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Discourse Analysis of New Lecturers' PowerPoint Presentations: Exploring Language and Visual Structures in Teaching

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Abstract: *This study aims to examine the use of PowerPoint presentations by new English lecturers at IAIN Palopo, focusing on how verbal and visual elements are combined to construct teaching discourse and facilitate student learning. The research employs Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MDA) to analyze the integration of language, visuals, and design in instructional materials. Data were collected through document analysis of 38 PowerPoint slides (12 slides from Lecturer 1 and 26 slides from Lecturer 2), classroom observations, and semi-structured interviews with both lecturers. The findings reveal that lecturers position themselves as authoritative yet inclusive figures, using collaborative language and reflective prompts to engage students. However, challenges include the use of complex technical terms and limited elaboration on grammar concepts, which hinder deeper interaction. The MDA results indicate a predominance of text-heavy slides with minimal, often decorative visuals, and simple layouts that lack variation to emphasize key points, reducing pedagogical effectiveness. This gap between multimodal learning theories and practical application suggests the need for targeted professional development on multimodal slide design and discourse strategies. Enhancing these aspects could improve lecturers' instructional practices, fostering more engaging and effective learning experiences that enhance student comprehension and participation.*

Keywords: *Critical Discourse Analysis, English Lecturers, Instructional Design, Multimodal Discourse Analysis, PowerPoint*

INTRODUCTION

In contemporary education, PowerPoint has become a cornerstone for delivering instructional content, particularly in higher education (Anwari et al., 2023; Rouadi & Anouti, 2021). Its widespread adoption is attributed to its ability to combine structure, visuals, and accessibility, making complex concepts more comprehensible (Lyu et al., 2023; Rifana Khoirunnisa & Widagdo, 2024). For new lecturers, especially those in English departments, PowerPoint serves as a primary medium for presenting lessons (Dezheng William Feng, 2020; Muawanah et al., 2023; Rifana Khoirunnisa & Widagdo, 2024). It allows lecturers to integrate textual and visual elements, providing a platform to facilitate effective communication and knowledge transfer (Dewi M et al., 2024; Gordani & Khajavi, 2020). However, mastering this tool requires a nuanced understanding of both linguistic and visual components, which can be challenging for novice educators.

The use of PowerPoint by new English lecturers poses unique challenges and opportunities. Research highlights that while PowerPoint can enhance teaching effectiveness by structuring content and engaging students visually, its misuse can lead to reduced lecturer-student interaction and passive learning (Han, 2022; Pichardo et al., 2021; Weisi & Ahmadi, 2024). This issue becomes more pronounced for English lecturers, as their discipline demands precise language use, cultural sensitivity, and the ability to integrate multimodal resources effectively. Thus, the question arises: how do new English lecturers utilize PowerPoint to construct teaching discourse, and how does this impact student engagement and comprehension?

From a discourse analysis perspective, PowerPoint is not merely a tool for delivering information but a multimodal text that integrates language, visuals, and layout to construct meaning (Dezheng William Feng, 2020; Gordani & Khajavi, 2020). This perspective is particularly relevant for English lecturers, whose instructional content often involves linguistic nuances and cultural contexts (Gordani & Khajavi, 2020; Hallewell & Crook, 2020; Zhao & Liu, 2022). Understanding how these lecturers navigate the interplay of verbal and visual elements in PowerPoint can provide valuable insights into the effectiveness of this tool in teaching English as a second or foreign language.

New English lecturers face several challenges in leveraging PowerPoint for instruction. First, the language used in slides often determines how effectively teaching discourse is constructed. Missteps in language selection can hinder comprehension, particularly for students learning English as a foreign language (Ikasari et al., 2019; Singh et al., 2024). Second, the integration of visuals, such as images, graphs, and layout design, is crucial but often underutilized or misapplied, leading to cognitive overload or confusion (Wolfe et al., 2023). Third, the impact of PowerPoint on lecturer-student interaction requires attention, as the reliance on slides may inadvertently reduce opportunities for active engagement and dialogue (Zdaniuk et al., 2019). Lastly, the logical flow and coherence of PowerPoint slides are essential for supporting students' understanding, but they are frequently overlooked by new lecturers (Zaheer et al., 2024).

Previous studies on PowerPoint in EFL and higher education settings have generally focused on evaluating its effectiveness for improving student learning outcomes, visual engagement, or multimedia design quality (Gordani & Khajavi, 2020; Hallewell & Crook, 2020; M & Yahya, 2023). Several Indonesian studies have also examined the use of interactive or multimodal PowerPoint in classroom activities, but these works primarily highlight technical or pedagogical benefits rather than analyzing how lecturers construct discourse through the slides. Moreover, existing research rarely focuses on new lecturers, who often face unique challenges in developing multimodal teaching competence. Most importantly, previous studies seldom integrate Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MDA) to investigate how language, visuals, and design collectively shape meaning and classroom interaction.

While many studies have explored PowerPoint use in EFL or higher-education classrooms, most focus on its technical features, student responses, or general multimedia design principles. Research in the Indonesian context has rarely examined how lecturers construct teaching discourse through PowerPoint, especially among new lecturers who are still developing their instructional

identity and multimodal competence. Moreover, existing works typically analyze PowerPoint only from a pedagogical or visual-design perspective, without integrating Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MDA) to investigate how language, visuals, and layout jointly construct meaning and power relations. The present study therefore offers a clear novelty by combining CDA and MDA to analyze PowerPoint slides created by new English lecturers at IAIN Palopo, providing deeper insights into how multimodal discourse is shaped within real teaching contexts; an area that remains underexplored in previous Indonesian studies.

This study focuses on analyzing the PowerPoint presentations of new English lecturers at IAIN Palopo. It aims to examine how they utilize verbal and visual elements to deliver instructional content and foster interaction with students. By adopting a discourse analysis approach, this research seeks to uncover the strengths and limitations of PowerPoint as a teaching medium in the specific context of English language instruction.

The findings of this research hold theoretical and practical significance. Theoretically, the study contributes to the growing body of literature on multimodal discourse analysis, particularly in the context of English language teaching. It also enriches understanding of how PowerPoint can be employed to construct educational discourse in language-focused disciplines. Practically, the research is expected to assist new English lecturers at IAIN Palopo and similar institutions in developing effective strategies for integrating linguistic and visual elements in their teaching materials. By identifying best practices and addressing common challenges, this study aims to provide actionable recommendations for enhancing the use of PowerPoint in English language instruction.

RESEARCH METHOD

Research Methodology

This study employed a Discourse Analysis (DA) framework, integrating Critical Discourse Analysis (CDA) by Norman Fairclough (2023) and Multimodal Discourse Analysis (MDA) by Gunther Kress and Jeff Bezemer (2023). These approaches were chosen to examine the verbal and visual elements in PowerPoint presentations utilized by new lecturers in the English Department at IAIN Palopo. The aim was to uncover how power relations, ideologies, and meaning were constructed through language and multimodal elements in an educational setting, particularly in the context of English language instruction. CDA was applied to explore how power and ideology were reflected in the language choices and visual components within PowerPoint slides. This method facilitated an in-depth analysis of how lecturers positioned themselves as authoritative figures in the classroom and how their discourse constructed relationships with students. The CDA approach focused on identifying power dynamics through word choices, grammatical structures, and other linguistic elements, as well as examining the broader ideological implications of these choices (Norman Fairclough, 2023). MDA complemented the CDA by examining the interplay of verbal (textual) and visual (images, graphics) elements in the presentations (Gunther Kress & Bezemer, 2023). This approach was essential for understanding how these multimodal elements worked together to construct meaning and enhance or hinder

the teaching process. Key areas of analysis included the use of visuals, data visualization, layout design, and their role in supporting students' comprehension.

Data Collection

Data were collected through three techniques: document analysis, classroom observations, and lecturer interviews. The document analysis involved examining 38 PowerPoint slides produced by two new English lecturers at IAIN Palopo; 12 slides from Lecturer 1 and 26 slides from Lecturer 2. These slides were selected because they represent the lecturers' actual instructional materials used in grammar-focused classes and contain both verbal and visual elements relevant for multimodal analysis. Classroom observations were conducted to see how the lecturers used these slides during teaching, including how they interacted with students and how PowerPoint shaped classroom discourse. Additionally, semi-structured interviews were carried out with both lecturers to explore their design choices, intentions behind slide construction, and perceptions of PowerPoint as a teaching tool.

Data Analysis

The data were analyzed using a two-tiered approach combining CDA and MDA. The CDA analysis began with a textual examination of the PowerPoint slides, focusing on identifying patterns in word choices, grammatical structures, and sentence formations that reflected power relations or ideological stances (Norman Fairclough, 2023). This was followed by an interdiscursive analysis that contextualized the language choices within broader educational and social frameworks, exploring how they shaped lecturer-student relationships and contributed to the instructional process. Finally, a social analysis evaluated the broader implications of the constructed discourse on the learning environment, particularly its impact on classroom interaction and power dynamics.

The MDA component of the analysis focused on the interplay of verbal and visual elements (Gunther Kress & Bezemer, 2023). First, it examined the relationship between text and visuals in the slides to determine whether the visuals complemented or detracted from the verbal message. Next, it analyzed design and layout elements, including colors, fonts, and overall arrangement, to assess their role in facilitating or hindering student comprehension. Finally, it evaluated the functional aspects of PowerPoint, particularly its ability to promote interaction through the inclusion of discussion prompts, questions, or activities designed to engage students actively.

FINDINGS

Critical Discourse Analysis (CDA) Findings

The analysis of PowerPoint presentations (PPTs) through the lens of Critical Discourse Analysis (CDA), based on Norman Fairclough's framework, highlights several key aspects:

Table 1. *Critical Discourse Analysis (CDA) Findings*

No	Aspect	PPT 1 Findings	PPT 2 Findings
1	Choice of Words and Language	Used formal and technical language (e.g., "Simple Past Tense is used to state events that started	Used simple, instructional language (e.g., "She played the piano when she was a child"). Avoided excessive

	Style	and ended at a specific time in the past"). Limited jargon explanations.	technical jargon for easier student comprehension.
	Sentence and Discourse Structure	Relied on simple sentences (e.g., "I worked," "She did not write a letter") to reinforce understanding of verb forms in the past tense.	Used straightforward sentences (e.g., "We did not do our exercises this morning"). Incorporated rhetorical questions (e.g., "What did you do yesterday?") to encourage reflection.
2	Lecturer's Position in Discourse	Collaborative tone with phrases like "Let's Play" and reflective questions. Established authority through structured grammar explanations.	Balanced authoritative and collaborative roles (e.g., "Practice: Listen to the song and choose the correct words"). Focused on engaging students through collaborative activities.
3	Reflected Ideologies and Values	Incorporated cultural and religious context with questions like "What do you do every day as a Muslim?" to connect learning with students' backgrounds.	Maintained a neutral tone, prioritizing grammar instruction without integrating cultural or ideological elements.

The analysis of PowerPoint presentations (PPTs) revealed differences in the choice of words and language style between PPT 1 and PPT 2. PPT 1 employed formal and technical language, such as *"Simple Past Tense is used to state events that started and ended at a specific time in the past."* However, the use of technical terms like "Verb II" was not supported with additional explanations on the slides. In an interview, the lecturer clarified:

> *"I expect students to understand some basic grammar terminology, but I also elaborate on these terms during my teaching sessions."*

This reliance on oral explanation highlights an assumption that students possess prior knowledge, which could create challenges for those less familiar with such terms. Conversely, PPT 2 adopted simpler and more instructional language, using sentences like *"She played the piano when she was a child,"* which were easier for students to understand. Observations confirmed that students responded more positively to the accessible language, demonstrating its effectiveness in facilitating comprehension.

Both PPTs used simple sentence structures to reinforce understanding of the past tense. PPT 1 included examples like *"I worked"* and *"She did not write a letter,"* which were clear and easy to follow. PPT 2 similarly used straightforward sentences but enhanced engagement by incorporating rhetorical questions such as *"What did you do yesterday?"* Observations showed that such questions encouraged students to reflect on their own activities, fostering a more interactive learning environment. One student remarked:

> *"The questions helped me think about my daily routines, which made the lesson more relatable."*

This finding highlights the importance of integrating reflective prompts into teaching materials. The lecturers' positions in the classroom discourse also varied between the two PPTs. PPT 1 reflected a collaborative tone, with phrases like *"Let's Play"* inviting students to participate actively. At the same time, the lecturer maintained authority through structured grammar explanations. During an interview, the lecturer explained:

"I try to involve students in learning while ensuring they clearly understand the rules."

Similarly, PPT 2 balanced authoritative and collaborative roles by providing instructions such as *"Practice: Listen to the song and choose the correct words."* Observations confirmed that these collaborative elements encouraged participation, while the authoritative tone ensured clarity in delivering grammar rules.

Lastly, the integration of ideologies and values was evident in PPT 1 but absent in PPT 2. PPT 1 included questions like *"What do you do every day as a Muslim?"* which contextualized learning within the students' sociocultural backgrounds. The lecturer mentioned:

"I include relatable examples to make learning meaningful for students."

In contrast, PPT 2 remained neutral, focusing exclusively on grammatical content without embedding cultural or ideological references. Observations showed that while both approaches were effective, students exposed to culturally relevant content appeared more enthusiastic and engaged.

Multimodal Discourse Analysis (MDA) Findings

The analysis of Multimodal Discourse Analysis (MDA), guided by the framework of Gunther Kress and Theo van Leeuwen, revealed the following insights:

Table 2. *Multimodal Discourse Analysis (MDA) Findings*

No	Aspect	PPT 1 Findings	PPT 2 Findings
1	Integration of Verbal and Visual Elements	Minimal use of visuals. Heavy reliance on text without graphical support for grammar explanations.	Some images included, such as a piano accompanying example sentences. However, visuals were decorative and did not enhance understanding of grammar.
2	Slide Layout and Design	Simple layout with text organized in lists or tables. Lack of color or font variations made slides visually monotonous and less engaging.	Text was clear and structured, but limited use of color and font variation reduced visual emphasis on key points. Slides were straightforward but lacked design appeal.
3	Use of Visual Elements	No visual elements to clarify or support the grammar material. Slides were entirely text-based.	Used a few decorative images that did not aid understanding. Visuals were not contextually relevant or supportive of the verbal content.
4	Function of Slides in Learning	Encouraged student interaction through reflective questions (e.g., "What did you do yesterday?"). Exercises provided but lacked supporting visuals or interactive contexts.	Included practice exercises (e.g., "Please change the sentences form"). Encouraged participation but did not integrate visual elements or real-world scenarios to enhance engagement.

The integration of verbal and visual elements differed significantly between PPT 1 and PPT 2. PPT 1 relied heavily on text, with no accompanying visuals to support or clarify the content. The lecturer acknowledged this limitation during the interview, stating:

"I focused on the text because I thought visuals might distract students, but I realize now they could help explain some concepts better."

Conversely, PPT 2 included a few images, such as a piano accompanying the example sentence *"She played the piano when she was a child."* However, these visuals were largely decorative and did not directly support the grammatical explanations. Observations revealed that while students appreciated the inclusion of visuals, they struggled to see their relevance. One student noted:

"The pictures are nice, but they don't really help me understand the rules."

The layout and design of the slides in both presentations were simple and clear, but they lacked visual variety. PPT 1 relied on basic text arrangements with no use of colors or font variations to emphasize key points, making the slides visually monotonous. Observations showed that students often overlooked important information due to the uniformity of text presentation. PPT 2 demonstrated slightly better text organization but shared the same issue of minimal visual emphasis. When asked about this, a student commented:

"The slides are easy to read, but nothing stands out, so it's hard to tell which parts are most important."

The lecturers admitted during interviews that design elements were not a priority when preparing their slides, with one stating:

"I kept the design plain to focus on content, but I can see the need for better emphasis in future presentations."

The use of visual elements was sparse in both PPTs. PPT 1 relied entirely on text, and the lecturer explained in the interview:

"I didn't include visuals because I wasn't sure how to integrate them effectively for grammar topics."

PPT 2 incorporated a few images, but these were decorative rather than instructional. Observations indicated that while students engaged with the slides, the lack of diagrams or contextually relevant visuals limited their ability to grasp abstract concepts. One student remarked:

"It would be easier if there were charts or diagrams to explain the rules instead of just text."

The function of slides in facilitating learning varied between the two PPTs. PPT 1 encouraged interaction through reflective questions like *"What did you do yesterday?"* Observations showed that students responded well to these prompts, actively participating in discussions. However, the absence of visual aids or contextual scenarios limited deeper engagement. PPT 2 included exercises such as *"Please change the sentences form,"* which students actively completed. In the interview, the lecturer explained:

"I designed these exercises to help students practice immediately, but I haven't thought about adding visuals or scenarios to make them more engaging."

While both presentations effectively encouraged participation, their potential could be enhanced with better integration of visuals and interactive elements.

DISCUSSION

Critical Discourse Analysis (CDA)

The findings from the Critical Discourse Analysis (CDA) reflect both alignment with and divergence from established theoretical perspectives on educational discourse. These results illuminate how the use of language and

discourse strategies by new English lecturers shapes the learning experience, while also raising critical questions about best practices in instructional design.

The choice of words and language style aligns with researches assertion that discourse must be accessible and tailored to the audience's cognitive and linguistic capacities (Skillington, 2023; L. Van Dijk & Rietveld, 2021; T. A. Van Dijk, 2024). PPT 2's simpler and more instructional approach is supported by this perspective, demonstrating the lecturer's sensitivity to varying levels of student proficiency. However, the technical and formal style in PPT 1, while academically rigorous, may contradict previous research, which emphasizes the need for comprehensible input to facilitate second language acquisition (Ahmad et al., 2022; R. Zhang & Zou, 2022). The assumption of baseline competence without supportive elaboration could hinder students' ability to process and internalize grammatical concepts, revealing a gap between theoretical ideals and practical implementation.

In terms of sentence and discourse structure, both presentations emphasized simplicity, which aligns with Sweller's (2020) Cognitive Load Theory. This theory underscores the importance of reducing extraneous cognitive load to enhance learning efficiency, particularly in complex subjects like grammar (Rouadi & Anouti, 2021; Sweller, 2020). PPT 2's use of rhetorical questions to engage students resonates with Fairclough's (2023) view of discourse as a tool for interaction and dialogue. However, while this strategy promotes active participation, the limited integration of follow-up discussions during classroom observations suggests a potential underutilization of these rhetorical devices. This highlights a tension between theoretical frameworks advocating for dialogic interaction and the practical constraints of instructional time or lecturer expertise.

The lecturer's position in discourse reflects a nuanced interplay between authority and collaboration, aligning with Social Constructivist theory. The observed balance supports the idea that educators should scaffold learning while fostering student agency (Erciyes, 2020; Yimer, 2023). However, this dual role is not without challenges. Fairclough (2023) posited that power relations are inherently present in educational discourse, which can sometimes limit genuine collaboration. In PPT 1, the authoritative tone in grammar explanations may inadvertently reinforce a hierarchical dynamic, potentially reducing opportunities for student-led exploration. This suggests a need to recalibrate the balance to align more closely with constructivist ideals.

The integration of ideologies and values in PPT 1, through culturally relevant examples, aligns with research on multicultural education, which emphasizes the importance of incorporating students' cultural contexts into learning materials (Chen Hsieh & Lee, 2023; Keumala et al., 2019; Kumi-Yeboah et al., 2020; Smaoui, 2021). This approach enhances relevance and engagement, as evidenced by student responses. However, the neutrality observed in PPT 2 reflects a contrasting perspective, rooted in the assumption that pedagogical content should remain ideologically neutral to prioritize objectivity. This neutrality, while avoiding potential biases, could miss opportunities to connect learning with students' lived experiences. Such a divergence reveals a tension between theoretical advocacy for inclusivity and the practical challenges of addressing diverse student needs within the same instructional framework.

The findings highlight both alignment with and deviations from key theoretical perspectives, revealing areas where practice falls short of theoretical ideals. While the use of simple and engaging language supports theories of comprehensible input and cognitive load, the lack of deeper interaction or elaboration in technical explanations reveals gaps that could hinder learning. Similarly, the balance between authority and collaboration demonstrates potential for alignment with constructivist ideals, but power dynamics in discourse may limit full student participation. These results underscore the need for professional development to address these gaps, enabling lecturers to bridge the divide between theory and practice effectively.

Multimodal Discourse Analysis (MDA)

The findings from the Multimodal Discourse Analysis (MDA) highlight key strengths and limitations in the integration of verbal and visual elements in PowerPoint presentations by new English lecturers. These findings align with certain theoretical perspectives while also exposing gaps where practical applications deviate from theoretical ideals.

The integration of verbal and visual elements in the analyzed presentations demonstrates a lack of strong synchronization, particularly in PPT 1, which relied almost entirely on text. This contrasts with Kress and Bezemer's (2023) theory of multimodality, which emphasizes the importance of combining verbal and visual elements to create cohesive and effective meaning-making resources. While PPT 2 included decorative images, such as a piano accompanying example sentences, the visuals did not enhance the grammatical explanations, thereby failing to fulfill their potential as learning aids. This underutilization of visual elements indicates a missed opportunity to align with Cognitive Theory of Multimedia Learning, which advocates for the integration of words and pictures to improve comprehension and retention (Cavanagh & Kiersch, 2023; Gordani & Khajavi, 2020; LeFebvre et al., 2022; J. Zhang et al., 2022). The findings suggest that while the lecturers recognize the importance of visuals, their practical implementation lacks the pedagogical depth required to optimize learning.

In terms of slide layout and design, both presentations adopted a simple and text-heavy structure, which aligns with Sweller's (2020) Cognitive Load Theory to the extent that the slides avoided excessive information. However, the absence of design variations, such as the use of colors, font sizes, or text emphasis, reduced the slides' ability to direct attention to key points. This simplicity, while reducing visual clutter, also contradicted Kress and van Bezemer's (2023) assertion that effective multimodal design involves the strategic use of layout and visual hierarchy to enhance meaning. Observations revealed that students often failed to identify the most critical information on the slides, reflecting a gap between theoretical design principles and the actual effectiveness of the layout in facilitating comprehension.

The use of visual elements in both PPTs further underscores the gap between theory and practice. PPT 1 entirely lacked visuals, while PPT 2 included images that were decorative rather than instructional. This limited use of visuals contradicts the principles of multimodal learning, which emphasize the importance of culturally relevant and contextually meaningful images to support textual content (Chen Hsieh & Lee, 2023). Observations highlighted that students

often expressed a need for diagrams or charts to better understand abstract grammar concepts, aligning with Gordani and Yaser (2020) findings that visuals significantly enhance understanding of complex material. The absence of meaningful visual aids suggests that the lecturers may lack training or resources to design slides that fully exploit the multimodal potential of PowerPoint.

The function of slides in learning, while encouraging interaction through prompts and exercises, could also benefit from stronger alignment with interactive learning theories. PPT 1 included reflective questions such as *"What did you do yesterday?"* and PPT 2 provided practice activities like *"Please change the sentences form."* While these features encouraged participation, their impact could have been amplified by incorporating scenarios, real-world contexts, or visuals that connect the exercises to students' lived experiences. This aligns with the findings of Bezemer and Kress (2023), who argue that multimodal resources should be designed to engage students holistically, fostering not only intellectual engagement but also emotional and contextual resonance.

The findings reveal that while the lecturers' PowerPoint presentations exhibit a basic understanding of multimodal principles, their practical application falls short of maximizing the pedagogical potential of multimodal discourse. The reliance on text-heavy slides, minimal use of instructional visuals, and lack of strategic design suggest a need for professional development in multimodal slide design. Bridging the gap between the theoretical frameworks of multimodal learning and their practical implementation could significantly enhance the effectiveness of these presentations, fostering deeper student engagement and improved learning outcomes.

CONCLUSION

This study examined how new English lecturers at IAIN Palopo construct teaching discourse through their PowerPoint presentations by integrating Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MDA). Addressing the research question, the findings show that the lecturers' discourse is shaped by a combination of simplified grammatical explanations, collaborative prompts, and varying degrees of cultural contextualization. However, the slides often relied heavily on text, with minimal use of instructional visuals, which limited the multimodal potential of PowerPoint in supporting student comprehension and interaction.

From the CDA perspective, the lecturers positioned themselves as both authoritative and collaborative figures, using accessible language and reflective questions to guide students. Yet the frequent use of technical terms without visual or textual elaboration created barriers for learners with lower proficiency. From the MDA perspective, the presentations demonstrated limited integration of verbal and visual elements. The absence of diagrams, contextual images, or layout variation indicates that multimodal design principles were not fully utilized, reducing the effectiveness of the teaching materials.

Theoretically, this study contributes to the field of multimodal discourse by demonstrating how CDA and MDA can be combined to analyze not only language choices but also the visual and structural dimensions of pedagogical materials. The research highlights the importance of viewing PowerPoint slides as multimodal texts that shape power relations, interaction patterns, and meaning-

making processes in the classroom. This integrated CDA–MDA approach offers a methodological model that future scholars can adopt when analyzing lecturer-generated instructional materials.

Practically, the findings suggest the need for targeted professional development for new lecturers, particularly in multimodal slide design, visual pedagogy, and discourse construction. Training programs should focus on how to balance text with meaningful visuals, how to design slides that guide cognitive focus, and how to integrate culturally relevant content while maintaining clarity. These insights can inform the development of training modules within lecturer induction programs, helping novice educators build stronger multimodal competence and more effective teaching identities. This study overall highlights the need for a more deliberate and theory-informed approach to PowerPoint design among new English lecturers. By bridging the gap between multimodal learning theories and classroom practice, lecturers can create more engaging, comprehensible, and interactive learning experiences that better support students' linguistic and cognitive development.

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