

Developing Skills for Effective Academic Presentations in EAP

Elizabeth Bankowski
Hong Kong Baptist University

This study focused on training students in skills essential to making oral presentations based on original and independent research work as part of their English for Academic Purposes (EAP) course. As a result of the training, students showed an increase in the successful use of research-related skills and a great improvement in their ability to present their findings in English. Students appeared to have a better grasp of their subject matter, to be more at ease, less reliant on their notes, and better able to address their audiences directly. Students' oral presentations not only illustrated a greater ability of students to use appropriate formats and structures in English but also a willingness and ability to adopt new methods of learning. This would seem to suggest that the preference for 'rote learning' so commonly attributed to Hong Kong students is indeed the result of expectations and experiences in previous learning situations rather than the intrinsic and inherent characteristics of the learners themselves.

There has been much discussion about whether English teachers should and could productively teach academic skills that are transferable from EAP courses to other subjects (Currie, 1999; Atkinson, 1997). This paper addresses an area that is gaining importance for many English language learners and their educators at the university level: how to develop academic skills that are necessary to perform academic tasks such as research-based oral presentations. The issue of socializing ESL/EFL students into academic discourses has been examined from a variety of theoretical and methodological perspectives. However, there has been a relative shortage of research into the acquisition of oral academic discourses and skills compared to the considerable body of research into the acquisition of written discourses and related literacy skills.

The oral presentation has been an integral part of most EAP courses, but only some of its aspects, such as assessment --teacher, peer and self assessment -- have been relatively well covered in the literature (Penny et al., 2005; Reitmeier & Vrhota, 2009; Fahey & Fingon, 1997; Langan et al., 2008). While the teaching of the language for oral presentation has been discussed by Boyle (1996), Zareva (2009), Murphy (1991;1992) and others, most of the literature dealing with the methodology concentrates on the delivery style of the oral presentations (Chirnside, 1986; Richards, 1989; Koh, 1988). It is increasingly important for teachers to learn more about what makes a presentation effective in school and how explicit instruction can help prepare students for the kinds of presentation activities they will need in academic and professional settings.

This study was borne out of experiences gained over several years in teaching EAP to first-year university students in Hong Kong, where tertiary education is predominantly taught in English, and a desire to develop more effective ways of helping students acquire the skills for critical thinking and successfully delivering research based, oral

presentations in English. Although we did not attempt to teach within the disciplines of our students, the researcher's belief was that we could create a program that taught our students general enquiry strategies, rhetorical principals, and other transferable academic skills.

Previous studies show that at the outset of tertiary study, Hong Kong students are unaccustomed to carrying out individualistic, research-type work and that they are unfamiliar with the use of library resources which are generally regarded as essential to such work (Bankowski, 1999). It would appear instead that, throughout their secondary schooling, students have adopted learning methods appropriate to the examination-based system that prevails in Hong Kong, "rote" or "surface" methods which are not necessarily suited to the style of tertiary study (Hamp-Lyons, 1998).

Hong Kong students in EAP classes display little confidence in the use of English in the academic context. Further, they appear generally unprepared for the rigors of independent study and are often unable to present their work or ideas in original or creative ways. The self-direction and active participation demanded by a challenge such as the research and delivery of an academic presentation causes some students to react with anxiety, confusion, and lack of understanding.

These patterns of attitudes and behaviour have been noted by many researchers and have become the subject of considerable research in Hong Kong (Chu, 1998; Flowerdew, 1998; Pierson, 1996). It would appear that these behaviours are strongly grounded in the culture of Hong Kong and are particularly problematic when students are required to make radical changes in their learning styles as they move from secondary to Western-modelled tertiary level education. Previous research confirms the observations outlined and points to a number of complex contributory factors. These serve to limit students' progress at the tertiary

level and appear to hamper the application of Western-based styles of teaching and learning – approaches that tend to emphasize active student involvement and independent inquiry (Atkinson, 1997). These factors include primary and secondary educational systems based on repetition, memory, examinations, acceptance of authority and fear of failure (Hamp-Lyons, 1998; Teather, 1998; etc.). Many of these aspects of education stem from long-standing societal values related to Buddhism and Confucianism (Murphy, 1987; Salili, 1996). Confucian teaching is influential in maintaining “the important role of textbooks, rote learning, examination-orientation, and students’ submissive role in the classroom...” (Tong, 1997:75). The value of silence and passivity in the classroom may be seen as a reflection of Buddhist tradition and the belief that knowledge, truth, and wisdom come to “those who allow the spirit to enter” (Andersen, 1985:162). Kaplan (1996) noted that compared to the Platonic-Aristotelian system of thought sequencing that English has, with a linear communication of ideas marked by a sequence of topic sentences with further subdivision, Oriental writing is, in contrast, marked by indirection, with thoughts moving in circles or “gyres” around a subject. In addition, Benesch (2001) points out that Hong Kong students need to be given the skills that will demystify learning and enable them to realize that they can speak up in class when they do not understand an issue and expect their questions to be taken seriously, thus allowing them to fully participate in the academic community.

As the Hong Kong vernacular is Cantonese, students generally have limited exposure to the English language and limited motivation to challenge themselves and move beyond the level of English required for performing in the curricular subjects (Llewellyn et al., 1982). Added to this, the common practice of mixing languages in the teaching of English and other subjects has hindered students’ progress to the point that most Hong Kong students are not sufficiently proficient in English to deliver an oral presentation with confidence (Ozog, 1990).

It was envisaged that the special training programme involved in this project would result in a development of those skills required to successfully deliver academic presentations, as well as pave the way for students themselves to take charge of the learning process and become autonomous learners.

Methodology

The overall aim of this project was to design a specific training programme in academic oral presentation skills, deliver it to 217 year-one Arts and Social Sciences students as part of their EAP classes, and evaluate its effects through observations of the

selected students. Fourteen students majoring in Religious Studies, History, Geography and Sociology were randomly selected from three classes to be observed in the experiment. The details of the training are presented further in this paper. It was anticipated that the learning that occurred as a result of this training programme would be evident in the oral work produced by students.

Students were required to give two oral presentations of 15 minutes duration: one before the training, early in the first semester, and one after the training at the end of the academic year in the second semester. Each of the two presentations was to be based on two different topics chosen from a list of 35 very broad topics and narrowed by the students themselves. For example, a broad topic listed as *Tibet* resulted in a presentation entitled *To what extent does the Chinese government suppress human rights in Tibet?* delivered by one student, and *Lhokha –history of one Tibetan Tribe* presented by another student.

The purpose of the observations was to demonstrate changes that might have occurred in the students’ use of skills and strategies during their first year at university. Seliger and Shohamy (1989) identify two types of techniques for analysing qualitative data: an inductive procedure in which categories are derived as a result of dealing with data, and a deductive procedure in which the system of categories has already been established and was derived from a conceptual framework. In our analysis of the oral presentations, a combination of both techniques was used. Criteria based on categories used in similar situations in the past were added to categories derived from the conceptual analyses of the teaching syllabus. The list of different skills and strategies was then tested on a small sample of oral presentations and some additional criteria were identified in the process, resulting in the development of the Oral Presentation Evaluation Form used for the assessment purposes in both presentations (see Appendix 1).

Observations of the presentations were made by a research assistant who had no involvement in teaching and did not know the students. It was made clear to students of the three observed classes that the observer was not connected with the assessment procedure. In order to obtain some indication of the reliability of the analysis and the categories, the students were simultaneously rated by the researcher as part of the continuous course assessment. The comparison of the results revealed a high degree of agreement between the researcher’s and the assistant’s rating, which established an indication of the reliability of the analysis used.

The performance of students was then assessed according to those criteria, and a comparison of their first and second presentations (before and after training) was made. Comments on each student’s performance

were recorded on an evaluation sheet and included the level of accuracy at which the skills were displayed as well as the presence or absence of certain strategies. Changes that were apparent but did not fit into the standardised form were also noted.

The Training Programme

To facilitate learning of the skills and strategies, a specifically designed training programme was carried out for about 15 hours as part of the mandatory EAP course. The training process consisted of three parts:

- Training of research steps, which took place in the computer labs and in the library,
- Training in analytical skills, and
- Training of presentation skills.

It was important to ensure that students' background knowledge of their subject area was sufficient to cope with the task. This involved guiding students to ensure they knew how to find information and how to access required resources by giving them training sessions on locating resources as well as motivating them to have an interest in the topic.

Most students had little idea of how to limit or extend their searches in order to identify relevant information, and they needed encouragement and help to carry out appropriate forms of Internet search. For example, they seemed to regard the use of key words, narrower subject headings, bibliographical details or other known materials to locate information as new and challenging methods of research.

Students were encouraged to make use of a number of on-line indexes to locate articles related to their chosen topics in professional journals, as well as instructed how to find hard copies and older bound issues of periodical publications in the library. The orientation session also introduced students to bibliographies and cross-referencing to help identify other useful sources and to make use of chapter headings and sub-headings to determine possible ways of narrowing or directing their research. Assistance was provided when any student became "stuck" at some stage of the process. Many students were successful in finding suitable articles on their topics, while others actually changed the narrowed topic for their presentations as a result of seeing other headings and subheadings that held their interest more or provided a number of suitable references.

The students needed guidance and training not only in research and expanding English language structures and vocabulary but also in analytical and critical thinking skills that would encourage and lead to the development of creativity. To enhance these, various activities were carried out in the class, and work was assigned outside the class to provide opportunities to practise the following:

- Evaluating resources, generating and organising information
- Finding relations, causes and effects, comparing and contrasting ideas
- Interpreting data and results
- Inferring, synthesising, analysing and paraphrasing information
- Making judgements, explaining and drawing conclusions
- Discussing and solving problems

As for oral presentation skills, a decision was made to introduce many strategies and skills simultaneously, as some strategies might be built on the same basic knowledge, some could support others, or some might extend others (Chamot & O'Malley 1994). The strategies that the instructors presented were specifically relevant to the tasks that students had to perform so that the results and usefulness could be seen immediately. Mini oral presentations were often used to provide a way for students to practise and demonstrate a newly acquired skill. As part of the training, students were shown video recordings of good oral presentations as well as commercially available video resources, and these were played to students with instructors pointing out, discussing and demonstrating presentation skills. Even strategies that seemed easy and intuitive to the instructors, like the use of notes, eye contact, body language, and ways to involve the audience, were presented on the assumption that they may be obvious to some students but not to others or that it may not have occurred to the students to use a particular strategy for a particular task. At the same time, the usefulness and transferability of the strategies to other content areas, like tasks in their major subjects, were presented so that they could be seen as part of the learning process and necessary for academic success. In that way, motivation could not only be sustained but also possibly enhanced (Cohen, 1998).

Efforts were made to make students aware of the link between what they already knew, either through prior schooling or life experiences, and what they were about to learn, even if prior knowledge was acquired through Cantonese and in a different

Table 1
Score Sheet Sample: Organisation of Topic for Oral Presentation

Organisation of Topic/Introduction	Student 1		Student 2		Student 3		Student 4	
Skill/Strategy	I	II	I	II	I	II	I	II
Topic suitably narrowed	0	1	1	1	0	1	1	1
Nature of topic-descriptive / analytical	D	D	A	A	D	A	A	D
Research question clear and precise	0	0	1	1	0	1	1	0
Purpose of presentation defined	1	1	1	1	0	1	1	1
Organisational principle presented	0	1	1	1	1	1	1	1
Introduction outlined ideas presented	0	1	1	1	0	1	0	1
Strategy used to “grab” attention	1	1	1	1	1	1	0	1

cultural setting. It was important that students should see the strategy as being useful, important, and applicable, not only to the classroom activity or the oral presentations but also to other academic tasks that they may have encountered or might be asked to perform in their future academic or professional career.

With the introduction of each new skill, the instructors tried to apply various techniques to appeal to as many learners as possible. To achieve this, the tutor often elicited information from students, made notes, charts, graphs on the whiteboard, gave mini lectures and used various practical exercises that included self-assessment. Students were given numerous examples modelled by the tutors and presented in the videos on how to make a successful presentation, giving them a chance to observe and practice the following presentational skills:

- how to introduce a topic to the audience, outline ideas and grab attention;
- how to follow an outline and involve the audience;
- how to stay focused and use references;
- how to use notes, eye contact, and voice, and how to hold attention;
- how to construct visual aids and use them effectively.

Students received a part of their training in research and presentation skills prior to making their first presentations. By the time they gave their second presentations, they had the benefit of their previous oral presentation experience and their instructor’s thorough feedback given in the form of a written report and an individual consultation outside of class time. This feedback was reinforced by further, more specific classroom and library training and ad hoc individual and small group advice — all of which should have served to make them more aware of and able to apply the skills to their preparation and delivery of the oral presentations.

Results and Discussion

During each of the two oral presentations, the use of appropriate skills and strategies by each student was assessed on a score sheet (see sample Table 1) filled by the observer. Generally, skills were judged as being present (1) or absent (0). In terms of nature of the topic, some students chose more challenging analytical topics (coded “A”) while others decided to go for descriptive topics (coded “D”). For example, the topic *Daily life of Aborigines in the northern part of Australia* would be classified as descriptive, while the topic *The societal and economic impact of the Kobe Earthquake – was it all bad?* would be considered analytical.

The instances of use of each skill or strategy were totalled and presented in a series of tables so that changes in the number of skills displayed between the first and second semesters could be observed across the group of students.

Table 2
Application of Oral Presentation Skills: Organisation of Topic/Introduction

Introduction-Organisation of Topic	Semester I Number of Students	Semester II Number of Students
Topic suitably narrowed	10	11
Nature of topic-descriptive/analytical	9D / 5A	5D / 9A
Research question clear and precise	4	7
Purpose of presentation defined	11	12
Organisational principle presented	12	12
Introduction outlined ideas presented	4	10
Strategy used to “grab” attention:	7	13

Table 2 above shows the effective use of introductions in the students’ presentations. In the first

semester, while the majority of students began their talks by presenting outlines giving their thesis statements, introductions, sequences of their main points, and conclusions, a significant number then went on to present information which either failed to address their topics or did not follow their outlines. The introductions given and conclusions drawn (see Table 3) were often extremely brief and only loosely related to the main body of their presentations. Only two students succeeded in presenting conclusions that were both appropriate and a continuation of the material presented in their talks. Although 11 out of the 14 explained the purpose of their presentations in their introductions, only four outlined their research questions and the main ideas to be presented.

In the second semester, it can be seen that while some students still experienced difficulty in presenting comprehensive introductions and conclusions, many were able to link them more firmly to the purpose and content of their presentations. In contrast to the first semester's presentations, students followed their outline in the body of their talks, making better use of reference material and providing better support for their main points. In the second semester, all but one student followed their outlines in presenting their talks. Only one student failed to provide adequate support for statements made in the presentation, as compared with eight who failed to do so in their first presentations.

Table 3
Application of Oral Presentation Skills:
Organisation of Topic/Conclusion

Conclusion Organisation of Topic	Semester I Number of Students	Semester II Number of Students
Presentation followed outline	9	13
Talk addressed the research question/ thesis statement/topic	7	13
Some form of conclusion attempted	11	14
Conclusions followed on from content of talk	5	13
Appropriate and logical conclusion	2	7
Recommendation/ inferences made (appropriate)	1	8
Only the main ideas presented summed up	2	8
Effort made to involve audience	5	12

That a considerable number of students still had difficulty in the second semester forming appropriate conclusions, summing up their speeches and making recommendations (Table 3) may be an indication of the comparative difficulty of these tasks. In their

programme evaluations, students indicated that drawing conclusions, supporting statements, and summarising were among the skills they least understood. It could also be seen to be a function of the type of topic chosen by students and related to apparent difficulties in formulating or presenting research questions. Over half of the topics chosen by students in the first semester were descriptive (D) by nature (Table 2). By having no analytical content, they did not lead easily to research questions or to evaluative conclusions. In the second semester, five students still selected descriptive topics. These choices meant that most of these students had only a limited opportunity to practise skills normally associated with analytical research.

Table 4
Application of Oral Presentation Skills:
Progression of Ideas

Content of Presentation	Semester I Number of Students	Semester II Number of Students
Main statements supported	6	13
Use of reference materials apparent	10	14
Student thinking while speaking	4	8
Progression of ideas/ordered sequence of subject matter e.g. old to new, basic to complex	8	13
Flow of argument/ description logical	9	13

Table 4 above shows the use of the delivery skills during the presentation. In the first semester, more than half the students failed to provide support for their main statements, and 4 presentations showed no evidence of the use of reference material. Six lacked progression and linking of main ideas, leading to presentations that were not cohesive, did not flow logically, and had no real central point or theme. By contrast, in the second semester only one presentation had no apparent progression or sequence. Only one student failed to provide support for main ideas, and all presentations showed evidence of having been based on reference material.

Another area in which students appeared to experience difficulties in the first semester was the way in which they delivered their presentation (Table 5). With the exception of a few students, most appeared nervous and very reliant on their notes, making eye contact with others only occasionally and reading for much of the time. Ten of the students read their notes throughout their talks, with five relying on them to such an extent that they scarcely looked up from them. This

Table 5
Application of Oral Presentation Skills:
Presentation Delivery

Presentation/Delivery	Semester I	Semester II
	Number of Students	Number of Students
Use of strategies to hold attention	5	11
Well prepared	9	14
Rate of speech appropriate	8	12
Voice well modulated	9	3
Eye contact (on scale 1 = poor, 2 = good, 3 = excellent)	Level 1 (5 students)	1 (0 students)
	2 (7 students)	2 (8 students)
	3 (2 students)	3 (6 students)
Use of notes (on scale 1 = poor, 2 = good, 3 = excellent)	Level 1 (5 students)	1 (2 students)
	2 (5 students)	2 (8 students)
	3 (4 students)	3 (4 students)
Use of own words (on scale 1 = poor, 2 = good, 3 = excellent)	Level 1 (4 students)	1 (0 students)
	2 (3 students)	2 (2 students)
	3 (7 students)	3 (12 students)

could have been due to lack of preparation, unfamiliarity with the topic or subject matter, and/or a general lack of confidence in their spoken English. In some cases, the language used by students was clearly not typical of their true level of spoken English; in a few, the wording of the presentations was beyond that of their written English abilities as well, suggesting that the work presented was not their own. These observations are perhaps to be expected, given students' perceptions of paraphrasing and presenting ideas creatively as skills they least understood.

All of the students appeared to use their own words most of the time and, in contrast to the pre-training presentations, most made a clear effort to gain the attention of classmates and to involve them throughout their talks through the use of questions, comments, relating information to Hong Kong student life, and so on.

Finally, considerable change was evident between the first and second semester presentations in the use students made of visual aids (Table 6).

The great majority of students used some form of visual aid in both their presentations. However, in the first semester, all but a few students simply used photographs related to the topic that were lifted from the Internet. While some students linked these well to the subject matter of their talks, using them to support and illustrate their statements, about half presented pictures that, though topical, were sometimes irrelevant or only loosely connected to the points made and contributed little to the purpose of their presentations.

In the second presentations, all of the students made better use of the visual aids, explaining them more fully and linking them more effectively to the subject matter of their presentations. Further, many students, particularly those who had used visual aids appropriately in their first talks, used a greater variety of material in their second presentations.

Findings

In the second presentations, however, most students seemed far more at ease, less reliant on their notes, and better able to address their audience directly. Only two appeared to read their notes throughout the presentation. Six were able to speak using their notes for reference only, while two used no notes at all, referring only to their visuals.

The researcher recognised that assessment of the research-related skills employed by students was made more difficult by the interplay of factors such as personality, confidence, and ability in spoken English, which, for most students, is below the level of their written English. Nevertheless, the observations of oral

Table 6
Visual Aids Employed

Visual Aids Employed	Semester I Number of Students	Semester II Number of Students
Used photograph	11	13
Used table /graph	2	5
Showed a map	0	8
Students' own construction visual	0	2
Visual aid effectively used to illustrate or support statements	7	13
Tables and graphs explained adequately	1	6

presentations from the group of students show that they acquired many research and analytical thinking skills as a result of their classroom training and research practice.

All students showed an increase in their overall use of skills, with most showing some change in each of the major areas of organisation, content, and delivery. While the degree to which individuals employed skills in the first presentations varied considerably, results were much more uniform in the post-training second semester, with the majority of students applying the skills acquired through the training to their work. From the tables it can be seen that changes occurred over the semesters in the way in which students organised and prepared their presentations and in the degree to which they were able to successfully link or integrate their outlines, introductions, and conclusions to the main content of their assignments.

The use of some skills (i.e., 'topics suitably narrowed,' 'organisational principles presented,' 'purpose defined,' 'reference materials evident,' and 'conclusion attempted') appears to have changed little, the table showing them as apparent in most presentations in both the first and second semesters. Though the usage of these skills increased slightly in the second semester, the data demonstrate that at least ten students used the skills even in their first semester presentations. This pattern of skill use may reflect the course requirements and direct input of instructors, rather than showing that students had acquired or mastered those skills at an earlier time. In both semesters, topics should have been suitably narrowed since students were required to submit them for the lecturer's approval before preparing their presentations. Similarly, there was a requirement that students use a minimum number of references in preparing their assignments and present, for marking, outlines and the overall structure of their work, clearly giving their introductions and conclusions. Despite these requirements, three presentations were based on topics that were too broad, as students strayed from the approved topics, and four were delivered without mention of the outline or overall form that the presentation would take.

In a small number of instances, some students appear not to have utilised strategies in the second semester that were evident in their first semester's presentations. The reasons for this can only be surmised, as no real pattern is apparent across these presentations. However, it is possible that some of these changes were due in part to differences in the types of topic selected in the first and second semesters. One student who regressed (see Table 1, student 4) chose a more descriptive topic in the second semester, and he might have found it harder to formulate research questions and conclusions for his second topic. Another student who chose analytical topics in both

semesters was able to formulate research questions, introduction and conclusion more easily in the first semester; he could have found his second area of research less familiar and far more challenging, with the result that he performed worse.

The differences described above could also simply reflect the general inexperience of students in this type of task and the fact that these presentations represent only the first stages of skill acquisition and practice. Students would require many more hours of supported practice to master these skills and to use them in a systematic and comprehensive way.

It is evident that all university students in Hong Kong gain exposure to English and experience in Western style presentation and scholarship during their first year at university. Most year one students are required to carry out some form of research project and give oral presentations during the year – aside from those set in EAP classes. The observations of the oral presentations of 14 students do not alone provide conclusive evidence of the effectiveness of the training, but they do serve to illustrate the changes that occurred in these students' use of research and presentation skills and strategies during their first year of study. To be able to establish comprehensively the effect of the EAP training, a control group of students who were offered no training would have to be established. The nature of the sample population employed in the study was largely determined by administrative procedures and ethical issues. It would be unethical to deprive one group of students of the training that constituted a component of a credit-bearing course subjected to the allocation of the final grades.

Conclusions and Recommendations

It is clear that Hong Kong students are willing and able to adopt new methods and keen to follow their individual interests in creative study, but they require guidance and help from their lecturers to make the transition from prior learning practices to the inquisitive and individualistic style of tertiary education. Strategy training and guided, step-by-step, instruction play an important role in raising students' awareness of the learning process, thereby increasing the confidence and level of skills with which they tackle academic tasks. The nature of the tasks required in such training is important in determining the success of such programmes; students must perceive work as interesting to them personally, connected and useful to other areas of work, and relevant to their longer-term goals.

It is hoped that this study will provide encouragement and assistance to teachers as they endeavour to help current students make the demanding transition to tertiary level study and from one style of learning to another. Hopefully these results can be used

to guide the development of similar programmes for use not only in service courses such as EAP but also in other core tertiary courses and will thereby encourage the curiosity, independence of thought, and skills needed for life-long learning in future students.

The changes evident in the work and confidence of those students involved in the programme suggest that this programme does indeed provide a means by which students can be successfully encouraged to pursue independent study, leading to successful oral presentations. Results indicate that, despite their lack of experience and confidence and the obvious difficulties faced, the students show a willingness and ability to adopt new methods of learning. This would seem to support the notion that the preference for “rote learning” so commonly attributed to Hong Kong students is indeed the result of expectations and experiences in previous learning situations, rather than the intrinsic and inherent characteristics of the learners themselves (Kember, 1996; Biggs & Watkins, 1996).

This training programme, then, appears to provide a means by which students with little or no prior experience can acquire both the skills and confidence required for oral presentation. With support and guidance, students have been able to tackle relatively difficult and demanding tasks. As a result of their training, they are better able to utilise resources, to choose and investigate topics, to compare, collate and analyse information from different sources, and to present findings in cohesive and original ways. Thus, they should be able to make better use of learning opportunities that present themselves in future years.

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ELIZABETH BANKOWSKI, Ph.D., taught ESL, research methodology, language curriculum and teacher training courses in Hong Kong, Australia, and Poland. She researches and explores the effectiveness of various teaching methods, the use of motivation, and the development of autonomous learning strategies.

Appendix 1
Oral Presentation Evaluation Form

1. Content

1 2 3 4 5

	Yes	No	Comment
The presentation answers the research question			
a. Main ideas are clear.			
b. There are enough details/facts/examples to support or illustrate the ideas.			
c. All ideas are directly related to the topic.			
d. The presentation is logically structured.			
e. The presentation flows smoothly.			
f. The introduction evokes interests.			
g. The conclusion is effective.			

Other comments: _____

2. Method of presentation

1 2 3 4 5

	Yes	No	Comment
a. The presentation is on the whole interesting.			
b. Suitable aids are used (e.g. audio-visual aids; gestures; blackboard notes...)			
c. The speed is appropriate.			
d. You are well-prepared.			
e. The presentation is timed well.			
f. You maintain sufficient contact with the audience(eyes, poise).			

Other comments: _____

3. Language

1 2 3 4 5

	Yes	No	Comment
a. Effective use of language			
b. Sophisticated range of vocabulary.			
c. Correct or semi-correct pronunciation.			
d. Correct use of tense.			
e. Sentences are well structured.			

Overall comments on English accuracy.