

The Promotion of Engineering Students' English Presentation Ability Using the Genre-Based Approach

Piyatida Changpueng* and Karnchanoke Wattanasin

Department of Languages, King Mongkut's University of Technology North Bangkok, 1518 Bangsue, Bangkok 10800, Thailand

ABSTRACT

The purposes of this research were to examine the presentation ability achievement of fourth-year undergraduate engineering students at King Mongkut's University of Technology North Bangkok, Thailand after they studied how to give investigation report oral presentations using the genre-based approach (GBA), and to determine the attitudes of the students towards the GBA. Data were collected using pre- and post-tests, a questionnaire, semi-structured interviews, and student logs. The results revealed that the employment of the GBA in teaching oral presentations was effective, and the students' attitude toward the genre-based lessons was positive. Learning how to write investigation reports prior to how to present them familiarized the students with the vocabulary and other important information for the presentations. The lessons allowed the students to practice with constant feedback and support from the teacher and their peers, leading to better achievement on the post-test and a positive attitude toward the teaching method.

Keywords: English for specific purposes, genre-based approach, teaching oral presentations

INTRODUCTION

One of the goals of teaching English for specific purposes (ESP) is to serve the learners' linguistic needs directly pertaining to their future career. In order to help them in their future work, undergraduate engineering students also need to take ESP courses in order to fulfill their professional roles satisfactorily. Giving oral presentations in English is one of engineers' language communication skill requirements (Radzuan & Kaur, 2011; Rajprasit, Pratoomrat,

ARTICLE INFO

Article history:

Received: 27 May 2017

Accepted: 30 April 2018

Published: 28 September 2018

E-mail addresses:

changpuengpiyatida@gmail.com (Piyatida Changpueng)

karnchanoke@gmail.com (Karnchanoke Wattanasin)

* Corresponding author

Wang, Kulsiri, & Hemchua, 2014; Suwa, Miyahara, & Ishimatsu, 2012); yet many experienced Thai engineers do not have sufficient skills in discussion, business negotiation, or face-to-face communication with foreign professionals (Hart-Rawung & Li, 2008). Managers and supervisors report that their engineers lack the ability to present information in English (J. Kiatpipat, personal communication, January 10, 2011; W. Rattanaburi, personal communication, March 15, 2011), and engineering students themselves have numerous similar concerns (Changpueng, 2012; Radzuan & Kaur, 2011; Rajprasit, Pratoomrat, & Wang, 2015). It has been argued, unfortunately, that novice engineers' lack of confidence in oral communication and reading ability results from educators' failure in preparing them for ESP communication (Jarupan, 2013; Rajprasit, Pratoomrat, Wang, Kulsiri, & Hemchua, 2014).

Engineers are frequently required to write investigation reports—discussing problems, for instance, with products or machines in their workplace and solutions to those problems—and then present them. However, giving presentation in English is not easy for them. Presenting in English can be categorized as *talk as performance* (Richards, 2008), and is a distinct form of speaking that “often follows a recognizable format ... and is closer to written language than conversational language” (p. 27). Such a statement shows that it would be difficult for students studying general English to apply the knowledge from the classrooms to the specific contexts of their jobs where

a certain rhetorical style and sequence and specific language use take prevalence (Brown, as cited in Nation & Newton, 2009). This means that we need to find a teaching method that helps students comprehend and recognize rhetorical styles, the sequencing of content, and specific language patterns in giving presentations in English directly related to their profession.

In order to meet the needs of engineering students in terms of being able to present investigation reports in English, the genre-based approach (GBA) to English teaching is employed in the present research, as the GBA focuses on explicit teaching (Hyland, 2007), where students can see patterns or formulae and the sequences of information in giving presentations clearly. It is expected that students will be able to provide oral presentations well if they understand the patterns and forms of presentations. Engineers normally give technical presentations that require a pattern or formula, such as presenting reports, projects, and job progression. According to Webster (2002), employing particular genres in communication involves choosing pre-determined linguistic formulae for achieving the purposes, and students need to learn these linguistic formulae in order to communicate successfully. Since engineers' presentations of investigation reports are rather similar in structure to written reports, the researchers have adopted the GBA for teaching presentations in this study in order to extend the application of the GBA, and to find more effective ways to help students learn to use English in their specific

contexts. Some research has been carried out to investigate the effectiveness of the GBA in teaching how to give oral presentations. Webster (2002), for example, investigated the effectiveness of the GBA with an advanced Japanese English communication class for a semester. The results revealed that the students were able give presentations well. Further, Miyata (2003) employed the GBA to compare students' oral presentation ability and the self-confidence of advanced business English students at Rajamangala Institute of Technology, in Chaingmai, Thailand, focusing on presenting various types of information in a company, such as company profiles and product descriptions. It was found that the students' oral presentation skills improved after learning through the GBA. Their self-confidence also increased after the lessons. However, not many studies have focused on the GBA in terms of teaching engineering students whose English is not at the advanced level how to give presentations. The present study aims to fill this gap by teaching engineering students whose English is not at the advanced level how to give oral presentations in English using the GBA.

The research questions are as follows:

- What is the presentation ability achievement of students receiving instruction based on the GBA?
- What are the attitudes of students toward GBA-based presentation instruction?

LITERATURE REVIEW

Oral Presentations

As mentioned earlier, engineers frequently give oral presentations (Kassim & Ali, 2010), so students need to be prepared in order to be more competitive and successful engineers in their future workplace. Whether it is for academic or professional purposes, familiarizing students with the genre of presentations is crucial for their communicative achievement (Swales, 1990).

Although oral presentations are vital, it has been found that Asian students rated giving oral presentations as the most stressful communicative event (Woodrow, 2006). King (2002) viewed oral presentations as “a face-threatening activity” and stated that “speech anxiety and limited presentation skills were the major problems that lead to learners' oral presentation failures” (p. 1). In order to solve some of the problems in giving oral presentations, it is imperative that the teacher choose an effective teaching approach. There are some important rules in giving effective presentations. For example, Noor, Manser and Atin (2010) suggested that you needed to structure the presentation so that you would know how to arrange the time in each part of it. In addition, the presentation materials should be simple and have a logical sequence. Finally, the content should consist of an introduction, body, and conclusion (Munter & Russell, 2002; Noor, Manser & Atin, 2010).

The Genre-based Approach

Genre is not a new concept; it has been studied for quite a long time. Therefore, its meaning varies based on the viewpoints of different scholars. For example, “genre has been defined as a class of communicative events, such as seminar presentations, a university lecture, or an academic essay” (Paltridge, 2004, p. 2). In this study, the definition of genre will be discussed in relation to the ESP genre.

The definition of the GBA involves three characteristics (Kay & Dudley-Evans, 1998). First of all, it aims to make learners aware of the structure and purpose of the texts of different genres—the significant features. Secondly, the GBA uses the results from the genre analysis as an example for teaching and learning. Finally, understanding texts in terms of linguistics is not enough; understanding the accompanying social context is also needed. In this study, therefore, the GBA is defined as a method to teach oral presentations; it focuses on making students aware of the purposes of spoken texts, their linguistic features, the relationship between the linguistic features and the purpose of each move, and the organization of genres.

The details of the GBA instruction was based on the different schools of the genre. There are currently three schools of genre (Hyon, 1996)—Systematic Functional Linguistics (SFL), New Rhetoric (NR) and English for Specific Purposes (ESP)—each school focusing on different aspects with some overlapping of definitions. For example, SFL sees genre as a social

process since the members of a culture interact with each other to reach their goals (Hyland, 2007). Therefore, when they want to communicate they need to choose appropriate language based on the types of activities, the relationship of the participants, and the role of language (e.g. spoken and written language). With respect to NR, this concept lies more in the relation between texts and contexts, focusing less on the structure of the text. Texts are considered as purposeful and as interacting with context in order to achieve social action (Miller, 1994). Moreover, NR places less emphasis on the genre theory of teaching text form and pays more attention to helping native or L1 university students understand the social functions of genre and the contexts in which these genres are used (Hyon, 1996). In contrast to NR, ESP focuses on the details of the formal characteristics of genre. ESP aims to help learners recognize and learn the patterns of language required in various academic and professional contexts (Hammond & Derewianka, 2002). Most studies involving the ESP concept concern non-native English speakers in the academic and professional areas (Hyland, 2007). The definition of the ESP genre in the view of Swales (1990), who is a pioneer in this area, is as follows:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community and thereby constitute the rationale for

the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choices of content and style (p. 58).

The definition above explains that if the people in a communicative event shares a common focus regarding the purposes of the communication, the event constrains and shapes the schematic structure, and these events constitute a genre. In this study, the definition of ESP focuses on Bhatia's work. Bhatia's (2004) definition focuses more on the purpose of communication, its conventions, and its constraints as their communicative patterns. Genre is "language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of disciplinary or social institution, which gives rise to stable structure forms by imposing constraints on the use of lexicogrammatical as well as discoursal resources" (Bhatia, 2004, p. 23). These ESP definitions of genre have led to many studies in this field, such as genre analysis (Bhatia, 1993; Henry & Roseberry, 2001; Pinto dos Santos, 2002; Yakhontova, 2002). Some concentrate on students both at the graduate and undergraduate levels by applying the results of genre analysis (Changpueng, 2013; Cheng, 2006; Henry & Roseberry, 1998). In this study, ESP genre is seen as a recognizable and recurring spoken pattern that meets the various communication needs and purposes of members of the engineering community. Its conventional linguistic and rhetorical features reflect the functions, purposes, and contexts of the engineering

community that produces them. These contextual and cultural constraints are recognized by members of the engineering community.

In the present study, the focus is placed on the ESP and SFL concept. This study adopts the concept of genre analysis (ESP genre) to teach students. That is, the oral presentation lessons were created based on the results of genre analysis (investigation report of engineers). However, ESP does not suggest how to teach writing or speaking in each genre by applying genre analysis results in the lessons. Therefore, the teaching stages in this study were created based on the concept of SFL. This is what they call teaching and learning cycle. It was found that the teaching stages suggested by SFL, whose details would be explained in the next section, were very useful and effective.

Genre Analysis

Genre analysis is an important concept in the field of ESP because it is a way to help learners understand how schematic structure and linguistic features are related to each other and to its purpose of the genre, including the sequencing of the structure. Dudley-Evans and St. John (1998) explained that genre analysis was textual analysis emphasizing the regularities of structure that distinguished one type of text from another type. Hyland (2003) argued that genre analysis, in linguistics, was related to describing the higher level organization and structures of written and spoken texts. The objective of genre analysis is to find a link between the linguistic features of a genre

and the action they perform (functions, purposes). Swales had developed a technique to analyze genres (genre analysis) into a hierarchical schematic structure that he called move-step (Swales, 1990). In conclusion, what we receive from genre analysis is the organization of a genre or what we can call moves and steps, including the linguistic features to help learners write or speak similarly to people in the professional community. In this study, the genre analysis concept was adopted for the teaching lesson section.

Genre-Based Approach Instruction

At the heart of the genre-based approach (GBA) instruction is teaching students how to use the organization of each genre or results of the genre analysis to accomplish coherent and purposeful prose. In other words, the teacher needs to help the students speak in order to achieve some specific purposes. There are a few important terms underpinning the concept of genre instruction: social constructivism, explicit teaching, and the teaching and learning cycle.

Social Constructivism. It was in the 1930s that Vygotsky developed his theory, constructivism. According to Mace (1994), the major theme of Vygotsky's theory was that social interaction played a fundamental role in the process of cognitive development. This is because when learners encounter something new, they have to reconcile it with their previous knowledge and

experience. Vygotsky (1978) believed that this long process of development depended on social interaction and that social learning actually led to cognitive development. This process of learning is called the Zone of Proximal Development (ZPD). It means that a student can perform a task under adult guidance or with peer cooperation that cannot be achievable alone. The notion of ZPD is applied to pedagogy through the concept of scaffolding (Bruner, 1990). This concept claims that employing scaffolding in lessons is necessary since learners can write better with learning and practicing with teachers and friends (Emilia, 2005; Kongpech, 2006).

Explicit Teaching. This term offers the students an explicit understanding of how texts in target genre are structured and why they are written in certain ways to achieve their communicative social purpose are required (Hyland, 2003). In this study, the focus was placed on spoken language. In addition, students have to know the lexicogrammatical patterns that are typically used to express meanings in the genre in order to create a well-formed and effective text (Hyland, 2007).

Teaching and Learning Cycle. The teaching and learning cycle is a common teaching stage designed for teaching writing based on the GBA, especially for the Sydney School or SFL genre (Johns, 2003). Although the teaching and learning cycle is developed for the "SFL genre," it is believed that it can also be employed with the "ESP

genre.” The detail of the cycle will be described in the teaching method section.

In conclusion, the conceptual framework consists of three main parts: giving oral presentations, the genre-based approach

(ESP genre, SFL genre, genre analysis), GBA instruction (social constructivism, explicit teaching, and the teaching and learning cycle), as can be seen in Figure 1.

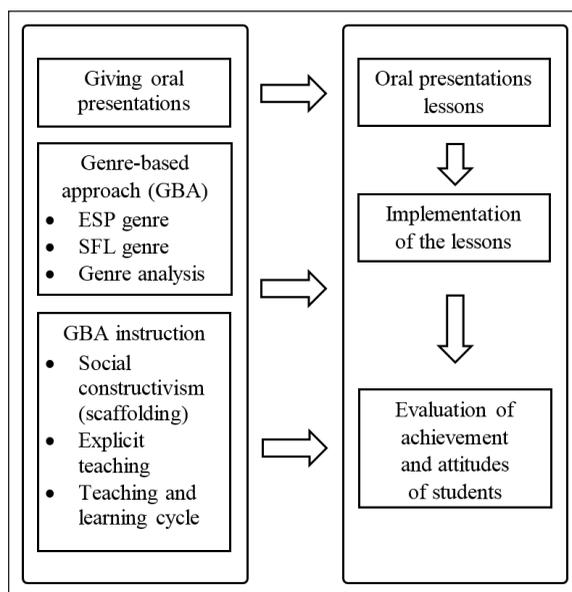


Figure 1. The conceptual framework of this study

METHODS

Analysis of the quantitative (pre-test, post-test, and a questionnaire) and qualitative data (semi-structured interview, student log) was employed in this study as a mixed-method research design (Tashakkori & Teddlie, 1998) to allow for triangulation of the data in order to strengthen the validity of the results (Wasanasomsithi, 2004). Both the student log and semi-structured interviews were used to cross-check the data regarding their attitude toward the teaching method via the questionnaire.

Participants

The participants consisted of an intact group 22 KMUTNB engineering students, so it was considered a rather small sample size. They enrolled in one section of the English for Engineers course at KMUTNB as an elective during the second semester of academic year 2014. They were fourth-year students studying in the departments of mechanical and electrical engineering. During the first year of their study, these students took three hours of English per week for two semesters as compulsory courses, whose focus was on learning the four skills in English. In the English for Engineers course, there were five lessons

during a 15-week period. The content of the course consisted of reading, writing request e-mails, job interviews, writing investigation reports, and giving presentations. Most of the materials and exercises for teaching presentations were created by the first author of the study based on the theory of the ESP and SFL genre, while some were adapted from Foley (2011) and Bhatia (1993).

Variables

In this study, the independent variable is teaching oral presentations using the GBA. The achievement of the students and their attitudes after studying the GBA lessons are the dependent variables.

Research Design

A one-group, pre-test and post-test design was adopted in this study in order to measure the effects of teaching investigation report presentations in English through the GBA (Fraenkel & Wallen, 2006). The participants were tested on their presentation ability at the beginning of the semester (pre-test), and were taught how to write investigation reports through the GBA during the first three weeks. This helped them to understand the structure of investigation reports, the purpose of each part of the report, the appropriate grammar of each part of the report, and the required vocabulary. After that, they studied how to give investigation report presentations for four weeks. The content from the writing practice helped the students to see how to organise the ideas in each part of the presentation, and the order

of the presentation, including the required expressions in each part of the presentation. The content also covered creating visual aids and the delivery of the presentation. The students then practised their presentations by using the content that they learnt from writing investigation reports. Finally, their achievement in giving presentations was tested in weeks 14 (post-test).

Teaching Materials

One of the main materials in the first part of this study was a list of moves and steps of engineering investigation reports (Figure 2), analyzed in an earlier study (Changpueng, 2009). Students need to comprehend the details of these moves and steps before beginning to practise presentations. The content of teaching presentations was divided into 3 parts: introduction, body, and conclusion (Munter & Russell, 2002; Noor, Manser & Atin, 2010). The expressions that could be utilized in each part were compiled by reviewing the related literature, interviewing engineers, and analyzing their audio presentation samples.

Teaching Methods

The teaching and learning cycle, proposed by scholars in the field of SFL (Figure 3), was adapted from teaching writing and employed as the teaching stages for oral presentations in this study. Figure 3 indicates that there are five teaching stages in this study. The main purpose of the cycle was to help learners become engaged in activities that could help them develop the

ability to comprehend texts (Hyland, 2007). Underpinning this teaching concept is the notion of scaffolding, which relies on social

constructivism language acquisition theory (Feez & Joyce, 2002; Kongpetch, 2006).

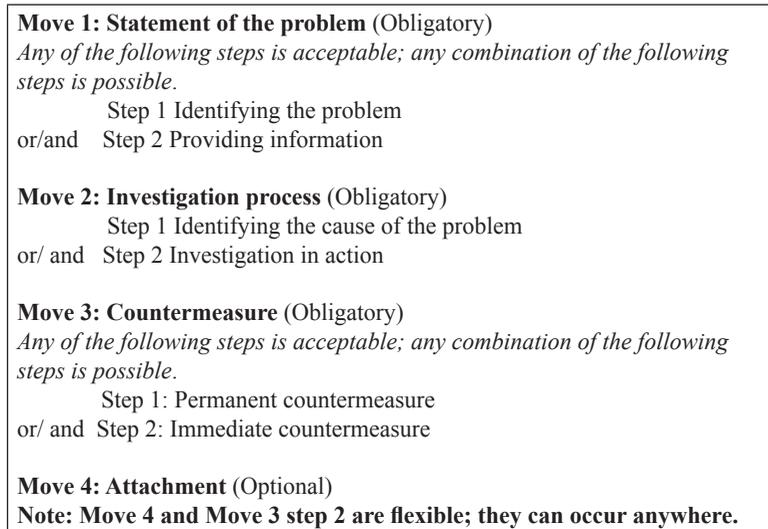


Figure 2. List of moves and steps of investigation reports written by engineers (Changpueng, 2009)

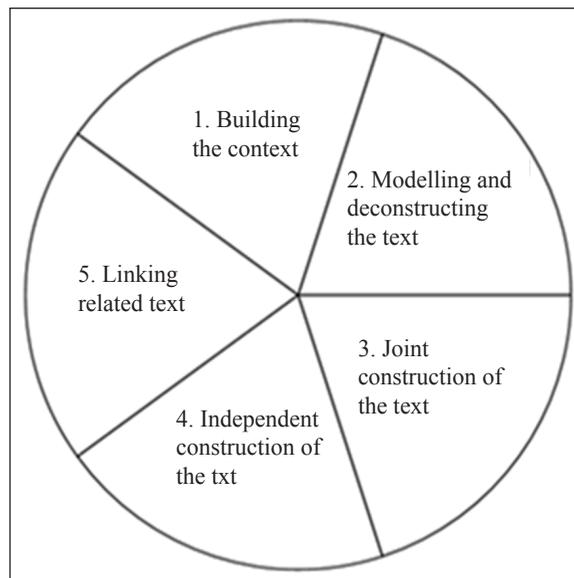


Figure 3. The teaching-learning cycle (Feez & Joyce, 2002)

Building the Context

The purpose of investigation report presentations and their context is introduced. The emphasis is placed on the functions of language and how meanings works in context. Many activities were used. For example, vocabulary exercises and group discussion were used as a warm-up activity. Additionally, listening to different types of short presentations was focused on here.

Modeling and Deconstructing the Text

The structure of presentations and the purpose of the three sections of giving presentations, introduction, body, and conclusion, are introduced. This also includes the language features that students could use in each part of the presentation. Therefore, many presentation models for each part of the presentation were distributed to the class and the students were asked to read and analyze them in groups. Together, these activities allowed the students to see the whole picture of a presentation, expressions, the linguistic features of each part, and the generic structures commonly used in giving presentations. To make the presentations more meaningful, the content of nonverbal delivery in presentaiton was needed after this. Many VDO clips were shown and the students were asked to criticize them.

Joint Construction of the Text

Before presenting independently in the next stage, the students were asked to practice presenting in peer work and group work. At this stage, they could make use of the

knowledge that they learnt from writing reports. That is, the students practiced presentations according to the provided presentation situations and they needed to create their own scripts based on the structure of the investigation reports. The teacher walked around the classroom to provide the students with advice and feedback. At the same time, the students needed to give each other feedback according to the provided checklist.

Independent Construction of the Text

The purpose of this step was for the students to apply what they had learned in order to give their presentations independently, while the teacher supervised, encouraged, and advised them. All of the students needed to give a presentation in class two times with teacher feedback. At this stage, they could see their friends' performance and learnt from the teacher's feedback in order to improve themselves.

Linking Related Texts

This final stage gave the students the opportunity to investigate how the genre they had been studying was related to other texts that appeared in the same or in a similar context as the other genres they had studied, and to issues of interpersonal and institutional power and ideology.

Data Collection and Instruments

Pre-test and Post-test. In order to prove the effectiveness of the teaching method in terms of student learning, the students needed to complete the pre-test and post-

test. There was only 1 item in both tests that asked the students to show their performance in oral presentation.

The details of the test were created based on the test construction from the analysis of a specific purpose target language use situation (TLU) by Douglas (2000). The test was validated by three experts, and the IOC index was 1.

In the pre-test, the students were asked to give a presentation in English in groups of 3 to 4 members. They had to choose a topic from three provided topics, all based on investigation reports. They were allowed one hour to prepare for the presentation.

The post-test was an achievement test that would reveal the extent to which they had improved after attending the presentation lessons. The test was similar to the pre-test but it was set as a group project with a topic of their choice—which could be any topic related to investigation reports. They were asked to present in the auditorium of the faculty with the presence of people outside the class that they wished to invite. The evaluation criteria, announced in advance, consisted of using the correct language for each move, function, delivery, and fluency, covering all moves and appropriate vocabulary. The total raw score was 40. The test was scored by two raters, whose scoring was tested for correlation and reliability, and the results of their grading were then calculated using Pearson's product moment correlation coefficient (Wiboolsri, 2008). It was found that there was no significant difference in the grading between the two raters. The

correlation value between the two raters of the test was 0.96.

Questionnaire. An attitude questionnaire, written in Thai in order to prevent a language barrier, was designed to evaluate the attitude of the students toward the GBA, and was completed at the end of the lesson. The questionnaire was created by the researcher of this study. The questionnaire was divided into two parts: the attitudes of the students after studying using the GBA (a five-point Likert scale) and suggestions about the teaching method (an open-ended question). The content consists of three components: teaching method, teaching activities, and speaking achievement. The reliability of the questionnaire was 0.88. The validity of the questionnaire was evaluated by three experts and the IOC index value was 0.9.

Interview and Student Log. A semi-structured interview and student logs were used to cross-check the data regarding their attitude toward the teaching method via the questionnaire as a triangulation technique. The interview questions were somewhat similar to the questions in the questionnaire in terms of the topics, consisting of three components: teaching method, teaching activities, and speaking achievement. The validity of the interview questions was evaluated by three experts and the IOC index value was 0.86. Five students, the number that represented more than 10 percent of all the students in the class, were randomly chosen to be interviewed one day after they completed the questionnaire.

As for student logs, there were two: after finishing the pre-test and after finishing the post-test, and the students were asked to write both of them. The questions for the pre-test concerned their problems in giving presentations, what they wished to improve, and their expectations from the course. After the post-test student log, the content of the student logs were divided into two parts. For the first part, the students were asked to write about their attitude toward the teaching method and learning activities in the lessons. The second part provided statements that concerned how many presentation problems they were able to solve. These statements were created based on the problems that the students wrote about in the first student log (after the pre-test). For example, "I know how to speak English in each part of the presentation and I know how to organize my ideas in presentations properly." The students chose the statements that they agreed with by marking them. The validity of the student logs was evaluated by three experts and the IOC index value was 0.9.

Data Analysis. The scores from the pre-test and post-test were compared by using a dependent samples t-test in order to examine the extent to which the method of teaching presentations used enhanced undergraduate engineering students' presentation achievement. Mean scores and percentages were used to determine the attitudes of the students towards the GBA through the questionnaire. In addition, the answers from the respondents in the

interview session were analyzed using content analysis (Fraenkel & Wallen, 2006), as was the information in the first log (after pre-test). For the second log (after post-test), percentages were used to analyze the data.

RESULTS

The results are divided into two parts: the students' presentation ability achievement and the attitudes of the students towards the GBA.

Presentation Ability Achievement

From the pre-test and post-test scores among the engineering students in Table 1, it can be seen that the maximum score for the pre-test was 33.5 and 38.5 for the post-test. With respect to the minimum scores, the minimum score for the pre-test was 22, while it was 30 for the post-test. Thus, the mean for the pre-test was 28.4. The mean for the post-test was 35.5. The average score of 28.4 meant that the students had some background knowledge in giving presentations in English because the score was not too low. The mean score for the post-test (35.5) was higher than those for the pre-test (28.4). As for the post-test mean score (35.5), it showed that the students had improved their presentation ability quite a lot since the score was quite high. In addition, the t-test results revealed that the presentation ability achievement scores from the post-test of the students that were taught with the GBA were significantly higher than those on the pre-test ($p < 0.05$). This indicates that the GBA was effective.

Table 1

Comparison between the pre-test and post-test presentation ability scores using a t-test for the engineering students

Tests	N	Mean	S.D.	t	P
Pre-test	22	28.4	3.40	9.39*	0.00
Post-test	22	35.5	2.09		

*p < 0.05

Attitude towards the GBA

The results of the analyses indicated that most of the students had a positive attitude toward the GBA, as seen in the mean scores for each item of the questionnaire, which was higher than 3.5. For example, many of the students (item 1, mean score = 4.77) agreed that practicing presentations by studying writing investigation reports first was suitable for them. They also thought that the activities and exercises in the lessons helped them to improve their presentation ability (item 2, mean score = 4.59). They also indicated the following: practicing the presentation part by part made their learning

easy to understand (item 5, mean score = 4.63); practicing the presentation using the GBA helped them know what they should say in each part of the presentation (item 6, mean score = 4.77). They also felt that they had more confidence in giving oral presentations (item 16, mean score = 4.50) and learned how to organize their ideas in each part of the presentations (item 20, mean score = 4.59). In addition, the average mean score for all of the items was 4.54. The students' positive attitude was confirmed by the results of the qualitative data (interview and student log).

Table 2

Attitudes towards the GBA

Items	Content	Mean
1	Practicing presentations by studying writing investigation reports first was suitable for me.	4.77
2	The activities and exercises in the lessons helped me to improve my presentation ability.	4.59
3	The content of the lessons was easy to understand.	4.63
4	The activities and exercises were suitable for my English background knowledge.	4.77
5	Practicing the presentation part by part made my learning easy to understand.	4.63
6	Practicing the presentation using the GBA helped me know what I should say in each part of the presentation.	4.77
7	Studying by noticing how to use English in presentations by reading samples, watching VDO clips, and CDs made me understand how to use English for presentations better.	4.36
8	Studying by noticing the delivery in presentations by reading samples and watching VDO clips improved my delivery skills.	4.36

Table 2 (*continue*)

Items	Content	Mean
9	Watching the VDO presentations of three engineers as examples allowed me to know the level of my presentation skills and to improve them.	4.50
10	Practicing presentations by studying writing investigation reports first was suitable because it was easier and more fluent for me to prepare the script for the presentation.	4.63
11	Studying how to give an investigation presentation after practicing investigation report writing made me feel comfortable in studying in presentations.	4.59
12	The time arrangement for practicing each part of the presentation lesson was suitable.	4.31
13	The feedback given by the teacher at the end of each session was suitable.	4.31
14	Studying the presentation lessons made me more knowledgeable.	4.68
15	The presentation lessons gave me more knowledge about how to make my presentation more interesting.	4.42
16	I felt that I had more confidence in giving oral presentations.	4.50
17	This teaching method made me more skillful in giving presentations.	4.63
18	The writing report lessons helped me understand how to arrange sentences.	4.40
19	The writing report lessons helped me understand how to organize information for presentations.	4.63
20	I learned how to organize my ideas in each part of the presentation.	4.59
21	I now know more vocabulary related to presentations.	4.54
22	The lessons made me aware of how to choose the language to be used with different people.	4.36

The student logs after doing the pre-test showed that many of the students thought that they could not do well with the presentation for many reasons; for example, they could not arrange the sentences in English or their ideas well, they did not know how to organize their presentation properly, they did not know the kinds of information that they should include in the presentation, they did not know the appropriate vocabulary, and they could not present fluently. In contrast, the student logs after the post-test showed that the students had positive attitudes towards the GBA because this teaching method helped them solve the problems mentioned in the first student logs (after pre-test); it also

improved their presentation ability. Table 3 reveals the students' opinions expressed in their logs (after the post-test student logs) after learning to give presentations using the GBA. In Table 3, the results showed that the problems that the students encountered during the pre-test could be solved after the treatment. This can be seen from the number of students that chose each item. For example, many students or 86.36% indicated that they knew how to speak English in each part of the presentation. This was interesting because it reflected what many students mentioned in the first log, that they did not know what they should say in each part of the presentation. Also, this result is similar to the results

in the questionnaire mentioned above in item 6. Next, 81.81% of the students agreed that they learned how to organize their ideas in each part of presentation properly. This result agrees with the result of the questionnaire (item 20) mentioned above as well. Many students also agreed that they had more confidence in giving a presentation in English. Additionally, this result is congruent with the result of the questionnaire (item 16). Further, 86.36% of the students thought that this teaching method could solve their problem concerning the use of English in connecting the parts of the presentation. This also confirmed that the GBA solved the problem that the students pointed out in the first student log.

In addition, the results of the student logs verified that the students liked the GBA because they agreed that studying by practicing writing reports first and then practicing presentations was valuable. This is similar to the result in questionnaire item 1 and 6 mentioned previously. For example, one student stated:

If we hadn't learned the details of the report first it would have been difficult for me to understand and make use of the specific terms that engineers use and also the information we should include in writing investigation reports. This could be hard for me in a presentation if I do not understand the information for the presentation clearly enough. (S7)

Additionally, studying reports first enhanced their understanding of the

organization in their presentation. As one student explained, "*understanding how to write reports first helped me to understand more how to organise and order the ideas in presenting those reports.*" According to another student, "*good report presentations require good quality reports first because they support each other.*" (S13)

In the same vein, the student answers from the interviews indicated the perceived benefits of the teaching method. The students agreed that they liked the teaching method in terms of practicing writing reports first and then learning how to present those reports. This was because they knew the content they should use in each part of the presentation. This result is similar to the results from the questionnaire and student logs mentioned above. This is shown in the following excerpts. For example:

I agree that practicing the presentation part by part was great. Studying like this helped me to understand well. For example, when I studied the first part that was about the introduction of presentations, I could see that there were many expressions that we can use to introduce a presentation. I didn't know about this before. This also helped me to see how to order the parts of a sentence, including how to link each part of the presentation. (S1)

I agree that practising writing reports first and then practising presentations is a good idea. This is because understanding the written reports can help me realise what kind of information

I need to provide in the presentation. Moreover, I understood more about the moves of written reports and their order in the presentation. This made it easy for me to give a presentation (S2).

In brief, according to the results of the test, it was found that practicing presentations through the GBA helped the

students improve their presentation ability. This can be seen from the improvement in the scores, which were significantly higher in for the post-test. In addition, the congruent analysis results from the questionnaire, interview, and student logs revealed that the students had a positive attitude toward the GBA.

Table 3
Opinions of the students after studying how to give a presentation using the GBA from the second student logs (after post-test)

No.	Opinions	Percentage
1	I know how to speak English in each part of the presentation.	86.36
2	I know how to use English to connect each part of the presentation.	86.36
3	I know what I need to say in making an appropriate presentation.	86.36
4	I know my English presentation skills.	86.36
5	I know how to organise my ideas in presentations properly.	81.81
6	I know how to arrange sentences in English.	77.27
7	I have more confidence in presenting in English.	77.27
8	I know what the appropriate gestures and delivery are in presentations.	77.27
9	I know more vocabulary now about writing reports and presentations in English.	54.54
10	I can present reports more fluently now.	50

DISCUSSION

The results of this study confirmed that the GBA is a useful teaching method as it significantly fostered the students' oral presentation abilities. The students also had a positive attitude towards the GBA. As for the improvement in their presentation ability, this can be explained as follows.

First of all, the students learnt how to give oral investigation report presentations by first practicing writing investigation reports and then practicing giving oral presentations. This method of teaching

enabled them to apply their knowledge from writing investigation reports together with what they learned about the structure, expressions, and delivery of giving oral presentations. Giving presentations is a kind of "talk as performance" (Richards, 2008), which is composed of a recognizable format and is also similar to written language, in which some language skills are also required for presentations, e.g. presenting in an appropriate sequence, using appropriate vocabulary, and using correct pronunciation and grammar. All in all, helping students

understand the parts of investigation reports, vocabulary, and grammatical points before practicing giving presentations is an effective method. In addition, another reason is that teaching with the GBA is explicit teaching, which helps the learners understand how target texts are structured and why they are written in the way they are (Hyland, 2007), a characteristic especially beneficial to EFL learners, as they need to learn and practise the language (Khatibi, 2014). Further, Firkins, Forey and Sengupta (2007) argued that language in the view of genre-based pedagogy means an open dynamic system and it should be taught explicitly. With the explicit teaching in this study, for example, students could see the target vocabulary (in the first teaching stage), and how to organize the parts in giving a presentation after analyzing the sample texts in teaching stage two. At the same time, the students could also see the kinds of language and expressions that they can use in each move of writing investigation reports and giving presentations. This is similar to what Jones (as cited in Richards, 2008) had suggested, that analyzing written examples was interesting for practicing formal speech because it helped learners to understand how texts worked and what their organizational and linguistic features were (see also Chaisiri, 2010; Miyata, 2003).

The last factor that supported the improvement of the students was the teaching stages. The teaching stages in the presentation instruction using the GBA in this study were created based on Vygotsky (1978)'s theory of social constructivism.

The students learnt from interaction with people with more experience—the teacher and friends in their groups—and gradually increased their presentation ability through their support. This can be called scaffolding. Jones (as cited in Richards, 2008) suggested that talking as performance required preparation and much scaffolding, as with a written text. Many activities can be employed for this, such as providing examples or models of oral presentations. In teaching stage 3, the teacher helped the students practice speaking move by move. The students also learnt from the video of experienced engineers, and then practiced with their friends in groups. Additionally, apart from the feedback from the teacher, the students gave one another feedback from their own experience and the provided presentation checklist. During teaching stage 4, the students gave their presentation individually in order to demonstrate the improvement in their presentation ability after practicing many times, and were offered feedback from the teacher and their friends as well. This repeated practice and feedback allowed them to gain more confidence in giving presentations.

Regarding the attitude of the students after the treatment, the students had positive attitudes toward the GBA, as can be seen from the results of questionnaire, student logs, and interviews. This can be explained as follows. First, the students felt that they were able to improve their presentation ability, so they liked the teaching method. This also made them feel confident in giving a presentation in English. Next, the

students felt comfortable when practicing the presentation with their teacher and friends. This can be seen from the third teaching stages. For example, the activities in the third teaching stage made the students feel comfortable in studying because they did not study alone; the teacher and their friends supported them. With this relaxed atmosphere, the students were able to study comfortably. Thus, creating a non-threatening and safe learning situation is crucial for students (Hovane, 2009; King, 2002). The more relaxed the students are, the better will their language ability proceed.

Implications

The findings of this study reveal the usefulness of teaching oral presentations using the GBA, especially for engineering students. The GBA prescribes teaching stages to which EFL teachers can apply various activities for teaching their students. First, practicing the writing content of the target genre first helps students learn related vocabulary and grammatical points; then the students learn the parts or moves of the oral presentations. These two stages can be carried out by asking students to analyze examples of the text type; providing many examples for the students is important. The students can see the lexicon, language, and expressions that they can use in giving the presentation. To compare the research results with those of previous literature, the results of this study are similar to the studies undertaken by Atai and Khatibi (2010); Henry and Roseberry (1998), and Khatibi

(2014). In these studies, the gene analysis technique and explicit teaching proved useful to the learners. As for the teaching activities, not only do they need to practice analyzing examples of text types, as mentioned before, but they also need to learn from watching authentic samples of presentations, such as watching the presentation videos of engineers. This implication is similar to that of Miyata (2003), where it was thought that the students should learn from watching presentation VDO samples because they are similar to real presentations. Another important activity was scaffolding. It is crucial for the teacher to design scaffolding activities to help students see the whole picture, and then they can study the details of the presentation part by part. Then, they can practice together with their teacher and with their friends in groups. All of the scaffolding activities in the present study were able to help the students reach their goal and to be able to present their own information. This implication is in alignment with Webster (2002)'s notion in that what learners learn from basic scaffolding can lead them to their own particular context. At the same time, the teacher should point out how to give effective deliveries in presentations. According to the interview results, the students preferred multiple individual presentations with feedback, so the teacher should manage time to help them with this. Working together in groups is also an important teaching activity; students need to work with their friends and give feedback to one another both during the stages of giving

presentations and of analyzing the parts of texts, since analyzing a text is not easy and they need support from their friends.

One of the limitations of this study was that it employed a one-group pre-test and post-test design, which is considered rather weak because uncontrolled-for threats to internal validity exist with such a method. Moreover, the subjects of the study consisted of an intact group of 22 engineering students, and this is typically considered a rather small sample size. Therefore, the suggestion for future study is to use both experimental and control groups in order to control the subject characteristics treat to internal validity (Wasanasomsithi, 2004). In addition, in future work the sample should be selected using sampling techniques. Finally, more research should be undertaken in the area of employing the GBA in teaching engineering students how to give oral presentations using different genres, such as progressive reports and projects. Applying the GBA to the teaching of speaking or writing to students from other majors is also suggested.

CONCLUSION

The rationale of this study was to explore an effective teaching method with which to teach English oral presentations to engineering students and to measure the attitude of the students toward the teaching method. The GBA was chosen as a teaching method since it was believed that students can present well if they understand the structure of a presentation and the language that should be used in each part of it.

Previous studies have revealed that teaching using the GBA can help students see the structure of presentations and help them to give presentations effectively. With the GBA, the students were instructed under the concepts of scaffolding, explicit teaching, and genre analysis. The results of this study also confirm the results of previous studies since the GBA was able to improve the presentation ability of the engineering students. In addition, the students stated that they preferred this teaching approach because with it they were able to improve their presentation ability and obtain more confidence, and they felt comfortable when they studied.

REFERENCES

- Atai, M. R., & Khatibi, M. B. (2010). The effect of genre consciousness-raising tasks on Iranian EFL learners' listening comprehension performance. *The Journal of Asia TEFL*, 7(3), 121-138.
- Bhatia, V. (1993). *Analysing genre*. New York, NY: Longman.
- Bhatia, V. (2004). *Worlds of written discourse continuum*. New York, NY: Bloomsbury Publishing.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, England: Harvard University Press.
- Chaisiri, T. (2010). An investigation of the teaching of writing with a specific focus on the concept of genre. *The International Journal of Learning*, 17(2), 195-205.
- Changpueng, P. (2009). *The development of an English writing course based on the genre-based approach for undergraduate engineering students at King Mongkut's University of Technology North Bangkok* (Unpublished

- doctoral dissertation). Chulalongkorn University, Bangkok, Thailand.
- Changpueng, P. (2012). *The study of engineering students' English presentation ability at KMUTNB*. Unpublished manuscript. King Mongkut's University of Technology North Bangkok, Bangkok, Thailand.
- Changpueng, P. (2013). The effects of the Genre-Based approach on engineering students' writing ability. *Journal of Social Sciences & Humanities*, 21(2), 735-756.
- Cheng, A. (2006). Understanding learners and learning in ESP genre-based writing instruction. *English for Specific Purpose*, 25, 76-89.
- Douglas, D. (2002). *Assessing Language for Specific Purposes*. UK: Cambridge University Press.
- Dudley-Evans, T., & St. John, M. (1998). *Developments in English for specific purposes*. UK: Cambridge University Press.
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia* (Unpublished doctoral dissertation). University of Melbourne, Melbourne, Australia.
- Feez, S., & Joyce, H. (2002). *Text-based syllabus design*. Sydney, Australia: Mcquarie University/ AMES.
- Firkins, A., Forey, G., & Sengupta, S. (2007). Teaching writing to low proficiency EFL students. *ELT Journal*, 61(4), 341-352.
- Foley, J. (2011). *Grammar meaning and discourse*. Bangkok, Thailand: Assumption University Press.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. New York, NY: McGraw Hill.
- Gibbons, P. (2002). *Scaffolding language scaffolding learning: Teaching second language learners in the mainstream classroom*. (Vol. 428). Portsmouth, NH: Heinemann.
- Hammond, J., & Derewianka, B. (2002). Genre. In R. Carter (Ed.), *Teaching English to speakers of other languages* (pp.186-193). Cambridge, United Kingdom: Cambridge University Press.
- Hammond, J., Burns, A., Joyce, H., Brosnan, D., & Gerot, L. (1992). *English for social purposes: A handbook for teachers of adult literacy*. Sydney, Australia: NCELTER.
- Hart-Rawung, P., & Li, L. (2008). Globalization and business communication: English communication skills for Thai automotive engineers. *World Academy of Science, Engineering, and Technology*, 24, 320-330.
- Henry, A., & Roseberry, R. (1998). An evaluation of a genre-based approach to the teaching of EAP/ESP writing. *TESOL Quarterly*, 32, 147-156.
- Henry, A., & Roseberry, R. (2001). A narrow-angled corpus analysis of moves and strategies of the genre: Letter of application. *English for Specific Purposes*, 20, 153-167.
- Hovane, M. (2009). Teaching presentation skills for communicative purposes. *Institute of Foreign Language Education and Research Kansai University*, 8, 35-49. Retrieved June 15, 2016, from <https://kuir.jm.kansai-u.ac.jp/dspace/bitstream/10112/835/1/KU-1100-20090331-04.pdf>
- Hyland, K. (2003). *Second language writing*. USA: Cambridge University Press.
- Hyland, K. (2007). *Genre and second language writing*. USA: University of Michigan Press.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30, 693-721.
- Jarupan, S. (2013). The English oral communication competency of Thai engineering students. *International Journal of Scientific and Research Publications*, 3(3), 1-9.

- Johns, A. M. (2003). Genre and ESL/EFL composition instruction. *Exploring the dynamics of second language writing*, 195-217. Cambridge, UK: Cambridge University Press.
- Kassim, H., & Ali, F. (2010). English communicative events and skills needed at the workplace: Feedback from the industry. *English for Specific Purposes*, 29, 168-182.
- Kay, H., & Dudley-Evans, T. (1998). Genre: What teachers think. *ELT Journal*, 52, 308-313.
- Khatibi, M. B. (2014). The effect of genre-based teaching on EFL learners' speaking performance. *Research in English language pedagogy*, 2(1), 38-52.
- King, J. (2002). Preparing EFL learners for oral presentations. *Dong Hwa Journal of Humanistic Studies*, 4, 401-418.
- Kongpetch, S. (2006). Using a genre-based approach to teaching writing to Thai students: A case study. *Prospect*, 21, 3-33.
- Mace, K. (1994). Vygotsky's social development theory. In B. Hoffman (Ed.), *Encyclopedia of education technology*. Retrieved March 14, 2017, from <http://www.etc.edu.cn/www/eet/eet/articles/sdtheory/start.htm>
- Martin, J. R. (2001). Language, register and genre. In A. Burns & C. Coffin (Eds.), *Analysing English in a global context* (pp. 149-166). London, England: Routledge.
- Miller, C. (1994). Genre as social action. In A. Freedman & P. Medway (Eds.), *Genre and the new rhetoric* (pp. 23-42). London, England: Taylor and Francis.
- Ministry of Education. (2008). *Basic education core curriculum B.E. 2551 (A.D. 2008)*. Bangkok, Thailand: Thailand Government Printing.
- Miyata, P. (2003). *Genre-based teaching for promotion of oral presentation ability and self-confidence of undergraduate students* (Unpublished master degree thesis). Chiang Mai University, Thailand.
- Munter, M. & Russell, L. (2002). *Guide to presentations*. Upper Saddle River, N.J.: Prentice Hall.
- Nation, I., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge.
- Noor, N., Mansor, S., & Atin, J. (2010). *Technical English skills*. Puchong, Selangor, Malaysia: August Publishing.
- Paltridge, B. (2004). *Genre and the language learning classroom*. USA: The University of Michigan Press.
- Pinto dos Santos, V. B. M. (2002). Genre analysis of business letters of negotiation. *English for Specific Purposes*, 21, 167-199.
- Radzuan, N. R., & Kaur, S. (2011). Technical oral presentations in English: Qualitative analysis of Malaysian engineering undergraduates' sources of anxiety. *Procedia -- Social and Behavioral Sciences*, 29, 1436-1445.
- Rajprasit, K., Pratoomrat, P., & Wang, T. (2015). Perceptions and problems of English language and communication abilities: A final check on Thai engineering undergraduates. *English Language Teaching*, 8(3), 111-120.
- Rajprasit, K., Pratoomrat, P., Wang, T., Kulsiri, W., & Hemchua, S. (2014). Use of the English language prior to and during employment: Experiences and needs of Thai novice engineers. *Global Journal of Engineering Education*, 16(1), 27-33.
- Richards, J. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge, England: Cambridge University Press.
- Suwa, T., Miyahara, K., & Ishimatsu, J. (2012). Improvement techniques for foreign language technical presentation skills used in undergraduate experiment course. *IERI Procedia*, 1, 160-165.
- Swales, J. (1990). *Genre analysis*. UK: Cambridge University Press.

- Tashakkori, A., & Teddlie, C. (1998). *Mixed method: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE.
- Vygotsky, L. (1978). *Mind in society*. USA: Harvard University Press.
- Wang, H. (2005). A pragmatic genre analysis of job application letters. *Sino-US English Teaching*, 2(12), 76-81.
- Wasanasomsithi, P. (2004). *Research in English applied linguistics: A course book*. Bangkok, Thailand: Sumon Publishing.
- Webster, F. (2002). A genre approach to oral presentations. *The Internet TESL Journal*, 8(7). Retrieved June 15, 2016, from <http://iteslj.org/Techniques/Webster-OralPresentations.html>
- Wiboolsri, Y. (2008). *Measurement and achievement test construction*. Bangkok, Thailand: Chulalongkorn University Press.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37, 308-328.
- Yakhontova, T. (2002). "Selling" or "telling"? The issue of cultural variation in research genres. In J. Flowerdew (Ed.), *Academic discourse* (pp. 216-232). London, England: Longman.