



Research Paper

Prospects and Problems of Presentation: A Case Study on the Undergraduate Students of English Discipline, Khulna University

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ABSTRACT:

The aim of this study is to find out the possible prospects of presentation skill and the problems of presentation skill through 105 undergraduate students of English discipline of Khulna University. The quantitative research method is used in this study. The participants are asked to answer a questionnaire by following their opinion and the result is shown through charts and tables which are chosen randomly. This study will try to find out the psychological problems of the presenters during their presentation. It will also try to make the students aware of the prospects or benefits of the presentation skill. This study will also be beneficial for the teachers in how they can encourage and motivate their students to be good presenters. Besides these, this study will help other people of different professions in our society, who face difficulties in their presentation and public speaking. Besides, the findings will contribute a valuable insight to the learners and teachers in enhancing presentation skills.

KEYWORDS: PowerPoint, Presentation, Participants, Opinion, Presenters, English language, ELT.

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CHAPTER-1:

1.1 INTRODUCTION:

The present paper focuses on different reasons that creates problem during presentation and recommend the solutions of these problems. English in our country is considered as a foreign language. But it plays a very important role for academic sector and professional sector. If anybody wants to get better job, he must be able to speak English fluently where speaking is very important in our practical life. However, public speaking is important for students, politicians, businessman, and other job holders to convince other people. Students have to attend public speaking for passing examinations and sometimes for convincing teachers and for proving himself informative. Speaking is an important skill which is closely associated with presentation skill.

There are four basic skills to learn any language. The skills are Reading, Writing, Listening, and Speaking. Reading and listening skills are used to receive input but writing and speaking are used for producing output in a language. Students go through many stages of presentation in their academic life. Presentation skill is included in the curriculum for improving student's speaking and communicative ability. As English is a foreign language in our country, most of the students face difficulties in the presentation skill.

Presentation skill is an integral part of our education system, especially in the case of graduation. Students face so many problems during presentation like lack of confidence, shyness, fear for mistake, anxiety, nervousness, lack of motivation, lack of time management ability, etc. If students want to deliver a good presentation they have to overcome these difficulties. This study will try to recommend some suggestions for the students to overcome these problems. Students have to take proper preparation before presenting an effective presentation. They have to collect information properly and organize them orderly. Before the presentation day, they practice it at home. Usually teachers give certain timeline, like- 5 minutes, 10 minutes, 20 minutes or 30 minutes. According to that timeframe, they shorten or expand their ideas. Usually, the time frame is as follows-

In the case of 20 minutes presentation-

Greetings-----	1 minute
Discussion of the topic-----	10 minutes
Conclusion-----	3 minutes
Question and answer-----	6 minutes

Presentation skill improves our articulation system. Organs of articulation produce sounds which is important for correct pronunciation. As English is a foreign language, most of the students' pronunciation goes on wrong way. Their knowledge of intonation, stressed and unstressed pronunciation is not rich. A teacher can identify the strengths and weaknesses of the students in their pronunciation through their presentations.

Presentation skill is important for getting good job. In the world of globalization, job market is very challenging. Bangla is our mother tongue but as job market is international and English is more effective for communication. When someone is trying to launch a product, he or she has to present the qualities, advantages and disadvantages of that product. Presentation skill helps to improve job career. This is the most effective prospect of presentation skill. In the case of business, good presentation can help to get more business deals. The deals can lead as the result of great employment and economic success in business. Good presentation skill is also fruitful for getting promotion in job career.

1.2 BACKGROUND OF THE STUDY

Speaking is the use of language to express meaning, understanding, thoughts. Presentation is one of the parts of speaking skills. At first, the question arises 'what is speaking'? It simply means to produce a lecture representing one's idea on a particular issue and it is a process of sharing ideas through using verbal and non-verbal symbols. According to Samira Al Hosni (2014) "speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced and learnt." (Nakhalah, 2016). Oral skill is an aspect of language learning. Then the question arises, 'what is presentation'? Presentation can be defined as a set of abilities that enable an individual to interact with the audience; transmit the messages with clarity; engage the audience in the presentation; and interpret and understand the mindsets of the listeners.

Sladana Živković gives basic instructional design of presentation. She/he says "Since oral presentations involve multi-skills, a carefully planned and constructed guideline will help develop students' receptiveness to these presentations. Listing instructional objectives and explaining reasons for this activity can increase student participation and may always result in a heightening of satisfaction and achievement. The fundamental purpose of scientific discourse is not the mere presentation of information and thought, but rather its actual communication (Gopen, 1990). The fact is that oral presentations are much more effective than a simple delivery of one's professional knowledge. Good pronunciation is the precondition of an effective presentation. The successful presentation largely depends on judging all the specifics of the situation and responding properly. An active dialogue verbal communication is not the only constituent. The content element of the presentation includes aspects that need to be assessed such as knowledge shown, logical appeal, fielding of objections, questions posed, improvisation shown, and conclusion (Carroll, 2005). Separating a presentation into meaningful sections achieves some of the cognitive privileges for your audiences (Platow, 2002).

The important aspects of presentations are - Introduction, The main body (Methods, Results), Discussion, and Conclusion.

Introduction – Greeting from the audience, introduction of speaker, explain the purpose of speech- starting with the topic, describe the main points – give a brief explanation of your goal and the presentation's outline where language will be very simple. A good introduction will capture audience's attention.

The main body (methods, results) – Move to a point – outline your talk, State main ideas clearly and present examples, Introduce a visual aid Use visual aids to engage the interest of your audience. The information in the body needs to be well-structured. Decide on an organizing principle. It could be by chronological order, theme or order of importance.

Discussion – The facts that need close attention are the following: a. Identify the audience: The first thing to be done when preparing a spoken presentation is to identify the audience as precisely as possible (experts, technicians, executives, non-specialists). Different audiences require and are prepared for different amount and

depths of information. The success of a presentation depends on knowing those in advance. b. Determine the aims of presentation: The presentation can have one of these aims: to inform, to persuade, to teach. Depending on these, the structure and the shape of the presentation will vary significantly. c. Shape the presentation: Students should gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allotted. Also, for the sake of their assertiveness they should familiarize themselves with the physical space for their presentation and visualize their movements within. The organization will depend on the overall purpose of the talk, but basically it may be of the following kinds: classifications, cause and effect, problem and solution, experimentation. d. Introduce appropriate visual aids: The main thing is to encourage students to use support material and visual aids. When designing a visual, students should consider its effect on the audience. e. Gain the audience's attention. f. delivery. g. Invite questions and comments.

Conclusion – The facts that need close attention are the following: a. Conclude your talk. b. Summarize the main points. c. Prepare a closing summary.

1.3 SIGNIFICANCE OF THE STUDY

It is not easy to present English flawlessly and to become competent in it. But it is important to be fit in it. Communication is the ultimate output of leaning a language. But as we are Bengali and our mother tongue is Bangla so we don't speak frequently in English. Presentation skill is one of the speaking performances to measure speaking fluency. But in most cases, presentation test is not introduced. Without the ability of speaking effectively, one may not succeed in getting a good job. Perfect presentation is essential in every sphere of life. For instance, it is necessary to do well in academic career, to achieve higher degrees, to get a reputed job, to communicate with people around the world, to share our feelings and thoughts and what not. So, to become a skilled presenter, first of all, one needs to be a skilled speaker.

Students of English language generally are not aware of their problems during presentation and for this they cannot overcome those problems. And in our education system, there is less use of presentation test, and more clearly, less use of speaking test. Students have to be aware of the prospects of presentation so that they can be more careful about their presentations.

1.4 RESEARCH QUESTIONS

This study seeks to find out the answers of the following questions. .

1. What are the prospects of skilled presenters?
2. What are the barriers in academic presentation?
3. How can students overcome these problems of presentation?

1.5 RESEARCH OBJECTIVES

The main purpose of this study is to answer aforesaid project questions and to examine them in order to find out the solutions. Besides, this study has some objectives related to the project questions. These are as follows:

1. To find out the advantages of presentation skill.
2. To find out the problems faced by the students in their academic presentation.
3. To find out the possible solutions of those problems.

1.6 LITERATURE REVIEW

The problems of speaking are also considered as the problems of presentation in the case of foreign language learning. Samira (2014) includes "speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students." (Nakhalah, 2016)

Before delivering presentation, students have to prepare themselves and practice in home alone before the presentation day. About this issue, Doan Linh Chi (2011) has included "Practice is considered an important part of language learning. Students are always encouraged to practice as much and as often as possible. However, some students do not know how to practice well and feel disappointed as practice does not always help them make much progress in their studies. Thus, as teachers, we should give them guidance on effective practice. This paper reports what and how guidance for practice should be provided for effective improvement of students' speaking skills. Encouraging preliminary results show that a set of appropriate activities to practice

speaking and good management of group work can enhance students' speaking skills and increase their autonomy (Nakhalah, 2016).

Presentation skill is very important for academic learning which is considered as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. Scrivener says, "This indicates that using a language is more important than just knowing about it because —there is no point knowing a lot about language if you can't use it." Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai, 2004). Willis (1996) includes, "For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened. (Nakhalah, 2016).

Apperson, Eric and James (2006) have shown the advantages and disadvantages of power point presentation (which is a part of oral presentation) for the college and university students. Students can use graphic presentation (that means power point presentation) in the classrooms. Although there are no differences in grades as a result of the use of power point in the classroom but there are differences in the response of students. They believed in the power point condition that the classroom is more organized, clear and interesting. Students also like the teachers more and they prefer taking another class from them. When a professor uses presentation graphics as a method of presenting lecture material that means they must take care not to rush too quickly through the material to allow students write sufficient notes for later review. Some students may learn the lecture by writing themselves for this teacher should go through the slides slow enough so that they can properly take notes. Others may feel burdened by the necessity of copying material from the screen for this teacher should provide printed copy of the materials to the students. The advantage of providing students with copies of the slides is that it decreases the amount of time spent on processing the content of the slides, attempting to understand the material, and listening to the teacher's elaborations. One disadvantage of supplying copies of the slides is that it may allow students to be passive and disengaged from the learning process (Nakhalah, 2016)

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: 1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves. 3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

The problems of oral presentation have been discussed from several researchers. As stated by Brooks & Wilson (2014), very few university students get the scope to apply spoken English in the classroom before entering university, and even less have the ample scope to talk about academic topics in English (Apple, 2011). According to Dornyei and Scott (1995), communication breakdowns are usually caused by four problems which they classified as resource deficit, processing time pressure, own-performance problems and other performance problems. These difficulties are effective for the presentation. They are valid in defining problems that occur during communication. Horwitz et al. (1986), further, support that foreign language anxiety (FLA) has a negative influence on language learning. They opined that even intelligent and apt individuals in native language face challenges while communicating in foreign language. This is related to the study of MacIntyre and Gardner (1994) who observe that students with any level of anxiety in foreign language face great difficulty in the demonstration of knowledge they possess. According to Savic (2002), there are many reasons why it is necessary to publish the results of scientific research. The most important one is the consequence of the fact that publication is an integral part of the scientific method of research. Scientific method is the best thing thought out up to now to get new and true knowledge or information. The final phase of all scientific processes is publication of the obtained results in the form of scientific information. Alshare & Hindi (2004) also state that oral presentation is that it is possible to attain professional development by virtue of good presentation practices, especially in speaking and writing. King (2002), moreover, adds that oral presentations generally help to bridge the gap between language study and language use. Good presentation requires learners to apply all four

language skills in a naturally integrated way; it also encourages the learners to be an active and autonomous learners. In fact, this is closer to real language use and gives learners a chance to develop research and critical thinking skills, as well as linguistic and communicative skills. (Anuyahong, 2018)

Imaniah (2018) includes, academic speaking is similar in many ways to academic writing. It is linear, explicit, it has one central point and it is presented in standard language. Academic spoken style is also similar in many ways that it is formal, explicit and responsible. However, it is less complex and objective than written language. In general, this means that when someone is doing academic presentation he should avoid usual words and expressions. So, it is the responsibility of the speaker to make it clear to the listener how various parts of the talk is related. The students need to learn about the purpose of presenting the academic speaking by making a power point presentation, controlling the discussion and participating in the discussion, and listening and note taking. In academic speaking presentation, the same as with writing, the students must plan the talk.

Wallace (1980) states that, it can be very boring to listen to something read aloud. Therefore, what students must do is follow the following point, 1) decide on a time limit for your talk, 2) write out your spoken presentation, 3) speak from the outline notes, 4) look at your audience when you are speaking. 5) make a strong ending. In short, it is very important when students doing presentation, they must tell to the audience what it is, and stick to the time limit. Moreover, the students must do some of the works of writing the papers again, in a sense. This means, the students concentrate only on the main points and try to make the presentation lively and interesting. The students also need to write everything that they have to say and when they know exactly what they are going to say, they must reduce it to outline notes. (Imaniah, 2018)

Some scholars have shown the advantages of power point presentation in the language teaching classroom. Teaching system is changing with the change of time. One of the most important components of change is the use of technology in classrooms. Technology is being used in language classroom more than two decades. From a pragmatic point of view, the use of power point presentation can make a fruitful contribution to every subject area in a language classroom. PowerPoint lecture is fruitful than traditional chalk-walk lecture. (Obaidullah and Islam, 2019)

The aforementioned papers have discussed the advantages of presentation in learning and teaching English language and few advantages. In this present paper, I am going to reveal both mental and physical barriers during presentation. And how to overcome those barriers and how much effective presentation skill is in the future challenging time. Actually in before there are a very few papers about this topic and this paper is directly related to the topic, barriers and advantages and possible prospects of presentation skill for the students.

1.7 THEORETICAL FRAMEWORK

Presentation skill is related to language testing. It is related to the theory of ELT. ELT stands for both English Language Teaching and English Language Testing. Basically testing and teaching are related to each other. More specifically, testing is an integral part of teaching. English Language Testing (ELT) is used to measure students learning outcomes in a language that is not their mother tongue. To test speaking skills, presentation is applied.

ELT measures students' language quality by following the four major skills; those are reading, writing, listening, and speaking. Presentation is related to speaking skills. Language testing is the practice and study of evaluating individual proficiency in using a particular language effectively. Through presentation, a teacher can measure his speaking fluency, pronunciation mistakes, grammatical mistakes, and other problems that can be a barrier to learning language appropriately. So, it is an integral part of measuring students' speaking proficiency.

1.8 RATIONALE

Presentation skill is a way of delivering lectures to share a particular topic that a student learns. It is also a kind of public speaking. If any student fails to present accurately, it means he or she is not learning accurately to communicate in English. Through presentation, at the academic level, a student can know their learning level. Perfect presentation is essential in every sphere of life. For instance, it is necessary to do well in an academic career, to achieve higher degrees, to get a reputed job, to communicate with people around the world, and to share our feelings and thoughts. So, to become a skilled presenter one needs to be a flawless presenter. This study will be helpful for undergraduate students to know how they can overcome the problems faced during presentations and how they can be competent in it. This study also will be beneficial for the teachers in how they can encourage and motivate their students to be good presenters. Besides these, this study

will help other people of different professions in our society, who face difficulties in their presentation and public speaking.

As English is not our mother tongue, many students fall into trouble when they continue to study in English. They may feel awkward speaking in English as their academic background is Bangla. For this, presentation within the classroom helps them to overcome obstacles (e.g. anxiety, shyness, fear) and to be fluent in speaking. The first objective of this study is to motivate students through the benefits and possible prospects. When they become motivated, they will try to be competent in it. Here, motivation is like learning stimuli and then students will respond. The second and third objectives are to make students understand the probable obstacles they may face and to help them overcome those obstacles. So, for a better result in learning English and also for the betterment in higher education, presentation skill helps the students to be competent.

1.9 METHODOLOGY

In this chapter, we have given a comprehensive description of the process of the research. We mainly depended on primary data for completing the study. Primary data have been collected from the students of English Discipline at Khulna University.

1.9.1 Design:

A quantitative research approach has been followed to conduct this study. The quantitative method can save time, and generalize the result from a large population and it is also less expensive. A survey is conducted to answer the research questions of the study.

1.9.2 Instrument:

The only instrument used in this study is a written questionnaire consisting of 11 close-ended questions. Before preparing the final questionnaire a pilot study was conducted. The questionnaire has been included in the Appendices.

1.9.3 Participants:

The survey for this study was conducted on 105 students of English Discipline, Khulna University. The participants were selected randomly from the students who are studying at the undergraduate level.

1.9.4 Location of the Study:

For the study, the English Discipline of Khulna University was selected.

1.9.5 Sources of Data:

Both primary and secondary data are used for this study to get the objectives of the study and to facilitate a better understanding.

1.9.6 Primary Data Collection:

The study is based on primary data. For primary data collection, I have prepared a questionnaire. I explained questions to those who did not understand the questions and asked for their answers.

1.9.7 Secondary Data Collection:

For secondary data, I have taken many papers, journals, articles, reports, and other published documents related to problems and prospects of presentation skills for the basic and relevant information of the study.

1.9.8 Questionnaire Preparation:

A clearly structured questionnaire has been prepared for the collection of primary data from the students. I have prepared the same questionnaire for all students of the discipline.

1.9.9 Data Processing:

After collecting data, the data were coded and classified for computation and analysis. All the questionnaire forms were completed as the data were collected directly. Frequency distributions and percentage values were calculated for each of the responses of the respondents.

1.9.10 Data Analysis and Interpretation:

The collected data have been explained, interpreted, and analyzed by different planning and statistical tools and techniques. I have computerized the data using software like Microsoft Word and Excel.

1.9.11 Summary of the Chapter:

This chapter dealt with the methodology of the research. The location of the study, sampling procedures, profile of the respondents, instrumentation, data collection procedures, data analysis procedures, data presentation, and documentation of the study were discussed respectively in this chapter.

1.10 TIMELINE

We planned to complete it within 24 weeks. It's really difficult to finish the project within this short time. Despite this limitation, we have tried our best to complete the project successfully in time. We divided 24 weeks according to the following schedule:

Week(s)	Target Achieved
Week 1-3	Selection and finalization of the topic
Week 4-6	Secondary data collection and writing literature review
Week 7-10	Completion of the first chapter
Week 11-12	Preparing the questionnaires
Week 13-16	Primary data collection, analysis, interpretation and presentation
Week 17-18	Writing down the findings and recommendations
Week 19-22	Completion of the project paper, revising and editing
Week 23	Final Editing & Proof reading
Week 24	Printing paper

1.11 SCOPE AND LIMITATIONS

There are some limitations in the research. Firstly, the area of the study is too narrow. The research area is only the English Discipline of Khulna University. More institutions and more participants could be engaged. Another limitation is time. Time is also a vital factor because we had to complete the work within a very short time. As the work was completed on the basis of the survey, if we could get enough time, we could collect more information and it would be a valid generalization to the population. Despite all these limitations, we have also found some facilities. The participants were helpful while we provided the questionnaire to them.

CHAPTER 2: DISCUSSION

2.1. INTRODUCTION

The prospects of presentation underlie the problems of it. The problems are both physical and mental level. A mental level includes psychological territory like anxiety, fear, shyness, psychological pressure, nervousness, etc. Whereas the physical level includes the physical environment, that can be seen. The barriers created by the physical environment are digital technology, poor language command, arranging information logically and coherently, managing certain presentation times, fluency level speaking, etc. By overcoming these problems student can benefit from the prospects of presentation that exists both in their academic life and in their future professional and practical life. This chapter will analyze interpret and show the result of these problems and prospects through the perspective of the undergraduate students of English Discipline at Khulna University.

2.2. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from the respondents about the perception of the students of the English Discipline at Khulna University towards the benefits of classroom presentation and the problems that face during the presentation. The analyzed and interpreted data is presented through visual tables along with figures. Each of the tables and figures is followed then by a brief analysis of the data.

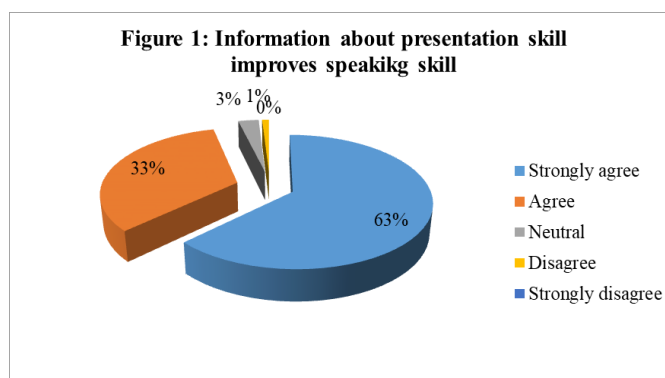
Question 1:

The first statement was "Presentation skill improves speaking skills". It is one of the benefits of presentation skills. It helps students to practice speaking fluently. The response is shown below in the table and chart.

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	66	63%
	Agree	35	33%
	Neutral	3	3%
	Disagree	1	1%
	Strongly disagree	0	0%

Figure 1:

Among 100% of the students, 63% answered strongly agree, 33% agree, 3% neutral and 1% disagree with this statement. None of them answered as strongly disagree. However, the majority say that presentation skills can improve speaking skills. This information is shown here through pie chart.



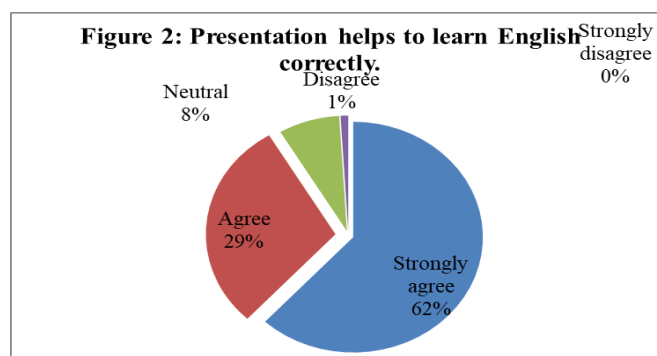
Question 2:

The second statement was “presentation helps to learn English correctly.” This statement is related to the prospect of presentation. Students' learning outcomes can be judged through testing presentations.

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	65	62%
	Agree	31	29%
	Neutral	8	8%
	Disagree	1	1%
	Strongly disagree	0	0%

Figure 2:

Among 100% of the students, 62% answered strongly agree, 29% agree, 8% are neutral and 1% disagree with this statement. None of them think strongly disagree that presentation skills cannot help in learning English correctly. However, the majority say that presentation helps to learn English correctly. This information is shown here through pie.



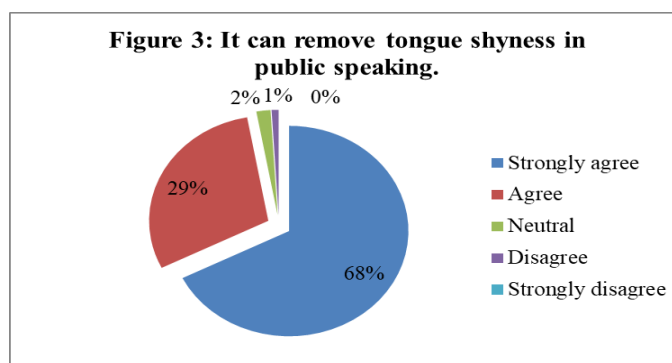
Question 3:

The third statement was “It can remove tongue shyness in public speaking”. This statement is also related to the prospect of presentation skills. Presentation skills are considered public speaking because, in a presentation, a student has to present before the teacher and other students. From the feeling of fear and nervousness, one cannot speak fluently before the audience. This is called tongue shyness. This information is presented in the following table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	71	68%
	Agree	31	29%
	Neutral	2	2%
	Disagree	1	1%
	Strongly disagree	0	0%

Figure 3:

68% of the participants say strongly agree, and 29% say agree. 2% of the participants have no opinion about the statement. And 1% of participants disagreed with this statement. They don't think that presentation skills can remove tongue shyness. However, the majority of the participants think that practicing through presentation skills can remove tongue shyness and nervousness.



Question 4:

The fourth statement was “Time management is a crucial factor for presentation”. In every academic presentation remains a certain time limitation. And students have to finish within that time period. This information is presented in the following table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	56	53%
	Agree	46	44%
	Neutral	3	3%
	Disagree	0	0%
	Strongly disagree	0	0%

Figure 4:

Out of the 105 respondents, 53% answered as strongly agree. 44% answered agreed with this statement. And 3% of the participants were neutral. No one answered disagree and strongly disagreed with the statement. So, time management is undoubtedly a crucial factor for presentation.

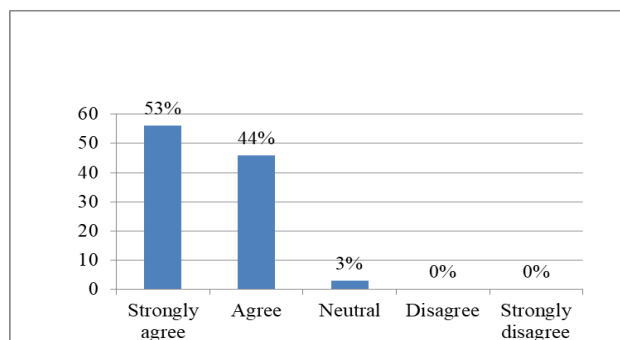


Figure 4: Time management is a crucial factor for presentation

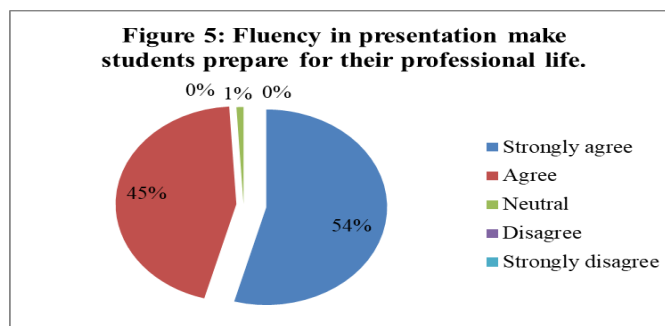
Question 5:

The fifth statement was “Fluency in presentation makes students prepare for their professional life”. In every profession in life, presentation skills are a must like- businesses, job holders, and politicians. In language testing, presentation is a way of testing speaking skills. Speaking fluency can be measured in the classroom through testing presentations. This information is presented in the following table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	57	54%
	Agree	47	45%
	Neutral	1	1%
	Disagree	0	0%
	Strongly disagree	0	0%

Figure 5:

54% of students strongly agreed that fluency in speaking in presentation makes students prepare for their professional life, and 45% of students agreed to it. On the other hand, 1% of students remained neutral. No one disagreed and strongly disagreed with it. This information is presented below in pie:



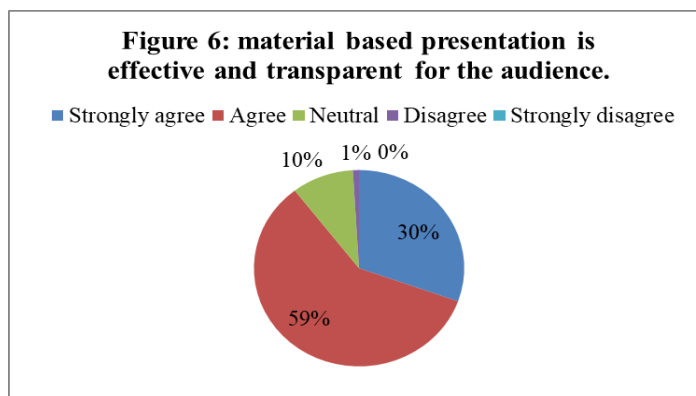
Question 6:

The sixth statement was “Material-based presentation is effective and transparent for the audience.” This information is shown in table below:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	32	30%
	Agree	62	59%
	Neutral	10	10%
	Disagree	1	1%
	Strongly disagree	0	0%

Figure 6:

30% of participants strongly agreed that material-based presentation is effective and transparent for the audience and 59% of participants agreed to this statement. On the other hand, 10% of the participants remained neutral and 1% participant disagreed that material-based presentation is effective and transparent for the audience. This information is given below through a pie chart:



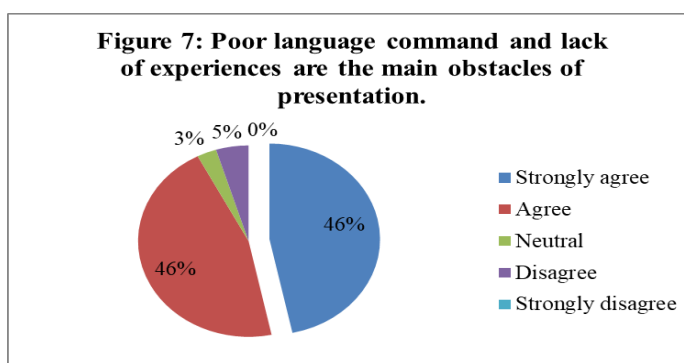
Question 7:

The seventh statement was “Poor language command and lack of experience are the main obstacles of presentation”. This statement refers to grammatical mistakes inappropriate use of language during speaking and lack of previous experiences of presentation in secondary and higher secondary level. The information is given below:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	49	47%
	Agree	48	46%
	Neutral	3	3%
	Disagree	5	4%
	Strongly disagree	0	0%

Figure 7:

47% of participants strongly agreed that poor language command and lack of experience are the main obstacles to presentation and 46% of participants agreed to this statement. On the other hand, 3% of the participants remained neutral and 4% participant disagreed that poor language command and lack of experience are the main obstacles to presentation. This information is given below through a chart:



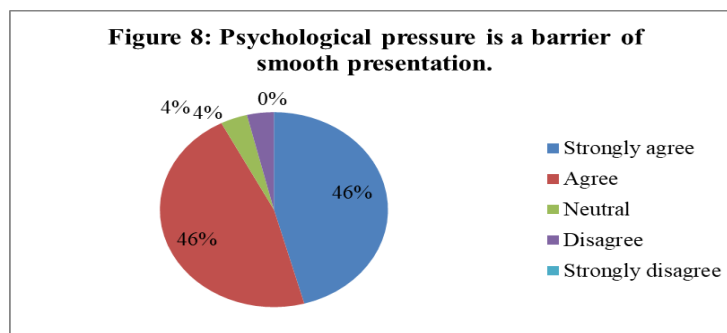
Question 8:

The eighth statement was “Psychological pressure is a barrier to smooth presentation.” Psychological pressure includes all mental issues like nervousness, fear, hypertension, anxiety, etc. These are the psychological barriers that students face during the presentation. This information is shown in the following table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	48	46%
	Agree	49	46%
	Neutral	4	4%
	Disagree	4	4%
	Strongly disagree	0	0%

Figure 8:

Here, among 100% of respondents, 46% respondents strongly agreed that psychological pressure is a barrier to smooth presentation and 46% of respondents agreed with this statement. On the other hand, 3% of the respondents remained neutral and 4% of participants disagreed that psychological pressure is a barrier to a smooth presentation. This information is given below through a pie chart:



Question 9:

The ninth statement to the respondents was “Logical coherence is an integral part of presentation. This information is shown below in the table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	26	25%
	Agree	66	63%
	Neutral	13	12%
	Disagree	0	0%
	Strongly disagree	0	0%

Figure 9:

Here, 25% of students strongly agreed with the statement that logical coherence is an integral part of presentation and 63% of students agreed with it whereas 12% of students remained neutral. No student disagreed and strongly disagreed with this statement. Logical coherence in presentation means arranging information in a meaningful and ordered way. This is very important to make the audience understand the topic and make the presentation effective.

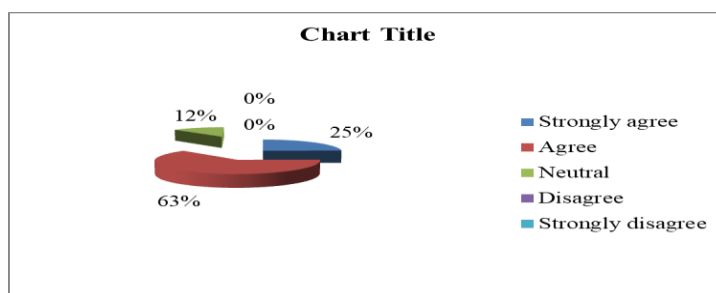


Figure 9: Logical coherence is an integral part of presentation.

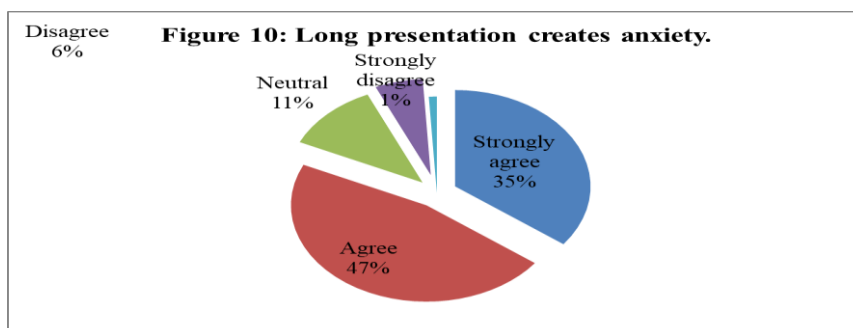
Question 10:

The tenth statement was “Long presentation creates anxiety”. The feedback is given below in table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	37	35%
	Agree	49	47%
	Neutral	12	11%
	Disagree	6	6%
	Strongly disagree	1	1%

Figure 10:

35% of participants strongly agreed that a long presentation creates anxiety 47% of participants agreed to this statement and 11% of participants remained neutral. On the other hand, 6% of the participants disagreed and 1% of participants strongly disagreed with the statement that a long presentation creates anxiety. There is controversy in this statement. For some students who are good at speaking skills, a long time doesn't matter but for the weak students, it is a great issue. This information is given below through a chart:



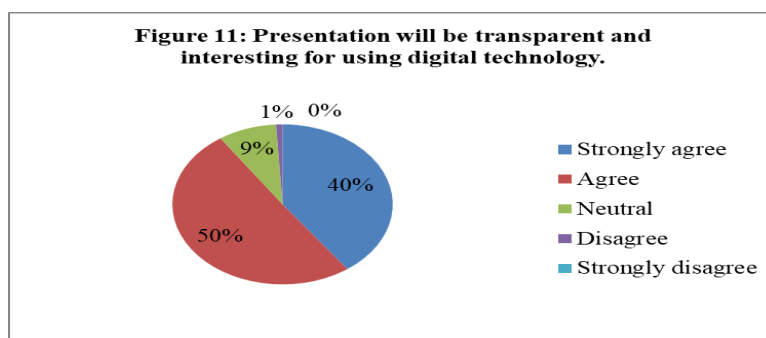
Question 11:

The eleventh statement was “The presentation will be transparent and interesting for using digital technology.” Using digital technology means presenting by using a computer, projector, PowerPoint device, sound system, and other electronic devices. Technology can make presentations easy and smooth. But in that case, students have to know the proper use of those technologies. If one does not know the proper use of these, one may face during the presentation. The use of technology like PowerPoint presentations, use of images, and graphics can make presentations more interesting and transparent. This information is given below in the table:

Total Respondent	Response	Particular Number of respondent	Percent
105	Strongly Agree	42	40%
	Agree	53	50%
	Neutral	9	9%
	Disagree	1	1%
	Strongly disagree	0	0%

Figure 11:

Here, among the 100% of respondents, 40% respondents strongly agreed that the presentation will be transparent and interesting for using digital technology and 50% of respondents agreed with this statement. On the other hand, 9% of the respondents remained neutral and 1% of participants disagreed that the presentation would be transparent and interesting for using digital technology. No participant strongly disagreed with this statement. This information is given below through a pie chart:



2.3. RECOMMENDATION

From the experience of the study, it is found that although there are so many problems with presentation skills its prospect has a long-term effect on our academic and professional life that cannot be ignored. Not only in the higher education sector but also in secondary and higher secondary level, presentation skills should be introduced so that students can acquire proper knowledge about this skill from the beginning.

Teachers should give more presentation tests so that students can overcome their shyness, anxiety, fear, and can be enough fluent in speaking skills. In that case, teachers should fix a certain time for the presentation test to allow students to prepare for the test. Besides these, teachers should encourage students by the benefits of presentation skills so that the students can overcome the obstacles internally.

A beginner course in computer knowledge should be formed at the beginning so that students can acquire skills in digital technology. Digital technology like, computers, Microsoft Office, sound systems, make presentations more effective.

CHAPTER 3

CONCLUSION

The findings of the study suggest some prospects and problems of presentation skills, which are considered a dimensional way of learning the English language easily. The status of English in our country is as a foreign language but in the official sector, like- the high court, Supreme Court, and other multinational companies, English is used as an official language. So, the importance of English cannot be ignored. From our childhood to higher level education English language is taught. But, as we are Bengali and our environment is Bengali, students do not get much opportunity to speak in English. For this, in English language classrooms, presentation skill is introduced to measure students' learning quality. Written tests can measure students' writing, reading, and listening skills but cannot measure their speaking skills. Speaking is considered the practical use of language. One may be good at writing but may not be good at speaking. Whatever goes into the mind can be written easily but it becomes terrible while speaking because speaking needs full concentration and logical arrangement rather it will not be meaningful. For this, at the graduation level, students face presentation tests so that they can use the language in their practical life in the future. However, in the secondary and higher secondary levels, there are no applications of presentation tests.

Going through the survey, it is observed that some difficulties were faced by students during the presentation. The problems are both psychological and material-based. Fear, shyness, nervousness, anxiety, hypertension, and lack of motivation are the main elements of psychological barriers that one student may face. And the material-based problem is like the learners don't know the proper use of digital technologies. By overcoming these obstacles, one can be facilitated by presentation skills. The prospects of presentation are being capable of using and speaking fluently English language, which can help students in their future professional lives.

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APPENDICES

QUESTIONNAIRE

This questionnaire is designed to analyze your perception regarding Prospects and problems of presentation: a case study on the undergraduate students of English discipline, Khulna University.

Name:

Gender:

Level of the Student (year):

Please read each statement carefully and then mark the option (□) that best expresses your opinion.

1. Presentation skill improves speaking skill.

a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.

2. Presentation helps to learn English correctly.

a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.

3. It can remove tongue shyness in public speaking.

a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.

4. Time management is a crucial factor for presentation.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
5. Fluency in presentation make students prepare for their professional life.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
6. Material based presentation is effective and transparent for the audience.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
7. Poor language command and lack of experiences are the main obstacles of presentation.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
8. Psychological pressure is a barrier of smooth presentation.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
9. Logical coherence is an integral part of presentation.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
10. Long presentation creates anxiety.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.
11. Presentation will be transparent and interesting for using digital technology.
a)Strongly agree b)agree c)neutral d)disagree e)strongly disagree.