and easier to understand, they did not enhance the students’ performance on exams.”
- Subjective performance: “[The students] believed it was easier to follow and understand lectures accompanied by PowerPoint, which made it easier for them to take notes, and to organize, understand and use those notes for test preparation. In addition, the students perceived the classes with PowerPoint as more interesting and entertaining.”

Some may consider that these subjective benefits alone justify the use of PowerPoint presentations.

In contrast to the study conducted by Susskind (2005) is a study of undergraduate business students conducted by Burke and James (2008, p. 281) who argue that “students who perceive the use of PPT to be a novel practice in business education will evaluate the effectiveness of PPT more favorably.” According to their findings, only 27% percent of the students in their study found the approach to be “interesting and fresh,” which pointed to a decline in the effectiveness of a PowerPoint presentation as a teaching tool as students become increasingly familiar with and bored by the technology. Moreover, the selection of 26 student concerns (i.e., negative comments) related to PowerPoint presentations in business classes were presented (Burke & James, 2008, p. 289). The student comments in this regard include the following:

- It makes me not want to take notes because everything is already there.
- Boring and ineffective if doesn't include discussion and participation.
- Material on PPT does not stay with the student. Not being actively involved makes the students lose interest.
- Horrible when professors read word for word and add nothing else to lecture.
- That people get “fed” or “handed” info instead of paying attention and actively learning to get this info.
- Too much material too fast.

The list of 26 negative comments by students makes the use of PowerPoint much less attractive.

#### **1.4 Self-efficacy and business case study analysis**

In regard to business case study analysis, several factors, including the provision of scaffolding through a PowerPoint presentation, can have an effect on the self-confidence and success expectations of learners. In a study of graduate students in a college of business, Sams and Sams (2011, p. 2) define “self-efficacy” to be “an individual’s belief in his or her ability to successfully perform a task (Gist & Mitchell, 1992) and affect change in similar future situations through mastery” and present a “hypothesized additive model” that includes a PowerPoint presentation as scaffolding (i.e., the voice-over PowerPoint provided a detailed methodology for analyzing cases). The six hypotheses in the study and whether or not the hypotheses were supported by the outcome of the study appear below (Sams and Sams, 2011, p. 5).

1. Previous case analyses experience is expected to influence self-efficacy. [Supported]
2. Elaborative formative written feedback is expected to influence self-efficacy. [Not supported]
3. Elaborative formative written feedback plus scaffolding (i.e., voice-over PowerPoint lecture) is expected to influence self-efficacy. [Supported]
4. Elaborative formative written feedback, scaffolding, plus elaborative formative oral feedback (professor) is expected to influence self-efficacy. [Supported]
5. Elaborative formative written feedback, scaffolding, elaborative formative oral feedback (professor), plus peer interactions and applications within group is expected to influence self-efficacy. [Supported]
6. All additive elements of the model are expected to influence self-efficacy. [Inconclusive]

In the study of KUIS students in the second part of this paper, the role of PowerPoint (as scaffolding) in contributing to self-efficacy is considered. However, the primary role of PowerPoint presentations in the study with KUIS students was not to teach the students how to conduct a case study (i.e., the methodology for analyzing a business case study). The primary role of PowerPoint presentations was to make the “language of the case study” and thereby the “business concepts” more accessible to the students.

## **2. Study of KUIS student perceptions of PowerPoint use in marketing class**

### **2.1 Participants**

This study was conducted with the students in a marketing class of one-semester in length that was offered through the Career Education Center (CEC) of KUIS. The six students (five female and one male) in the class were all second-year undergraduate students in the International Business Career (IBC) program in the Dept. of International Communication (IC).

### **2.2 Objective**

The primary objective of the study was to determine the perceptions of the participants regarding the use of PowerPoint presentations for teaching business case studies in the field of marketing. In view of the literature, one goal was to identify whether the PowerPoint presentations had a helpful, neutral, or harmful effect on the efforts of the students to learn the content of the case studies. Another goal was to better understand the function of PowerPoint presentations in scaffolding.

### **2.3 Business case study materials**

The business case study materials were retrieved from The Times 100 website ([www.the-times100.co.uk](http://www.the-times100.co.uk)). The homepage of the website provides the following description of the case studies, which are retrievable free-of-charge:

The Times 100 is a long-established and trusted brand, providing a unique, powerful and immediate resource for teachers and students of Business Studies.

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Each of The Times 100 Business Case Studies is constructed around a key element of the business studies curriculum. By using real information from the sponsoring companies, the online case studies bring to life the complexities of business and help students engage and learn.

The case studies selected were initially limited to Edition 15 marketing case studies with which PowerPoint presentations were included. (Not all case studies in earlier editions included PowerPoint presentations.) The case studies were four pages in length and contained a glossary and questions. For example, a case study about Kellogg's titled New Products from Market Research is described in table 1. One case study was covered in each class. The English used in the case studies was British English. The instructor, however, used American English in teaching the case studies.

**Table 1**

***Kellogg's case study: New Products from Market Research***

Curriculum Topics	Glossary	Questions
<ul style="list-style-type: none"> <li>● Market research</li> <li>● Types of research</li> <li>● Quantitative and qualitative</li> <li>● Product development</li> </ul>	sustainable growth, new product development (NPD), sales value, brand extension, variant, product orientated, market orientated, competitive advantage, primary research, qualitative research, quantitative	<ol style="list-style-type: none"> <li>1. Describe the purpose of market research.</li> <li>2. Explain the difference between primary research and secondary research.</li> <li>3. Analyse why an organisation like Kellogg's would use</li> </ol>

Curriculum Topics	Glossary	Questions
	research, focus groups, prototypes, means, secondary research, budgets, supply chain	both qualitative and quantitative data. 4. Evaluate why market research can reduce the risks of a new product launch.

The PowerPoint presentations and the case studies were printed out and distributed to the students in the class. In addition, the PowerPoint presentations were shown in class via a computer and projector. The Times 100 website also included recordings of the case studies to which the participants were encouraged to listen.

## 2.4 Methods

During the class, the students covered the marketing case studies in the following way:

1. PowerPoint presentations – In addition to listening to a lecture guided by the Times 100 PowerPoint content, the students were also asked to use the language in the PowerPoint slides, ask questions about the content, and discuss the content as a class.
2. Reading and discussion of marketing case studies – After the PowerPoint presentation-related lecture/reading/discussion activities were finished, the students were asked to read the marketing case studies (in class and/or outside of class) and to discuss the case studies (usually in class).

The sentences and expressions required to use the glossary items correctly and to discuss the case study were also taught in class, and the language of the students was corrected as necessary.

The students were not asked to make PowerPoint presentations themselves, as they would be required to make business case study related PowerPoint presentations in a required IBC course (i.e., English for Business Career 1) during the following semester. In this regard, the marketing elective course was considered a “stepping stone” for the future business classes (in English) of the students.

At the end of the semester, the students were asked to complete a questionnaire inspired by and adapted from items in Susskind (2005). The first part of the questionnaire consists of a list of 15 items. The students were asked to score each item according to a five-point scale (where a score of 5 is high and 1 is low) on each the following:

- how much the item (e.g., seeing a PowerPoint presentation) helped the students to learn the business content in class
- how difficult the item (e.g., seeing a PowerPoint presentation) was for the students
- how enjoyable the item (e.g., seeing a PowerPoint presentation) was for the students

In addition, the students were asked to score 14 different items on using PowerPoint in class (where a score of 5 is completely true and a score of 1 is completely untrue). Finally, the students were asked to comment on how to improve the class.

## **2.5 Results**

The results of the questionnaire can be summarized according to the following

categories: helpful items, difficult items, enjoyable items, using PowerPoint in class, and student comments. In the corresponding tables, M refers to a male student, and F refers to a female student. Specifically, M1 always refers to the same male student, and F1, F2, etc. always refer to the same female students.

### ***Most helpful items***

In regard to the items that students perceived as being most helpful in learning the business content, the three highest ranking items were as follows:

- Receiving a copy of a PowerPoint presentation to use in class and outside of class (Score: 4.8)
- Hearing the instructor explain the content of a case study (Score: 4.7)
- Hearing the instructor explain the content of a PowerPoint presentation (Score 4.5)

Receiving a score of 4.2 or 4.0, were four other items:

- Seeing a PowerPoint presentation (4.2)
- Answering the instructor's questions about a PowerPoint presentation (4.2)
- Reading a case study after seeing a PowerPoint presentation (4.2)
- Hearing the instructor read aloud a PowerPoint presentation (4.0)

On the low end of the scale was the following:

- Reading a case study without seeing a PowerPoint presentation (2.8)

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Both the high and low scores indicate the importance of PowerPoint presentations in class. Table 2 provides the specific details for each student.

**Table 2**

*Scoring of items on how much they facilitated the learning of business content (5 is high)*

		M1	F1	F2	F3	F4	F5	Mean
1	Seeing a PowerPoint presentation	5	4	3	4	5	4	4.2
2	Reading aloud a PowerPoint presentation	4	3	3	3	3	3	3.2
3	Hearing the instructor explain the content of a PowerPoint presentation	5	4	5	4	5	4	<b>4.5</b>
4	Answering the instructor's questions about a PowerPoint presentation	4	5	5	4	3	4	4.2
5	Receiving a copy of a PowerPoint presentation to use in class and outside of class	5	4	5	5	5	5	<b>4.8</b>
6	Studying a PowerPoint presentation outside of class	4	3	3	3	3	3	3.2
7	Talking with other students in English about a PowerPoint presentation	5	5	4	2	3	4	3.8
8	Talking with other students in Japanese about a PowerPoint presentation	3	4	4	2	4	4	3.5
9	Reading a case study after seeing a PowerPoint presentation	4	4	4	4	5	4	4.2
10	Reading a case study without seeing a PowerPoint presentation	2	3	3	3	3	3	2.8

		M1	F1	F2	F3	F4	F5	Mean
11	Asking the instructor questions about a PowerPoint presentation	5	3	3	1	3	3	3
12	Asking the instructor questions about a case study	5	4	5	1	3	4	3.7
13	Hearing the instructor read aloud a case study	4	4	4	3	4	3	3.7
14	Hearing the instructor read aloud a PowerPoint presentation	4	5	4	3	5	3	4
15	Hearing the instructor explain the content of a case study	5	5	5	4	5	4	4.7

### *Most difficult items*

In regard to the items that students perceived as being *most difficult to do*, all items scored below 4.0, and only four items scored above 3.0. Therefore, it should be noted that none of the questionnaire items seemed especially difficult for the students to do.

- Asking the instructor questions about a PowerPoint presentation (3.7)
- Asking the instructor questions about a case study (3.7)
- Answering the instructor's questions about a PowerPoint presentation (3.3)
- Reading a case study without seeing a PowerPoint presentation (3.3)

On the low end of the scale was the following:

- Talking with other students in Japanese about a PowerPoint presentation (2.0)

It is interesting to note that “reading a case study *after* seeing a PowerPoint presentation” was considered relatively easy to do, receiving a score of 2.3. Table 3

provides the specific details for each student.

**Table 3**

*Scoring of items on degree of difficulty for students (5 is high)*

		M1	F1	F2	F3	F4	F5	Mean
1	Seeing a PowerPoint presentation	2	3	3	3	1	1	2.2
2	Reading aloud a PowerPoint presentation	2	2	3	3	3	1	2.3
3	Hearing the instructor explain the content of a PowerPoint presentation	2	3	4	3	3	1	2.7
4	Answering the instructor's questions about a PowerPoint presentation	3	2	4	4	4	3	<b>3.3</b>
5	Receiving a copy of a PowerPoint presentation to use in class and outside of class	2	3	3	3	2	1	2.3
6	Studying a PowerPoint presentation outside of class	3	3	3	2	3	1	2.5
7	Talking with other students in English about a PowerPoint presentation	1	3	5	2	2	2	2.5
8	Talking with other students in Japanese about a PowerPoint presentation	1	3	4	2	1	1	2
9	Reading a case study after seeing a PowerPoint presentation	3	2	4	2	2	1	2.3
10	Reading a case study without seeing a PowerPoint presentation	5	3	5	4	2	1	<b>3.3</b>

		M1	F1	F2	F3	F4	F5	Mean
11	Asking the instructor questions about a PowerPoint presentation	2	4	4	5	4	3	3.7
12	Asking the instructor questions about a case study	2	4	4	5	4	3	3.7
13	Hearing the instructor read aloud a case study	2	3	3	3	1	1	2.2
14	Hearing the instructor read aloud a PowerPoint presentation	3	3	3	3	1	1	2.3
15	Hearing the instructor explain the content of a case study	3	3	3	3	2	1	2.5

### ***Most enjoyable items***

In regard to the items that students perceived as being *enjoyable to do*, four items scored 4.0, and one item scored 4.2. These items seemed to be enjoyable but not extremely enjoyable.

- Seeing a PowerPoint presentation (4.2)
- Receiving a copy of a PowerPoint presentation to use in class and outside of class (4.0)
- Talking with other students in English about a PowerPoint presentation (4.0)
- Talking with other students in Japanese about a PowerPoint presentation (4.0)
- Hearing the instructor explain the content of a case study (4.0)

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On the low end of the scale was the following:

- Reading a case study without seeing a PowerPoint presentation (2.5)
- Reading aloud a PowerPoint presentation (2.7)

The students seemed to find “reading aloud a PowerPoint presentation” to be uninteresting and “reading a case study without seeing a PowerPoint presentation” to be difficult. Table 4 provides the specific details for each student.

**Table 4**

*Scoring of items on how enjoyable for students (5 is high)*

		M1	F1	F2	F3	F4	F5	Mean
1	Seeing a PowerPoint presentation	4	4	3	4	5	5	<b>4.2</b>
2	Reading aloud a PowerPoint presentation	1	2	3	4	3	3	2.7
3	Hearing the instructor explain the content of a PowerPoint presentation	3	3	5	4	4	4	3.8
4	Answering the instructor’s questions about a PowerPoint presentation	3	3	4	3	3	4	3.3
5	Receiving a copy of a PowerPoint presentation to use in class and outside of class	4	3	3	4	5	5	<b>4</b>
6	Studying a PowerPoint presentation outside of class	3	2	3	4	5	3	3.3
7	Talking with other students in English about a PowerPoint presentation	5	4	5	3	3	4	<b>4</b>

		M1	F1	F2	F3	F4	F5	Mean
8	Talking with other students in Japanese about a PowerPoint presentation	5	4	5	3	3	4	4
9	Reading a case study after seeing a PowerPoint presentation	5	4	2	4	3	3	3.5
10	Reading a case study without seeing a PowerPoint presentation	2	3	2	2	3	3	2.5
11	Asking the instructor questions about a PowerPoint presentation	4	4	3	3	3	4	3.5
12	Asking the instructor questions about a case study	3	4	4	3	3	4	3.5
13	Hearing the instructor read aloud a case study	3	4	3	4	3	3	3.3
14	Hearing the instructor read aloud a PowerPoint presentation	4	4	3	4	3	3	3.5
15	Hearing the instructor explain the content of a case study	4	4	5	4	3	4	4

### ***Using PowerPoint in class***

In regard to the student views of *using PowerPoint in class*, eight items scored 4.2 or higher with three items receiving scores of 4.8.

- A PowerPoint presentation/handout helps me to learn the material in a way that is comfortable. (4.8)
- A PowerPoint presentation/handout makes it easier for me to understand information. (4.8)
- A PowerPoint presentation/handout makes it easier for me to study information. (4.8)

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- A PowerPoint presentation makes a case study easier to understand. (4.7)
- A PowerPoint presentation/handout makes it easier for me to take notes. (4.3)
- A PowerPoint presentation makes the lesson go at a better pace. (4.3)
- A PowerPoint presentation makes examples presented in class easier to understand. (4.3)
- A PowerPoint presentation makes a lesson more organized. (4.2)

On the low end of the scale was the following:

- A PowerPoint presentation helps me to know the other students in class. (3.3)

These results support the inclusion of PowerPoint presentations in class for learning the language and content of a business case study. Table 5 provides the specific details for each student.

**Table 5**

*Student perception of using PowerPoint in class (5 is completely true; 1 is completely untrue)*

		M1	F1	F2	F3	F4	F5	Mean
1	A PowerPoint presentation/handout helps me to learn the material in a way that is comfortable.	5	5	5	5	5	4	<b>4.8</b>
2	A PowerPoint presentation/handout makes it easier for me to understand information.	5	5	5	5	5	4	<b>4.8</b>

		M1	F1	F2	F3	F4	F5	Mean
3	A PowerPoint presentation/ handout makes it easier for me to study information.	5	5	5	5	5	4	<b>4.8</b>
4	A PowerPoint presentation/ handout makes it easier for me to remember information.	5	3	4	3	3	4	3.7
5	A PowerPoint presentation/ handout makes it easier for me to take notes.	5	4	5	4	5	3	<b>4.3</b>
6	A PowerPoint presentation makes the lesson go at a better pace.	5	5	4	3	5	4	<b>4.3</b>
7	A PowerPoint presentation makes a lesson more organized.	5	5	4	3	4	4	<b>4.2</b>
8	A PowerPoint presentation makes examples presented in class easier to understand.	4	5	4	4	5	4	<b>4.3</b>
9	A PowerPoint presentation makes a case study easier to understand.	5	5	4	5	5	4	<b>4.7</b>
10	A PowerPoint presentation helps me to know the other students in class.	5	3	4	4	3	1	3.3
11	A PowerPoint presentation helps me to feel more of a participant in class.	5	3	4	3	4	3	3.7
12	A PowerPoint presentation helps to create a better relationship between me and the instructor.	5	4	4	3	3	3	3.7
13	A PowerPoint presentation facilitates class discussion.	5	4	3	3	3	4	3.7
14	A PowerPoint presentation gives me more confidence to succeed in class.	5	4	4	3	3	3	3.7

***Student comments***

The student responses to the questionnaire item about improving the class included several comments regarding the case studies and PowerPoint Presentations. The selected comments (in table 6) can be divided as follows:

● Case studies

1. Actually, reading the case study was difficult for me.
2. The contents of a case were difficult.
3. To stop reading a case study after seeing a presentation because I felt sleepy.
4. The case study contains a lot of difficult words, so I used a dictionary.
5. I read the case study and PowerPoint carefully.
6. I listened to the explanation of the contents of a case study carefully.
7. I asked friends and the teacher about a case study if I misunderstood something.
8. I read the case study again after class.

● PowerPoint presentations

1. To give a chance to do presentations as if we were employees at one company.
2. I read the case study and PowerPoint carefully.
3. Student presentations about marketing our ideas to a company
4. Deliver own PowerPoint presentation

● Vocabulary

1. To teach a lot of specialized words.
2. Need more time to check vocabulary that I don't know
3. Know the meaning of some words deeply, including business words

● Speaking time in class

1. Talking with people in English is important.
2. Increase discussion in English about marketing (e.g., similar to final examination)
3. Need speaking time (in English)
4. Do a lot of case studies (e.g., similar to final exam)

Table 6 provides the specific details for each student.

**Table 6**

*Selected comments from students*

<b>Student</b>	<b>Comments</b>
<b>M1</b>	<ol style="list-style-type: none"> <li>1. Actually, reading the case study was difficult for me.</li> <li>2. The contents of a case were difficult.</li> <li>3. Talking with people in English is important.</li> </ol>
<b>F1</b>	<ol style="list-style-type: none"> <li>1. To give a chance to do presentations as if we were employees at one company.</li> <li>2. To stop reading a case study after seeing a presentation because I felt sleepy.</li> <li>3. To teach a lot of specialized words.</li> </ol>
<b>F2</b>	<ol style="list-style-type: none"> <li>1. The case study contains a lot of difficult words, so I used a dictionary.</li> <li>2. I read the case study and PowerPoint carefully.</li> <li>3. I listened to the explanation of the contents of a case study carefully.</li> <li>4. I asked friends and the teacher about a case study if I misunderstood something.</li> <li>5. I read the case study again after class.</li> </ol>
<b>F3</b>	<ol style="list-style-type: none"> <li>1. Increase discussion in English about marketing (e.g., similar to final examination)</li> <li>2. Student presentations about marketing our ideas to a company</li> <li>3. Need speaking time (in English)</li> </ol>

Student	Comments
F4	1. Need more time to check vocabulary that I don't know 2. Know the meaning of some words deeply, including business words
F5	1. Deliver own PowerPoint presentation 2. Do a lot of case studies (e.g., similar to final exam)

### 3. Discussion and conclusions

The questionnaire results support the assumption of Knight (2011) that in the case of KUIS students, the use of PowerPoint presentations facilitates learning the language and content of a business case study. However, seeing a PowerPoint presentation was not considered to be *extremely* enjoyable or to *significantly* increase confidence to succeed in class. Moreover, there is no evidence in the current study that examination scores increased due to the use of PowerPoint presentations, as examination results were not taken into consideration. Therefore, the results of the current study may be said to reflect to some extent the “subjective performance” described in the Susskind (2005) study. In addition, in order to increase self-efficacy, it is thought that focusing on the elements in the Sams and Sams (2011, p. 5) model should be helpful; i.e., “[previous case analyses experience], elaborative formative written feedback, scaffolding, elaborative formative oral feedback (professor), plus peer interactions and applications within group.”

As receiving a PowerPoint presentation/handout seemed to be very helpful for the students (i.e., score of 4.8), another question is raised; that is, in view of the Krippel, McKee and Moody (2010) definition of scaffolding, when is the best time to “withdraw” the support of a PowerPoint presentation/handout, if ever? In Sams and Sams (2011), it was found that “previous case analyses experience” does increase success expectations that students can improve their performances on

subsequent case study analyses. Therefore, in teaching business case studies and in view of scaffolding, one suggestion is to give students the opportunity to see the PowerPoint presentations corresponding to specific case studies from The Times 100, and thereafter, to have students try to make their own PowerPoint presentations for different case studies from The Times 100. Another suggestion would be to alternate the delivery of student-made PowerPoint presentations and The Times 100 PowerPoint presentations; e.g., a student presentation for one case study, a Times 100 presentation for the next case study, etc. with a focus on continuous improvement.

The questionnaire results also indicate that the students would like to have greater interaction in the classroom using the English language and to give presentations as if they were employees at a company. These student comments bring to mind the approach used in teaching marketing in Kevin's Company, which is an internship program (conducted via the Career Education Center of KUIS) in which the students become consultants and provide business and marketing consulting services to British Hills in Fukushima prefecture (Knight 2008, 2009, 2010a). In the internship program, students have numerous discussions (in small groups and as a class) as they work in teams while learning marketing concepts and the target language by focusing primarily on British Hills. The students in their consulting role are also required to give PowerPoint presentations to the administration of British Hills.

Finally, the way that the instructor presents a business case study is very important for engaging the students. Is the business case study presented as an exciting story filled with drama in which the students are invited to guess the details and to predict what happens next? This brings to mind the art of storytelling and how a business case study can best be told as a story, which is the language of leadership, and a future research project at KUIS could be to conduct the related narrative analysis.

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