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TrishalaMaharjan

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Role of Semester System in Developing Presentation Skills in English

# **Role of Semester System in Developing Presentation Skills in English**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
TrishalaMaharjan**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

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### **Recommendation for Acceptance**

This is to certify that **Ms. Trishala Maharjan** has prepared this thesis entitled **Role of Semester System in Developing Presentation Skills in English** under my guidance and supervision.

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## **Dedication**

This work is affectionately

dedicated

to my wonderful *Family, Gurus and Friends*

for their unconditional sacrifices and being a source of inspiration, wisdom and proper guidance.

### **Declaration**

I hereby declare to the best of my knowledge that this thesis is original: no part of it was earlier submitted for the candidature of research degree to any university.

Date: 15/05/2022 .....

**TrishalaMaharjan**

## Acknowledgements

This study would not have been possible without the support of a number of people including my supervisor, teachers, respondents, family members and friends. At the beginning, I would like to remember the debts that I received from all and acknowledge their support.

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**Trishala Maharjan**



### Abstract

This study is entitled the **Role of Semester System in Developing Presentation Skills in English**. The aims of this study were to find out how semester system helps in developing presentation skills in English, students' attitudes towards semester system in developing presentation skills and also to suggest some pedagogical implications based on findings. I used random sampling method and a survey research design. Forty students were selected as participants by simple random sampling procedure from Department of English Education, Kirtipur. In order to obtain the objectives, close ended and open ended questionnaire were made. The data were analyzed statistically and thematically, the results revealed positive perspectives of the participants on how semester system helped in developing presentation skills and for the better understanding and demonstration of content review, specific classroom presentation, to attract students' attention in learning. Furthermore, it was found that there was use of learner-centered technique in course of teaching and learning activities. Most of the participants viewed that there was a need of curriculum which consists of both theoretical and practical aspects. It was important in terms of use of the ICT. Mainly learner-centered method was focused and students developed different skills. The study also suggested that the proper designing of slides, administrative support, interaction with students, training are essential for the effectiveness of semester system in developing presentation skills in ELT classroom.

This thesis includes five chapters. The first chapter deals with introduction including background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with review of related literature and conceptual framework which consists of review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Chapter three deals with methods and procedures of the study including design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation and ethical consideration. Similarly, chapter four deals with analysis of data and interpretation of the results. Likewise, chapter five deals with findings, conclusion, and recommendations. Finally, the references and appendices are included at the end of this work respectively.

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**Abbreviations**

|          |   |                                      |
|----------|---|--------------------------------------|
| ICT      | : | Information Communication Technology |
| M. Ed.   | : | Master of Education                  |
| M. Phil. | : | Master of Philosophy                 |
| ELT      | : | English Language Teaching            |
| P        | : | Page                                 |
| i.e      | : | That is                              |
| N        | : | Number                               |
| P        | : | Percentage                           |
| T.U.     | : | Tribhuvan University                 |

## Chapter I

### Introduction

The present study entitled **Role of Semester System in Developing Presentation Skills in English** makes an attempt to find out students' attitudes towards the role of semester system in developing presentation skills. This chapter consists of seven subsections, which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### Background of the Study

Etymologically, the word 'Semester' as originated from a Latin word 'Sementris' which means course of six months. The word 'Se' means six and 'Mentris' means month. Semester does not only mean dividing an academic year into two halves-yearly sessions, it is an innovative approach of teaching-learning process and a new educational culture, which allows greater interaction between teachers and the students.

Cohen (1990, p. 4) defines language learning strategies as " The process which constantly selected by learners and which may result in actions taken to enhance the learning or use of second or foreign language through and the storage, retention, recall, and application of information about that language". There are different strategies in language learning among them presentation takes an important place in English language learning

Language learning requires the aid and support of various persons, objects and information. According to Todd (1991, p. 6) " Language learning is a set of signals by which we communicate". Language learning strategies are the main factors that help to determine how we learn language.

Tribus (1994, p.1) states that semester system is more practice-oriented and it prepares students directly for specific careers. It can develop different skills such as presentation skills, hardworking skills and it develops the confident power of the students. It is one of the beneficial systems of education.

There are different steps of classroom presentation which should be followed by presenters; it means presentation is a systematic process. In this regard, Huber (2006, p. 39) opines "A successful presentation consists of two steps namely the import of a new discourse participant and its establishing (process) in the ongoing context". Language learning is systematic process in which different aspects are involved.

In the context of Nepal, students' classroom presentation was not focused properly but the implementation of semester system in Tribhuvan University it takes places. Students are provided chances to present in classroom the particular topic of subject matter. Presentation involves the new ideas and the thoughts of presenters in particular subject matter which can be helpful for presenter and audiences. In the same way, Bruford (2008) says "A good presentation will demonstrate the presenter's personal involvement in the topic and show both why the topic is important and how it relates to other areas".

Lee and Park (2008, p. 48) opine "Presentation on various topics can be used as a means of learning English for upper intermediate to advance level students". The students should be providing different chances to perform in the classroom which can arouse motivation towards English language learning. Most of the time students spend in school or classroom and involve in different activities related to the language learning.

Similarly, Miles (2009, p.103) opines "Oral presentations are becoming more important part of language teaching and learning. The purpose of doing a presentation is to focus on language improvement". English language learning and students' classroom presentation are inter-related to each other's.

Sharma (2010, p.2) says, "One of the main advantage of semester system is that it reduces students burden. Semester system is good if the question paper is more application- oriented. There were complaints that the semester system affected extra-curriculum activities". Although the semester system has good and bad aspects, it is more useful and practice oriented which reduces burden of the students.

Classroom presentation is one of the compulsory tasks in the college or university which adopts semester system. As mentioned in TU Semester System Operational Guideline (2070, p. 3), "The general teaching methodology of the program includes interactive lectures, students' presentations, case studies, and projects". Semester system is very good for quality education. The countries like USA, Australia, Britain, China, and Japan have adopted semester system. Presentation is the process of presenting a topic to an audience. It is typically a demonstration, lecture, or speech meant to inform, persuade or build good will.

Individual students' classroom presentations make students confident and capable in language learning. Incorporating student presentations in the college classroom further general education goals promote student engagement. Also provide an opportunity for students to practice an art that will enhance their lives outside of the classroom. In addition to establishing a participatory norm, presentations also create a sense of belonging in the classroom: The more your students feel that they are part of classroom community, the more likely they are to become connected to the course. PowerPoint has become one of the professional tools for improving and learning both for teachers and students. Presentation is the process of presenting a topic to an audience. Classroom presentations make students confident and capable in language learning. Incorporating student presentations in college classroom furthers general education goals, promotes student engagement, and provides an opportunity for students to practice an art that will enhance their lives outside of the classroom.

In the context of semester system in Tribhuvan University, students' active participation in learning is mainly focused. In terms of internal evaluation they participate in different learning activities like classroom presentation, home assignments, and terminal examinations and so on. As a student of TU semester system, I was also involved in different activities. Among them classroom presentation helped me to develop my knowledge and confidence level. The students felt difficulty at the first time but when they were habituated in presenting in front of the class, they actively participated in such activities. That is to say students' classroom presentation enhances English language learning in comprehensive way.



## Statement of the Problem

Tribhuvan University implemented the semester system from the academic year 2070 in Central Campus, Kirtipur with the goal to make students to become better equipped with English, and be able to compete in international market. As a new system started, it brought change in teaching and learning process also by focusing interactive classroom, regularity in attendance, group work, compulsory presentation, continuous assessment and evaluation.

A major challenge of foreign language learning is to develop learner's oral communication skills, because the primary goal of language learning is the production of qualified students in the target language. A traditional method of teaching and learning lacks learner- centered components. Language learning is fruitful only when there is active participation of both the teachers and learners in the classroom. We spend most of the time doing grammar and vocabulary exercises instead of practicing presentation skills. To fulfill these gap students' classroom presentations can contribute to the development of the English language learning. While there are a number of potential problems surrounding the practice of presentation in the classroom, many of these issues can be avoided if the practice of presentation is properly implemented.

Students' classroom presentation improves different skills of English language. There are different forms of presentation such as, lesson presentation, text presentation and topic presentation. Students' classroom presentation encourages those students to involve in English language learning. To build up confidence and develop competent knowledge on a subject matter presentation adds a brick. It arouses the motivation towards learning English language.

Furthermore, through my research, I have explored the current practice of using presentation skills in English teaching in semester system in Central Department of English Education in Nepalese context. In this research, I have make an effort to find out how semester system helps in developing presentation skills and how they perceive about the use of presentation and development of their speaking skill.

## **Objectives of the Study**

The objectives of this study were as follows:

- I. To find out how semester system helps in developing presentation skills in English,
- II. To find out students' attitudes towards their classroom presentation in English language learning,
- III. To suggest some pedagogical implications based on findings.

## **Research Question**

The following research questions were addressed in the study:

- I. What role does semester system play in developing presentation skills in English?
- II. What types of changes does the presentation bring in learning process?
- III. Is there a significant relationship between students' attitudes towards classroom presentation and academic achievement?

## **Significance of the Study**

The present study 'Role of Semester System in Developing Presentation Skills in English' is an attempt to find out how semester system helps in developing presentation skills in English. This research is beneficial to all the students to have knowledge about semester system and presentation skills. Students' presentation in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way. The use of oral presentation can help students of English language to promote their oral proficiency.

Presentation is more helpful to improve learners' L2 skills and increasing their autonomy. It works as a bridge to fulfill the gap between language study and language use. Interactions between the presenters and the audience provide both sets of participants with numerous opportunities to practice their English abilities with other students in an authentic manner. Students' classroom presentation helps student gain confidence, self- esteem, and autonomy while they are working independently.

The study will be significant for the people who are involved in the field of language learning and teaching. It is accepted to be very useful for the students' because it provides a list of ways, benefits, issues, and implications of presentation. In addition, this research will be equally fruitful to those future researchers who want to do research in the field of semester system and classroom presentation.

### **Delimitations of the Study**

This research was limited to the following concerns:

- i. This study was confined to find out the role of semester system in developing presentation skills in English.
- ii. The data was collected from students who were pursuing and using PowerPoint in ELT classrooms at Masters Level.
- iii. The data was based on survey research design.
- iv. The data for the study was limited to forty students of the Department of English Education, TU.
- v. Data collection tools were confined to open-ended and close-ended questions.

### **Operational Definition of the Key Terms**

In this study, the following terms have been used as key terms with the given specific meanings:

***Attitudes.*** An attitude refers to students' opinion towards using oral presentation.

***Presentation.*** An activity in which students show, describe, or explain something to their classmates. In the semester system, students are required presentation as a part of assessment.

***Proficiency.*** In this study, proficiency refers to student's skill or knowledge in speaking English.

***Semester system.***An educational system, which ends its academic sessions in six months.

***Students.***In this study, students refer to the students of fourth semester of Tribhuvan University faculty of English Education.

## Chapter II

### Review of Related Literature and Conceptual Framework

Literature review is a fundamental stage of any kind of research. The purpose of this chapter is to provide a comprehensive review and synthesis of literature related to present study. Throughout this section, theories as well as researchers related to semester system and its role in developing presentation skills are considered in order to get insights and to make the study more practical. This chapter includes the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### Review of Related Theoretical Literature

The review of related literature provides the theoretical background that plays very significant role in any research. This part is all about the review of theoretical literature related to the role of semester system and presentation skills in English, types of presentation, purposes of students presentation, planning, structure and steps of presentation, characteristics of successful presentation, advices for presentation skills, benefits and intended learning outcomes from presentation and ways of teachers' help in presentation have been reviewed in this section.

**Semester system and presentation skills.**A semester system is an academic term, which means the division of an academic year. Literally, semester means six-month period. It has two academic sessions in a single year and per session goes for six months. According to the dictionary definition, the word 'Semester' means one of the two periods that the school or college year is divided into Wehmeier, (2006, p.1379).

The classroom presentation provides students with the opportunity to learn an art that will improve their lives outside of the classroom. Incorporating presentations in a range of college classrooms will help students learn English language effectively. Apple and Kikuchi (2007) mention, "when students are asked to give an oral presentation it is one of the few times in the content and the flow of the classroom". The students' classroom presentation itself is not good or bad but its effectiveness and

significance depends upon both students' and teachers' role how effectively they take. If teacher provides guidelines and opportunity properly to all the students, it will be more effective. Students' active participation in presentation improves their language learning ability.

Student presentations are a common part of many courses at colleges and university as they are one of the ways to improve learning. According to Girdard, Pinar and Trap (2011, p. 77), “ The potential benefits of student presentations include greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise and improvement in communication and presentation skills”. So, we can say that presentation is the practice of showing and explaining the content of a topic to an audience of learners.

According to Abro (2014), “Semester system provides opportunity for students to polish themselves with great extent through the presentations, mid-term examinations, group discussions and submission of assignments. with regular intervals”. In semester system, students get more advantages as it provides opportunities for students to experience continuous learning assessment, presentations and feedback thus, gain better-paced understanding their subject.

According to Khaniya (2014), “ The semester system is associated with the process of making teachers and students regular, creative, engaged in learning, closely monitoring the progress, use internal assessment for evaluation, make presentations, do project works, concentrate on specific subjects etc.”. In addition, Chonbang (2014, p. 14), “The semester system is very proactive system as it engages both the faculty and the students throughout the academic year in academic activities”. In semester system the greater interaction with teachers and students is possible so students become more interested and encouraged to learn.

Presenting information clearly and effectively is a key skill in getting your message across. Today, presentation skills are required in almost every field, and most of us are required to give presentations. While some people take this in their stride, others find it much more challenging. It is however, possible to improve your presentation skills with a bit of work.

**Types of presentation.** On the basis of number of participants or number of students there are mainly two types of presentation; group presentation and individual presentation.

**Group presentation.** Group presentation requires students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and work together, in English, to plan how they will present their ideas to other members of the class. There are substantial benefits to assigning presentations in groups. Groups encourage teamwork and help students get feedback from each other.

**Individual presentation.** Individual students' presentation enables them for effective learning in different situations. It increases students autonomous in learning. The benefits of individual presentations include helping students to gain confidence while speaking on their own in front of a large group, or to take personal responsibility for critically understanding and responding to questions. On the other hand, it can be classified on the basis of nature and aims of presentation. In the same way, Chivers (2007, p. 10) gives following examples of students' presentation.

- ) A viva to present an overview of their research.
- ) A seminar presentation.
- ) A group or individual presentation on a topic allocated.
- ) A demonstration of their skills for using equipment.
- ) Non- assessed presentation to report research progress or demonstrate their product.
- ) An individual presentation for a job interview.

These are all the types of presentations. The final goal of presentation is to maximize the student's potential, both personally and professionally. Presentation also provide students with a process- driven activity that requires them to use English, not just while they are giving the presentation itself, but also while preparing to present.

**Purposes of students presentation in semester system.** In the context of Tribhuvan University, the main objective or purpose of the semester system is to enhance students' knowledge, skill and capacity continuously, extensively and in depth T.U. (2014). There are many reasons why students are asked to give presentation and these will be influenced by their academic course and situational and organizational factors. The purpose and circumstances of their presentation will influence its style, content and structure. In our context the main purpose of classroom presentation is to make students capable in subject matter and in English language. According to Chivers (2007, p. 2-5) students' presentation has following purposes:

***Advocacy/ Persuasion.*** This presentation usually involves persuading members of the audience to take some action or make a decision. Examples could include: support a cause, vote for an individual to take up role on a committee, join a student society and choose the best candidate for the job.

***Training.*** This type of presentation includes examples where students may demonstrate their skills in the use of equipment and also their skills as a trainer or teacher. These types of presentations may be used to practice demonstrate and eventually assess the level of these skills and techniques.

***Teaching and learning.*** Actually, presentations are used for: developing a deeper understanding of a topic or text, covering specific areas of the curriculum in more detail, explaining an experiment and inviting a visiting expert to speak on a given topic. The content of this presentation is usually focused on a topic area relevant to a course or module being studied. This helps the presenters to develop deeper knowledge and audience to broaden their understanding of the topic.

***Informing.*** In some circumstances this could be seen as similar to teaching but the aim of this type of presentation could be to communicate as much information as possible in the time available. The purpose of the presentation may be to: describe a new policy, outline a set of instructions and give a progress report.

***Assessment.*** Student presentations are frequently assessed and may be awarded a percentage of the Mark's that contributes to the overall module mark and credits. Use of assessment can have a positive advantage. According to SAW (Speaking,



Arguing and Writing) programme (2007, p.1) goals for students' classroom presentation include:

- ) Practicing the use of logical and emotional appeals to persuade an audience.
- ) Understanding the importance of transitions in adding coherence to a speech.
- ) Preparing an effective introduction and conclusion for presentation
- ) Practicing the use of voice, gesture and bodily action to convey meaning.
- ) Creating an effective introduction and conclusion for a presentation.
- ) Developing experience and confidence in one's presentation skills.
- ) Becoming a "local expert" in a subject.

**Planning oral presentation.** We have to make relevant and proper plan before starting a work. In relation to students' classroom presentations, it is not conducted haphazardly but in systematic ways. While giving oral presentation we should make plan incorporating different aspects. King (2002) suggests following things for their oral presentation.

***Think about their audience.*** In presentation, presenter should focus on the audiences. They are co-part of the presentation. Presenters have to understand audiences and their differences in language learning. Presenter has to attempt to anticipate which sections of their presentation will be hardest and they have to plan accordingly.

***Include the right amount of information.*** Presenter must be realistic about providing information on the presentation. If the presenter provides a lot of information across the topic within a short time it will not be relevant and effective. So, presenter should be clear about right Amount of information in the presentation. It is not necessary to include more information than required.

***Use of the right level of detail.*** In presentation presenter should have knowledge of audiences and their level of learning. The thing which is presented should be matched with level of participants.

***Get length and right timing.*** They will be always being told how much time is allocated for their presentation. Presentation which is not completed in right time

irritates audiences. So, they should rehearse for their presentation to get the timing right.

**Organize material.** Good oral presentation involves planning, practicing and presenting appropriately. For the successful presentation students should pay attention in organizing materials in systems ways. To present in specific way we need content of presentation. In a similar way Cheung (2008) provides content of presentation as follows:

- ) Presentation have distinct beginning, middle, and end
- ) Use transitions to move from topic to topic
- ) Use clear content.
- ) Organization smoothly
- ) Use appropriate vocabulary

**Structure of an oral presentation.** A good oral presentation is well structured; this makes it easier for the audience to follow. Basically there three parts to a typical presentation: the beginning, the middle and the end. According to Storz (2002, p. 5-12) structures are as follows:

**The beginning or the introduction.** The beginning of a presentation is the most important part. It is focused on establish a rapport with the audience and have its attention.

*Get the audience's attention and signal the beginning.* At this step of presentation the presenter get attention of audiences by expressing the words like, right, well, let's begin and can we start.

*Greet audience.* A greeting is related with social values norms. It is important to greet the audience by saying something like, hello ladies and gentlemen, good morning and good evening.

*Introduce oneself.* The way of giving introduction in presentation can draw the attention of audiences. The presenter can introduce oneself by saying let me introduce myself.

*Give title and introduce subject.* What exactly are they going to speak about? Situate the subject in time and place, in relation to the audience and/or its importance. Give some idea or working definition of the subject. For example, I plan to speak about....; today I'm going to take about...

*Give the objectives (purpose, aims, and goals).* The purposes, aims and goals help audiences to understand about presentation. The main purpose of presentation is to have the audience understand and remember a certain amount of information.

*Announce the outline.* Presenter should outline the presentation in short and sweet ways. It helps audiences draw the map of presentation.

*Make a Transition between the Introduction and the Body.* There should be core relation between introduction and body part. The presenter should link introduction with body smoothly.

***The middle or the body.*** This is the main part of presentation. In this stage presenter elaborates and discuss the topic in detail.

*Content.* What information should give in presentation? All the information should support their purpose. In most of the cases they have to limit the content according to the nature of the topic. They provide detail information in the presenting topic.

*Quantity.* Quantity of presentation should be focused in presentation. How much information should they give? They should illustrate content or subject matter through examples.

*Sequencing the Ideas.* Here are few possibilities for organizing their ideas: logical; chronological order; from general to specific; should be all of the same grammatical form.

*Keeping the audience's attention.* The beginning and the end of the first and last part of a talk are what listeners will remember best. Think of ways they can keep the audience's attention throughout the rest of the speech.

*Signposting or signaling where you are.* In the presentation audience can lose their attention. Presenter need to guide the listener by using expressions to tell him/her where you are going.

***The End or Conclusion.*** The end of a talk should never come as a surprise to an audience; it needs a special consideration.

*Content.* The end or the conclusion of their talk should include four parts: a brief reminder of what they tried to show in their speech and how they tried to do so, a short conclusion, thanks to the audience for listening, and an invitation to ask questions, make comments or open a discussion.

*Dealing with difficult questions.* Make sure they understand the question. Ask a question to see if they understand. Repeat the question in their own words to check that they have understood. If not, ask the questioner to repeat. And encourage them to ask questions.

*Summarize the presentation in short.* This is the final stage of presentation. In this part presenter should summarize whole presentation in short with clear and smooth way.

**Steps for presentation.** Presentation should be conducted in systematic way. In our course also students are already informed for their presentation topic in the classroom and prepared in different ways following different steps. Presentation typically involves three important steps. Those three steps are:

***Planning.*** Presentations require a good deal of planning. Scholars estimate that approximately 50 percent of all mistakes in presentation actually occur in the planning stage. Make sure to address the following issues. Focus your presentation on the audience. Provide sufficient evidence to be convincing.

***Practicing.*** It is at this stage of the process that they figure out word and phrase emphasis and the timing of their sections and overall presentation. Record their presentation and review it in order to know how they sound and appear to the audience.

***Presenting.*** Presenting is the main step for the students' classroom presentation. This step includes presenting topic in detail, making discussion with audiences, welcoming related questions from audiences, dealing with audiences, maintaining the environment, summarizing the topic and so on. Maintaining eye contact, sweeping the room with their gaze, maintaining body posture, slowing down speech and so on are the other factors to be maintained in the classroom presentation by presenters.

**Characteristics of successful presentation.** These are different characteristics of presentation. Gilbert (1984) mentions following characteristic for successful presentation:

***Good eye contact.*** The presenter should manage eye contact with audiences while presenting in front of the classroom. Connect every time with audiences. Good eye contact help presenters isolated from the audiences and learn their interest in presentation.

***Purposeful movement.*** They should be able to take a few steps either side by side or towards the audiences. The presenter who stands in one spot while presenting irritates audiences.

***Good posture/not leaning on lectern.*** When speaking from a lectern they can move around the side it for emphasis presentation. This movement will help release their tension and never fail to draw the audience into the presentation.

***Good vocal inflection/variation in tone.*** The presenter should manage rising and falling tone. It includes change in the form of words in presentation.

***Good vocal clarity.*** The language of presenter should be understandable and clear.

***Natural vocal rate.*** People have a habit of speaking different ways. Some people speak slowly whereas some fast. The presenter should manage vocal rate neither fast nor slow. They should speak in a natural way of speaking.

***Purposeful gestures.*** They should maintain gestural and postural adjustment of the body while presenting in the classroom.

***Maintain time frame.*** The presenters should emphasis on value of time whole presenting in the classroom. They should complete presentation on time.

***Distracting habitual behaviors.*** Most of the people feel uneasy while giving presentation. They should avoid distracting habitual behaviors like hair twirling; pocket jingling, and pacing, shifting, and chewing gum.

***Inclusion of students' presentation.*** We conduct presentation in many situations especially in Semester System and involved students in teaching and learning activities. According to Chivers (2007 p.1) students' presentation includes:

- ) Group and individual presentations for given topic as a module assessment.
- ) Seminar presentations giving paper to an academic or their peers for the purpose of teaching or showing evidence.
- ) Providing an overview of some research carried out by them or their group.
- ) Demonstrating the use of a piece of equipment or software such as PowerPoint to show that they have developed the essential skills to use it appropriately.
- ) Dissertation- related presentations and viva to demonstrate their ability to manage a research project.
- ) A job interview where they can have been asked to present for several minutes on a given topics.

***Benefits of students' presentation.*** There are different benefits of students' classroom presentation in English language learning. As with variety of purposes, the benefits of students' presentation will be influenced by the situation. Chivers (2007, p. 8) mentions following benefits for students' presentation:

- a. Student- centered participation in their learning.
- b. Developing new knowledge and different perspectives on a topic.
- c. Practice in a known environment/situation.
- d. Increasing confidence to speak and present in front of an audience.
- e. Improving marks earned for a module assessment.
- f. Developing a wide range of communication and presentation skills.
- g. Preparation for skills needed in the workplace.
- h. An exchange of roles and perspectives from audience to presenter.

**Ways of teachers' help in presentation.** In the student centered classroom, teachers play vital role as a facilitator in learning. While giving presentation in the classroom in semester system in T.U., they played significant roles. We got proper and valuable suggestions from teachers while presenting in the classroom which made us strong in listening, speaking, reading and writing skills.

There are number of ways that teachers can help students prepare for their presentations and improve their oral presentation skills. According to Lucas (2009) teachers can help students' presentation in the following ways:

- a. Disseminate helpful guidelines for preparing oral presentations.
- b. Communicate clear grading criteria to their students before they prepare.
- c. Let them know that more is not necessarily better.
- d. Encourage students to practice with one another outside of class.
- e. Offer on- the- spot feedback to speakers so that all might benefit.
- f. Consider assigning to brief presentations in semester.
- g. Videotape each presentation.

**Intended learning outcomes from presentation.**As a student of semester system, we were provided chance to present in the classroom. At the first presentation, I was frightened too much. I forget many things what I wanted to say about provided topics because it was new practice for me. But, after presenting some classes I built up confidence and develop courage to present in front of the classmates. There suggestions after completing presentation made me strong enough for further study. It developed my overall confidence and knowledge which will be helpful for

my successful career. In the same regard Hovane (2009, p.42) presents following intended learning outcomes of students classroom presentation:

- a. Students will acquire the tools, experience and the confidence needed to present their own ideas, clearly and effectively.
- b. Students will work in pair or in groups to learn and practice presentation skills and strategies and will review and critique each other's work as they create presentations and evaluate each other's performances.
- c. Students will develop their critical thinking skills by making decisions about content, organization and the needs of their audience.
- d. Students will learn new communication skills including: physical and non-verbal skills such as: eye contact, gesture and posture. Together these skills promote effective speech delivery.
- e. Students will also learn speech building strategies that help them to generate details, find, evaluate and organize information and develop and support ideas. Speech building strategies range from simple brainstorming to creating and using visual aids.
- f. Students will synthesize these new skills through pair and group work and using it incorporate them into a presentation format.
- g. Students will use presentation skills to "perform" and "communicate" In a cooperative and collaborative learning environment.

### **Review of Empirical Literature**

Empirical literature review refers to an act of reviewing related literature to the topic carried out earlier by different persons or organizations. It is a main foundation of research works which provides theoretical as well as practical knowledge on particular topic or research. Here, I have reviewed some of the related researchers which help me on my research work.

Lee and Park (2008) have conducted research on "Student presentation as a means of learning English for upper intermediate to advanced level students". For the study a secondary-year English reading and writing class was observed. The totals of 49 medical students were given a single topic for each at least two weeks prior to their presentation to prepare and present in class. It was found that students felt



presentation different topics was interesting and helpful for learning English, having presentation in class was more effective than the traditional face-to-face lecture classes and preparing for their class presentation provided them with a chance to learn new vocabulary, expressions as well as knowledge in English. The results of the study showed that presentation on various topics can be used as a means of learning English for upper intermediate to advanced level students.

Miles (2009) has conducted research on “Oral presentation for English proficiency purposes”. This study was intended to find out common objectives of the students in oral proficiency course. A survey was done on the first day of the oral presentation class on 80 students. It was found that presentation classes as an opportunity to improve their English ability rather than actually learn how to give presentations. In students’ presentation teachers need to be aware of possible language purposes driving students to take presentation classes, and to choose more appropriate textbooks accordingly. Many students found presentation classes as an extension of their oral communication classes.

Similarly Mazumdar (2010) states, “In semester system, students get more advantages, since the examination is held within months.” Students get more advantages from the semester system than annual system because of the continuous assessment. Students participate actively in the learning activities and they learn by doing in semester system. They develop different knowledge and skills through the presentations, mid-term examinations, group discussions and submission of assessments.

Girard, Pinar and Trapp (2011) have conducted research entitled “An Exploratory Study of Class Presentations and Peer Evaluation: Do Students Perceive the Benefits “? This study was intended to examine students’ perceptions of how class presentation and peer evaluations to contribute to their learning and skill learning and skill building, and whether their perceptions significantly differ by gender. The data were collected from 50 marketing students at two universities in the United States. This study found that students class presentations contribute to their learning and skill building. The results indicate that students seem to benefit from peer- evaluations through more active engagement in class presentations. No consistent patterns of

variance in perceptions of presentations and peer- evaluations were found between males and females.

Aslam (2012) conducted a research on “Analyzing Factors Affecting Students’ Satisfaction Regarding Semester System in Pakistan” where the researchers tried to find out the students’ satisfaction level regarding semester system. This study explores various factors like role of teachers, types of course; time duration, the medium of learning group work factors, which have significant impact on the satisfaction level of students. The researcher has designed questionnaire to collect primary data, based on questions asked about the benefits the side effects faced by a student in semester system. For assessing the results of questionnaire simple means, standard deviation and frequencies had been taken into account. The finding of the research include that the factors like grade division in the results., division of courses in different semesters, group assignments, brainstorming exercises during semester, interaction between teacher and students enhance the satisfaction level of students. This research was unique in the sense that student's satisfaction level was never under consideration before. The level of satisfaction is directly proportion to the level of motivation towards learning. In the same way, if the teacher and student have positive perception towards the system, they will be more engaged in it which helps in effective teaching and learning in the semester system.

Munshi, Javed and Hussan (2012) carried out research on “Examination on semester system: what is observation of faculty and students”? The objectives of that research were to find out the teachers and students perception about the effectiveness of semester system and to give useful suggestions to improve the semester system in university level. Primary and secondary data were collected under the survey research design. Population of this study was a student and teacher in university level who were studying and teaching under semester system. Major findings of that research were the semester system is rather better than an annual system but it still has a few drawbacks, the students perceive that the semester system increases the chances of favoritism and biases.

Judoon, Jabeen and Zeba (2012, p. 14) presented that in semester system, there is well-designed curriculum course coverage within stipulated time, regularity of class; available of information of resources to student with computer facilities; highest

level of secrecy and confidentiality in examination. In the comparison to the annual system, the semester system involves focused attention of teachers on teaching and learning the primary focus of the semester system is learning instead of teaching and its approach is learner centered rather than teacher centered. The semester system is well managed and interactive in the classroom because it includes pedagogical process rather than methods. If the semester system is newly implemented, there is a good chance of taking it in negative way by the people because of their natural tendency to resist the changes.

Many researchers from the other different universities have already carried out their researches on similar topics. Among them, some researches works that are published in different journals are related to the study have been reviewed here.

Pathak&Rahman (2013) carried out research on “Perception of student and teacher towards semester system: A study in some selected degree colleges of Nagaon town of Nagaon district of Assam.” The objectives of the research were to understand and analyzed the students and teachers perception towards semester system with regards to (a) curriculum (b) syllabus coverage and regularity of classes (c) teachers and methods of teaching (d) evaluations and feedbacks and (e) availability of resources (physical, human and information). The data were taken from students of Nagaon district of Assam, all of which are affiliated to Gauhati University. Findings of this research were majority of student perceive continuous evaluation in semester system as burden as the respond that frequent examination creates anxiety among them most of the respondents both students and teachers expressed their dissatisfaction regarding the availability of ICT and audio-visual aids facility.

Malik Avais and Khanam (2014) carried out the research on “Perception of students and teacher regarding semester system examination in higher education in Pakistan.” The objectives of the study were to find out the conception of teachers and students regarding the effectiveness of the semester system of examination and to make useful suggestion for improvement of semester system at university level. The population of the study was both teachers and students of Abdul Wali Khan University Mardan. Primary and secondary data were collected under survey design. The findings of this research were the student’s state that semester system breeds and promotes subjectivity in the teachers rather than objectivity.

Pabla (2014) explained the rationale of the semester system as “to impart enhanced values” to our students because the system and time need “Continuous Learning & Assessment, Interdisciplinary, Global movement of students . . . and conformity with Academic Practice & Procedures” (p.173). Pabla (2014) also mentions the conditions to run the semester system effectively as “Well-designed curriculum, in time course completion, regularity, constructive feedback, accessibility of teachers, availability of resources, transparency in evaluation, and timely declaration of results” (p.173).

Bhattarai (2014) carried out a research on “Attitude of University Teachers towards Semester System”. The study was undertaken with 60 university teachers of different faculties (Faculty of Science and Technology, Faculty of Humanities) to find out University teachers attitude towards semester system. Comparing teachers' attitude towards semester system by their discipline was another objective of this study. Questionnaire and interview guideline were used as instrument for data collection and chi -square test was used to test the significance of each statement. The finding of this study was the university teachers have positive attitude towards the semester system and its Implementation but negative attitude towards the educational management and teachers' job satisfaction. This study was helpful to understand the history of semester system in Nepal. This was also helpful in building concepts of different aspects of semester system implication.

### **Implications of the Review for the Study**

The review of related literature and empirical literature plays very significant role in any research to build up theory, and it helps the researcher to be familiar with the current trends and practices of related study. To prepare this research in comprehensive way I have reviewed some related literature which helps to clarify the detail information about my topic.

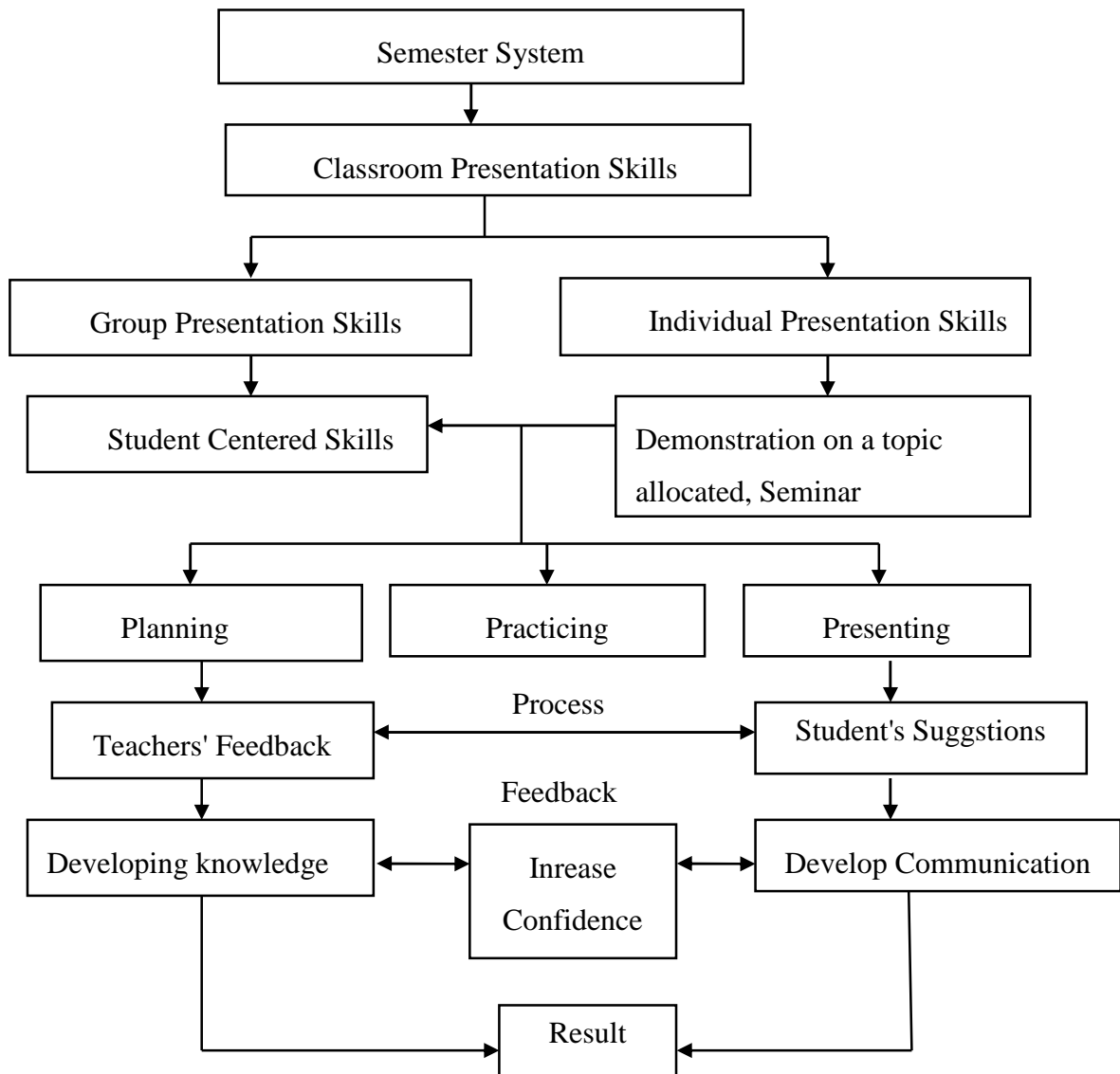
Lee and Park (2008) research showed that presentations on various topics can be used as a means of learning English for upper intermediate to advanced level students. Miles (2009) research helped me to find out common objectives of the students in oral proficiency course.

Similarly, those studies were helpful for the clarification of subject matter, selecting research problems, designing problems, designing of conceptual framework, designing research questions as well as empirical review and choosing objectives. Those works importantly provided insights for my study and helped to explore the theoretical concepts and various guidelines to carry out overall research work. In short, those literatures studies and researched helped to form the foundation of my study with greater significance. After reviewing all above research works, I got much knowledge and information for my study.

Likewise, Aslam (2012) study helped me to explore various factors like role of teachers, types of course and time duration. Munshi, Javed and Hussan (2012) study helped me to get ideas on semester system better than annual system and the student perceive that the semester system increases the chances of favoritism and biases. In the same way, Bhattarai's (2014) research provided me insight on attitude of university teacher towards semester system. The study was under taken with 60-university teacher's attitude towards semester system.

## Conceptual Framework

Conceptual framework is the mental picture of the process of research what will be done. Thus, it is taken as the metal image of researchers towards proposed research. The conceptual framework of research study is presented in the following diagrammatic way:



## **Chapter III**

### **Methods and Procedures of the Study**

Methods and procedures are the vital elements of a research study. If any work follows appropriate methodology and procedures, it will obtain its objectives easily. This chapter contains design, method, population, sample and sampling strategy, research tools, and sources of data, data collection procedures, data analysis procedures and ethical considerations.

#### **Design of the Study**

Survey research design is the most popular design of research in social science including the field of education. Survey is usually done in the natural setting. Survey is one of the most prevalent designs in the field of academic research. Particularly, it is adopted in a research to find out the people's beliefs, attitudes, and their specific behaviors on the particular object event or phenomenon.

I adopted survey research design to conduct my research. To reach optimal solution of any problem, there should be systematic study by adopting certain scientific procedures that help the researchers to achieve the actual output of a research in the successive way. Creswell (2014, p. 403-405) mentions following steps for survey research:

1. Decide if a Survey is the Best design to Use.
2. Identify the Research Questions or Hypothesis.
3. Identify the Population, the Sample Frame, and the Sample
4. Determine the Survey Design and Data Collection Procedures.
5. Develop or Locate an Instrument.
6. Administer the Instrument.
7. Analyze the Data to Address the Research Questions or Hypothesis
8. Write the Report

In order to find out students attitude on how semester system helps students to develop their presentation skills in English. I followed survey research design for my research.

### **Population, Sample and Sampling Strategy**

The population of this study was 40 students from 4<sup>th</sup> semester of M.Ed. studying at Tribhuvan University Department of English Education Kirtipur, Kathmandu. I used random sampling procedure to select the sample population.

### **Research Tool**

Tools are the most important elements of any research. For this study, the researcher used a set of questionnaire (Appendix B) in which closed-ended questions were included in order to find out the role of semester system in developing presentation skills in English. Similarly, through questionnaire (Appendix C) open-ended questionnaire was used for finding out the subjective response where the respondents could give their opinions freely so that researcher could have the real data on hands and the open-ended questionnaire was used for limiting the responses of the respondents in particular question.

### **Sources of Data Collection**

Both primary and secondary sources of data were used for the collection of required information. Primary source of data were used to get students attitudes towards semester system in developing presentation skills in ELT classroom whereas secondary sources were used in forming the theoretical part of research.

**Primary sources.** The fundamental bases of this study were the primary sources of data. The primary sources of this study were 40 students of masters' level of TU under the Department of English Education.

**Secondary sources.** In order to complete the study, various books, journals, thesis, articles and related websites were used as a secondary source of data to collect more information.



### **Data Collection Procedures**

In order to collect data researcher followed the following stepwise procedures to carry out the study:

- ) At first, researcher prepared the structured (open and close ended) questionnaire for data collection,
- ) After that, the researcher visited to the selected university, met the participant students and explained the purpose of the study,
- ) Then asked for permission to students to assist the study by filling questionnaire,
- ) Then researcher developed good rapport with students and requested them to fill the questionnaire,
- ) Then researcher distributed the questionnaires to get their perspectives about the semester system and its role in developing presentation skills in English,
- ) Finally, researcher collected the distributed questionnaire and thanks them for their cooperation and support.

### **Data Analysis Procedures**

Being qualitative research design, it has the characteristics of qualitative analysis. In this regard, I analyzed and interpreted the data using interpretative and analytical procedures.

### **Ethical Considerations**

Research is not complete only from the side of researcher. Since research has several ethical considerations while taking any research. The researcher has to follow all the necessary ethical guidelines while undertaking any research. Research is also the matter of confidentiality. It is one of the most important parts of any research. In order to maintain the confidentiality I conducted my survey by taking the permission of authority and by preparing a participants consent form (Appendix A), and by the following ethical considerations.

- i. Researcher informed the respondents about the purpose of study.
- ii. Researcher conducted research by taking permission from the participants.

- iii. Researcher kept the responses of the respondents confidential.
- iv. Researcher did not use the data for any other purpose except for this study without permission of respondents.
- v. Researcher gave the proper credit to the authors of books, journals, articles, to avoid the risk of plagiarism.
- vi. Researcher maintained the privacy, trustworthiness, objectivity, openness and credibility in this research.

## Chapter IV

### Analysis of Data and Interpretation of Results

This chapter provides detail analysis and interpretation of the collected data. Data were collected from the participants through the questionnaire.

In this chapter, the responses of the students regarding the perceptions and roles of the semester system have been analyzed. The questionnaires were provided to the students including close-ended and open-ended questions.

#### Themes

This section provides the themes I constructed from the analysis of data to answer the central and sub research questions. The themes were grouped into five main sections:

- a. Enhances English language speaking ability
- b. Understands social, cultural knowledge level of students
- c. Develops critical thinking
- d. Builds confidence and develops competence power
- e. Develops cooperative and collaborative learning style

Likewise, the responses were collected from the students, analyzed and interpreted descriptively by using tables. Those responses of the students have first been tabulated with the percentage and then calculated mean of the statement to find out the positive and negative perception for effective analysis and interpretation.

**Table 1: Use of Multimedia While Teaching Inside the Classroom**

| Aspect   | Responses |    |      |   |
|--|-----------|----|------|---|
|  | Yes       |    | No   |   |
| Use of multimedia while teaching in his/her classroom. | N         | P  | N    | P |
|  |           | 30 | 100% | - |

While talking about percentage regarding the use of multimedia, teaching in the classroom by the teachers, 100% of the students responded that their teachers used multimedia while teaching in the classroom.

**Table 2: Use of Internet While Doing Assignment**

| Aspect                                  | Responses     |        |                             |        |              |       |                                   |     |    |   |
|---|---------------|--------|-----------------------------|--------|--------------|-------|-----------------------------------|-----|----|---|
|   | Yes           |        |                             |        |              |       |                                   |     | No |   |
| Use of internet while doing assignment. | For idea only |        | For knowing multiple views. |        | For citation |       | For making assignment meaningful. |     |    |   |
|   | N             | P      | N                           | P      | N            | P     | N                                 | P   | N  | P |
|   | 4             | 13.33% | 19                          | 63.33% | 1            | 3.34% | 6                                 | 20% | -  | - |

Talking about percentage regarding use of internet while doing assignment, 63.33% replied that they use internet for knowing the multiple views, whereas 3.34% of the informants replied that they used internet for citation only. 13.33% of informants replied that they used internet for taking ideas only. Likewise 20% of the respondents used internet for making their assignment meaningful.

**Table 3: Use of both Audio and Visual Materials Inside the Classroom**

| Aspect   | Responses |       |        |     |              |        |         |        |    |   |
|--|-----------|-------|--------|-----|--------------|--------|---------|--------|----|---|
|  | Yes       |       |        |     |              |        |         |        | No |   |
| Use of both audio and visual materials inside the classroom. | Audio     |       | Visual |     | Audio-Visual |        | Printed |        |    |   |
|  | N         | P     | N      | P   | N            | P      | N       | P      | N  | P |
|  | 1         | 3.34% | 15     | 50% | 10           | 33.34% | 4       | 13.34% | -  | - |

The above mentioned table presents that 50% of the informants told that their teachers use visual material inside the classroom whereas 33.34% of informants replied that the teachers used audio-visual materials while teaching in the classroom. Similarly, 13.34% informants replied that printed materials were used by the teachers inside the classroom while teaching. At the same time 3.34% of the informants responded that teachers used audio materials in their teaching.

### Students' Perception about Confident Level

Confidence level is very important factor for the personal development. We can develop our confidence through different activities. It develops our self-confident power. If we are confident, we will be success in every field. Here informants have different perceptions towards the confidence level and they are analyzed and interpreted in following tables:

**Table 4: The Role of Motivation in Semester System**

| Aspect                               | Responses            |   |                        |    |                         |   |  |    |
|--------------------------------------|----------------------|---|------------------------|----|-------------------------|---|--|----|
|                                      | Extrinsic motivation |   | Integrative motivation |    | Instrumental motivation |   | Programmed motivation and instruction. |    |
| The changes find in semester system. | N                    | P | N                      | P  | N                       | P | N                                      | P  |
|                                      |                      | 3 | 10%                    | 14 | 46.66%                  | 3 | 10%                                    | 10 |

The above table shows that 10% of the informants found change in extrinsic motivation in semester system. Similarly, 46.66% of the total informants responded that to build up confident they found change in integrative motivation in semester system. Likewise, 10% of informants responded that to build up confidence level they found change in instrumental motivation in semester system. Likewise, 33.33% of informants responded that to build confidence they found change in programmed motivation and instruction in semester system.

**Table 5: The Ways of Developing Communicative Skills of Students**

| Aspects   | Responses     |    |                   |   |                              |   |                        |   |
|---|---------------|----|-------------------|---|------------------------------|---|------------------------|---|
|   | Collaboration |    | Individualization |   | Reading and getting the gist |   | Through practical work |   |
| The ways of developing your communication skills. | N             | P  | N                 | P | N                            | P | N                      | P |
|   |               | 22 | 73.33             | 1 | 3.33                         | 1 | 3.33                   | 6 |

The above table shows that most of the informants developed their communication skills through collaboration skill because 73.33% of the respondents responded that they developed their communication skills through the collaboration skill in the semester system. Similarly, 3.33% of informants replied that they developed their communication skills through individualization in semester system. Likewise, 3.33% of informants developed their communication skills by reading and getting the gist in semester system. Similarly, 20% of informants responded that they developed their communication skills through practical work in semester system. On the basis of the above analysis, it can be concluded that 73.33% of the students developed their communication skills through collaboration skills.

**Table 6: People Students Prefer to Speak to Develop their Communicative Skills**

| Aspect   | Responses    |        |               |        |                 |     |         |   |
|--|--------------|--------|---------------|--------|-----------------|-----|---------|---|
|  | With friends |        | With teachers |        | Native speakers |     | Parents |   |
| The people you prefer to speak to develop your communicative skills. | N            | P      | N             | P      | N               | P   | N       | P |
|  | 14           | 46.66% | 10            | 33.33% | 6               | 20% | -       | - |

The above table presents that 46.66% of the informants replied that they prefer to speak with their friends to develop their communication skills. Similarly, 33.33% of the respondents replied that they prefer to speak with teacher to develop their communication skills. Likewise, 20% of the informants prefer to speak with native speakers to develop their communication skills in semester system. On the basis of above analyzed data, it can be concluded that the 46.66% of the respondents prefer to speak with friends to develop their communication skills in semester system and the minority percentage i.e. 20% students develop their communication skills by speaking with native speakers. Above table also showed that no students speak with their parents to develop their communication skills.

### **Students' Perception about Teacher and Teaching Methods**

The teacher is the key person in classroom. S/he must create congenial environment in the classroom. Teacher best interact and actively construct the knowledge. They use different method to make their student understand inside the

classroom. Method are the key factor to make student grasp the teacher ideas, so it is necessary tool which is used by teacher while their teaching. To obtain the perception about the teacher and teaching method, the students have given the following responses, which are presented the table given bellow:

**Table 7: Methods Used by Teachers in Semester Class**

| Aspect                                   | Responses               |          |                           |          |                                     |          |          |          |
|--|-------------------------|----------|---------------------------|----------|-------------------------------------|----------|----------|----------|
|  | Yes                     |          |                           |          |                                     |          | No       |          |
| Use of different methods while teaching. | <b>Learner-centered</b> |          | <b>Teacher – centered</b> |          | <b>Task based language teaching</b> |          |          |          |
|  | <b>N</b>                | <b>P</b> | <b>N</b>                  | <b>P</b> | <b>N</b>                            | <b>P</b> | <b>N</b> | <b>P</b> |
|  | 16                      | 52%      | 5                         | 20%      | 3                                   | 12%      | 5        | 16.66%   |

The above table shows that 52% of informants responded that their teachers used learner centered methods while teaching. Similarly, 20% of informants responded that the teachers use teacher centered method. Likewise 12% of informants responded that teacher used task based language teaching method while teaching. On the basis of the analyzed data it can be concluded that the 52% of the teachers used learner- centered method while teaching.

**Table 8: Students' Perception Regarding Interaction in the Classroom**

| Item  | Responses                            |          |                                    |          |             |          |          |          |
|---|--------------------------------------|----------|------------------------------------|----------|-------------|----------|----------|----------|
|   | Yes                                  |          |                                    |          |             |          | No       |          |
| Teachers use both student-student interaction and student-teacher interaction in the classroom. | <b>Student – student interaction</b> |          | <b>Student-teacher interaction</b> |          | <b>Both</b> |          |          |          |
|   | <b>N</b>                             | <b>P</b> | <b>N</b>                           | <b>P</b> | <b>N</b>    | <b>P</b> | <b>N</b> | <b>P</b> |
|   | 4                                    | 13.34%   | 12                                 | 40%      | 14          | 46.66%   | -        | -        |

The above table presents that 46.66% of the informants responded that teacher used both (student- student interaction and student- teacher interaction) in the classroom. Among them, the 13.34% of the respondents responded that teacher used student-student interaction. Similarly, 40% of the informants responded that teacher used student-teacher interaction inside the classroom.

On the basis of the data, it can be concluded the 46.66% of the informants viewed that both of the interaction were used inside the classroom and 13.34% of the informants were in favor of student-student interaction.

### **Responses of the Students' in Semester System of Open-Ended Questions**

This topic deal with the perceptions collected from the open-ended question, where forty students were asked open ended questions to collect the information about the role of semester system in developing presentation skills in English. Different students responded differently regarding the question employed. The responses of the students were presented thematically in the following ways:

#### **University Should Implement Semester System in all Affiliated Colleges in Nepal**

Regarding the perception of the students towards the university should implement semester system in all affiliated collages in Nepal, **S-1, S-3, S-4; S-8 & S-9** responded that they were positive towards implementing semester system in all affiliated college in Nepal. They responded University should implement semester system in all affiliated college in Nepal. Similarly, **S-12** responded that semester system was very good and it should be implemented all affiliated colleges but there should be proper management for implementation. Likewise, **S-14 & S-26** responded that semester system is the demand of time. In the same vain **S-2** responded that semester system should be implemented for quality education and students' desires. In the same way **S-5** responded that semester systems should be implemented in all affiliated colleges in Nepal but curriculum should be disseminated and infrastructure should be properly managed for quality education.

The above study revealed that semester system should implement in all affiliated college in Nepal and there should be proper management for its implements. Similarly, it is the demand of time so that it should be implemented for quality education and student's desires. It is the best system in the present situation of education. It provides quality education for the students, while they were studying semester system in college. Semester systems should be implemented in all affiliated colleges in Nepal but curriculum should be disseminated and infrastructure should be properly managed for quality education.



### About the Session of Semester

Semester system is one of the latest systems in the context of T.U. It also gives quality education. As we know every session of semester is of six months and the master level divided into four parts. Participants have their own view regarding different sessions. **S-6, S-4, S-1, S 22, S-15& S-25** responded that they like fourth semester most. **S-1** liked fourth semester because it was more practical which provided practical knowledge. Similarly, **S-6** responded that practical activities were fruitful for the presentation skills. Likewise, **S-22** responded that fourth semester made familiar him with all teachers, friends and course books. **S-14** responded that he most liked third and fourth semester in comparison to first and second because he experienced with semester system and got sufficient materials for the study. In the same way **S-12, S-19, S-18 & S-23** responded that they most liked third semester. **S-12** liked it because he learned the research activities and developed presentation skills. Similarly, **S-23** liked third semester because it provided him many opportunities to enhance critical and horizon knowledge. Likewise **S-19** liked third semester because he got the chance to study research methodology and seminar writing. **S-13 & S-10** responded that they most liked first semester, **S-10** liked it because he got the new experienced about semester and **S-13** liked it because it involved him in building rapport with different students and made him more extrovert. **S-24** responded that first semester was quite boring and other semester was interesting and productive.

Most of the students of fourth semester are in favor of system because they gain different activities like presentations skills, communicative skills, and activity based skills, it provides practical knowledge, made familiar with all teachers, with their friends and so on. Similarly some student of fourth semester are in favor of third semester, they get the chance to study research methodology, seminar writing and it provides them ample opportunity to enhance critical and horizon knowledge also it involved them in building rapport with different students and made them more extrovert . Likewise, few students of fourth semester response that they were interested in first and second semester because they have new experience about semester system and get chance to study research methodology and seminar writing.

### **Developing Different Skills in Semester System**

**S-29** responded that semester systems could develop different skills like, presentation and writing skills. Similarly, **S-9** responded that semester system can develop computers skills, presentation skills and coordination skills. **S-16** responded that semester system can develop presentation, communicative and four skills of English language. **S-12** responded that semester system develop presentation skills, ICT skills, communication skills and interaction skills. Similarly, **S-28** Responded that semester system can develop communicative skills and interpersonal skills. **S-26** responded that semester can develop presentation skills of teachers and students communicative skills collaborative and co-operative skills.

According to the above analysis, semester system develops different skills such as presentation skills, writing skills, computers skills, coordination skills, ICT skills, communication skills and interaction skills. It develops four skills they are reading, writing, speaking and listening skills. It also develops intrapersonal and interpersonal skills. Similarly, it develops collaborative and co-operative skills as well.

## Chapter V

### Findings, Conclusion & Recommendations

The final chapter of the study incorporates findings, conclusions and recommendation, which are based on the analysis of data and interpretation of result looking once back at the objectives of the study.

#### Findings

The research entitled ' Role of Semester System in Developing Presentation Skills in English' aimed to find out how Semester System helps in developing presentation skills of master's level in Tribhuvan University. The key finding regarding the objectives were use of multimedia while teaching inside the classroom, use of internet while doing assignment, use of both audio and visual materials inside the classroom, the role of motivating in semester system changes, the ways of developing communicative skills of students, people students prefer to speak to develop their communicative skills, methods used by teachers in semester system classes and opinion about evaluation of semester system. After analysis and interpretation of the data obtained from semester students of master level from T. U. the researcher drew the following findings.

The major findings of the research work were mentioned below:

- i) The majority (i.e 70%) of the students opine that the classroom presentation helps to develop audience creativity and the ability to communicate; encourage them to participate in real language learning environment and develops wide range of communication and presentation skills.
- ii) In case of making plan for their classroom presentation students manage time constraints; organize materials smoothly; practice in a group and alone before their presentation.
- iii) It was found that, 100% of the students responded that their teacher used multimedia while teaching in the classroom.
- iv) Majority of the students (i.e. 63.33%) replied that they used internet for knowing the multiple views while doing assignment.

- v) It was found that, 50% of the informants told that their teachers used visual materials inside the classroom.
- vi) Majority of the informants (i.e. 47.61%) were agreeing both student -centered and activity –centered curriculum were more focused in interaction in semester system.
- vii) Likewise, 46.66% informants responded that integrative motivation change found in semester system.
- viii) It was found that 70% replied that presentation skills are the best skills developed by the students.
- ix) Most of the respondents (i.e. 73.33%) responded that they developed their communication skill through the collaboration skill in the semester system.
- x) The teachers' role in the students' classroom presentation is great. In the classroom, they get useful feedback and helpful guidelines from teachers. Their guidelines for preparing presentation encourage students to be involved in the classroom activities.

## **Conclusion**

The study showed that there is a great role of semester system in developing presentation skills in ELT classes. In the context of T.U semester system is newly born system. Students develop different skills and makes student active. Semester system is mostly adopted in worldwide. The main motto of semester system is to put emphasis on continuous comprehensive and in-depth learning aiming the capacity building of the students by developing required three domain of learning, cognitive affective and psychomotor to become an efficient and effective citizen. Different types of assessment are taken in semester system frequently.

Similarly 100% of informants use, multimedia, internet to do assignment and use both audio-visual materials inside the classroom. All respondents responded that semester system plays a great role in developing different skills.

The student's classroom presentation develops autonomy in speaking English; helps to learn English language; helps for practicing voice and gesture and builds up confidence in a proper way. Their classroom presentation develops critical thinking, cooperative and collaborative learning style and enhances English language speaking

ability. While presenting in the classroom they get useful feedback and helpful guidelines from teachers which encourage them to be involved in different English language learning activities. They know how to use technology in presentation; do not feel hesitation and can express everything in the classroom presentation.

Finally, we can say there is a great role of semester system in developing presentation skills in English language teaching.

### **Recommendations**

On the basis of findings, some recommendations have been made. The recommendations are divided into three levels; policy, practice and further research related level. They are briefly discussed in the following sub- headings.

**Policy related.** For the improvement, government and other related factors should make strong policies. To bring quality in education and improve ELT government should be aware of practice, need and importance of technology in language development in language and in teachers' professional development. I recommend the following actions to be taken at policy level:

- ) Most of the respondents responded that presentation is very useful tool in teaching of learning process. I would like to suggest making strong policy and provision for the use PowerPoint in teaching learning process.
- ) There should be policies to encourage teachers and students to use presentation while teaching because it helps to increase motivation of students, develop understanding level of students and finish the course in time.
- ) Education planners, syllabus designers, course designers, experts should design such a course which can be presented easily using PowerPoint in semester system.
- ) There should be policy related to ICT for uniformity in its implementation.
- ) There should be proper arrangement of training, workshop, seminar to the teachers and students for their professional development and skills development in English language teaching and learning.

**Practice related.** This research is equally beneficial for those who are at practice level. Therefore I can confidently assert that this research is very much significant for the teachers especially for ELT teachers and students of higher level who do different activists at practice level. The following recommendations can be made in practice level on the basis of findings of this research:

- ) Teachers and students are suggested to prepare oral presentation in attractive form having audios, videos, pictures in well-organized form.
- ) Shy, hesitant and anxious students should be encouraged to involve in classroom presentation.
- ) This is the era of science and technology. So, student's classroom presentation should be based on newly innovative technologies
- ) More collaboration and negotiation should be made among the students and teacher inside the classroom.

**Further research related.** Research is an innovative process. It is always to find a new fact. Based on the limitation of the present study and its findings the following recommendations can be made for the further researchers on the same areas:

- ) The current study has been limited to how semester system helps in developing presentation skills in English language teaching. This is why others areas like, teachers' perception, issues and challenges related to presentation and effectiveness of their classroom presentation need further research.
- ) Students' classroom presentation in university level is new concept in teaching and learning activities. It is necessary to conduct comparative study on policy provisions of different universities.
- ) This study is limited to the M.Ed. students of University Campus. This is why others levels of university need further research.

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**Appendices**

**Appendix A**

**Participants Consent Form**

**Faculty of Education, Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**Thesis Supervisor: Dr. Renu Singh**

**Topic: Role of Semester System in Developing Presentation Skills in English.**

I.....agree to take part in this study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do and any risks/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study, if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with my answers.
3. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purposes that I have agreed to.
4. I understand that information about me will only be told to others with my permission, except as required by law.
5. I understand that the results of the study may be published and that publication will not contain my name or any identification.

I consent to:

) Completing questionnaire

Yes

No

Name.....

Signature .....

Date.....

## Appendix B

Dear Participants,

I am hereto collect your valuable ideas that are essential for the research entitled **Role of Semester System in Developing Presentation Skills in English**. I would like to request you all to provide me your ideas freely and kindly. If you like to provide your idea, please show your consent in the space below with your name and signature. Thank you.

**Signature.....Semester: Fourth**

**T.U. Central Department**

**Name.....**

**Please tick the best response that indicates your response.**

### **Part I (Close Ended Questionnaire)**

1. Semester system increases standard knowledge of the students.
  - a. Strongly agree b. Agree c. Disagree d. Strongly Disagree
2. Semester system is good for all level of students.
  - a. Strongly agree b. Agree c. Disagree d. Strongly Disagree
3. Student's classroom presentation help to learn English language in comprehensive way.
  - a. Strongly agree b. Agree c. Disagree d. Strongly Disagree
4. Presentation skills help for practicing the use of voice, gesture and bodily action to convey meaning.
  - a. Strongly agree b. Agree c. Disagree d. Strongly Disagree
5. Use of multimedia helps in presentation skills.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

6. Classroom presentation builds confidence in a proper way.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

7. I provide time for brainstorming during presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

8. I manage good eye contact with audiences while presenting in the classroom.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

9. I encourage audience to make discussion on topic in my presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

10. I find it difficult to organize my ideas logically during presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

11. I feel hesitant when lots of people are watching me.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

12. Presentation skills enhance English language speaking ability.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

13. Lack of knowledge in presentation is the reason behind my low performance.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

14. Uninterested topic irritates participants in classroom presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

15. Group members' diversity in language level hinders in my presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

16. I develop my critical thinking skills by making decision about content organization and the needs of audiences.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

17. I develop cooperative and collaborative learning style from classroom presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

18. I get useful feedback from the teacher after classroom presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

19. The teacher's helpful guidelines for preparing presentation encourage me to involve in classroom activities.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

20. I worry that students will laugh at me when I speak English.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

21. While shifting from one point to another I make link between them.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

22. I welcome questions in my presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

23. By understanding social, cultural, knowledge level of audiences I plan my presentation.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

24. I provide handout to the audience after presentation

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

25. I summarize my presentation at the last.

a. Strongly agree b. Agree c. Disagree d. Strongly Disagree

**Appendix C**  
**(Open Ended Questionnaire)**

26. Do you think presentations skill helps in practicing the use of voice, gesture and bodily action to convey meaning.

.....  
.....  
.....

27. How presentations skills enhance English language speaking ability?

.....  
.....  
.....

28. Have you used Power Point in presentation? If yes, state what were the uses of Power Point in ELT classroom? Or if no, state what were the reasons of not using it?

.....  
.....  
.....

29. Do you think semesters system develop different skills? Can you name some skills that you have developed in semesters system?

.....  
.....  
.....

30. Do you think presentations skills increase standard knowledge and develop competence power?

.....  
.....  
.....

**Thank you for your kind cooperation.**