

An Analysis of Generic Structure Potential (GSP) of Thai Undergraduate Students' Oral English Presentation : A Genre Perspective

อุดมกฤษณ์ ศรีนนท์^{1*} และสุพัตรา สุจริตรักษ์²
Udomkrit Srinon^{1*} and Suphatra Sucharitrak²

¹คณะศิลปศาสตร์และวิทยาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขตกำแพงแสน
จังหวัดนครปฐม 73140

²คณะศิลปศาสตร์และวิทยาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขตกำแพงแสน
จังหวัดนครปฐม 73140

¹Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen
Campus, Nakhon Pathom, Thailand 73140

²Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen
Campus, Nakhon Pathom, Thailand 73140

*Corresponding Author, E-Mail : faasuds@ku.ac.th

Received : 13 March 2020 /Revised : 15 May 2020/ Accepted : 20 May 2020

Abstract

This study reports on the analysis of generic structure development of students' oral English presentation in the course of Project Presentation Skills in English at the Faculty of Liberal Arts and Science, Kasetsart University, in the 2019 academic year. The study analyses how students develop the generic structures of their presentation and how they construe their positions at the end of the talks. The findings of the analysis indicate that all students can construct their generic structures of presentations explicitly and effectively, mostly conforming to the generic structures identified in the coursebook and the Sydney genre-based school. They can construe their positions at the end of presentations more convincingly but are still required to expose their

arguments more fully in terms of extensive discussion and dialogic expansion on the topics they address to the audience. The study recommends that in order to develop students' English presentation skills more systemically and convincingly, the issue of generic structures and the Sydney genre-based approach, which focuses on the teaching and learning cycle, should be applied to the course for further research.

Keywords : Generic Structure Analysis, Undergraduate Students, Oral English Presentation, Sydney Genre Based Perspective

Introduction and theoretical background

It is argued that skill in an oral academic presentation is a crucial requirement for undergraduate students. It is a must skill that every student has to demonstrate their potential during their studies in the program. It is argued that this skill helps students become critical thinkers and leads to professional careers and pathways later in their working life. Some studies (Kaur and Ali, 2017; Živković, 2015; Srinon and Vichitbundha, 2020) have attempted to investigate students' academic oral presentations and found that most students can present their works effectively. However, no previous studies have tried to study the students' presentations in terms of generic structure development and how they construct their presentations. Besides, few studies have attempted to determine whether students' presentations match the typical generic structures identified in the Sydney genre-based school, which signifies the importance of different genres as the basis of developing students' potential and critical ability argumentation. Therefore, this study attempts to bridge this gap and yield further research.

A genre-based perspective holds that the text has its generic structures to serve its function and purpose. Regarding the presentation genre, the Sydney genre-based perspective (Martin 1993, Martin and Rose 2008, Martin 2009, Martin and White, 2005) holds that a genre is a kind of text in which the speaker engages in social purpose by which the stages of the text are construed with meaning. In this regard, Martin (1984) proposed that a genre is "a staged, goal-oriented, purposeful activity in which speakers engage as members of our cultures." That is, a genre is a staged, goal-oriented social process (Martin and Rose, 2003). In this regard, Martin and Rose argue that it is the 'social' effect because we participate in genres with other people;

Furthermore, it is 'goal-oriented' because people use genres to 'get things done' and consider it to be 'staged' because it usually takes a few steps to reach the goal. In this regard, Martin (2009) argues that genre is a staged, goal-oriented social process. He further argues that it is 'staged' because it usually takes more than one phase of meaning to work through, and people feel a sense of frustration or incompleteness if stopped : and it is 'social' because we understand genres interactively with others. Therefore, in the genre of presentation, it should be noted that there are three phases of presentations; 1) introduction; stating topic clearly and outlining talk; 2) body; enumerating or signaling each point, reiterating the topic, giving examples and / or anecdotes and giving statistical information if relevant; 3) conclusion; restating the topic and summarizing the talk.

Besides, Webster (2002) refereed to Hammond in showing that analyzing generic staging of various texts (in this case the oral presentation genre) is an essential step in the so-called teaching-learning cycle (Hammond et al., 2019), consisting of four stages : Stage 1 : Building knowledge of the field (learners discuss the field, tenor and mode features

of oral presentations); Stage 2 : Modelling of the text (teacher gives a model oral presentation to class), learners then analyze staging; Stage 3 : Joint construction of the text (learners work together on developing their talks); Stage 4 : Independent construction of the text (learners give their presentation to the class). In the study by Webster (2002), it is argued that by analyzing oral presentations from a genre perspective, learners can grasp the basic scaffolding of this particular text type, and tailor it to their particular context.

Webster further discussed the idea that the students aiming at longer talks should also practice question elicitation techniques for discussion time, and strategies for having questions rephrased should they not understand them.

Therefore, this study focuses on the importance of the issue concerned and seeks to track the generic structure development of students' oral presentations to determine to what degree their presentations conform to the prototypes of generic structures identified in the literature. The researchers need to investigate how the students construe their arguments and position themselves at the end of their presentations.

Literature review

Substantial studies (Kaur and Ali, 2017; Živković, 2015; Srinon and Vichitbundha, 2020) claim that being able to do the presentation in English is a required skill for all levels of students. Students must be able to expose their language ability through oral presentations for professional purposes. Regarding the studies in the field of English presentation and genre analysis, it is found that few studies were investigated in terms of generic structures and on making a position in oral presentations. Most studies focused on written texts, and for spoken

texts, only some parts were analyzed, not all of the parts. Those studies are reviewed and discussed as follows.

Regarding the genre of spoken presentation, Živković (2015) discusses this subject and provides information about how to improve communication skills and how to design a successful spoken presentation in order to function effectively in professional settings which is important in today's globalized and highly competitive world. The author proposes ideas concerning the efficiency of presentations and discusses arranging presentations in the EFL classroom. In terms of academic oral presentation, Kaur and Ali (2017) argued that conducting Academic Oral Presentation (AOP) is a huge endeavor for undergraduates, although it is a critical academic genre for undergraduates. They stated that despite its importance, there remains a paucity of studies on this oral genre in the Malaysian context, as shown in the body of the literature. They argued that the literature shows most studies that adopt the genre analysis approach typically analyze only one section of the oral genre.

In Korea, Soh (2003) reported that students' accounts of how they prepare and organize their oral presentations and how they perceive the presentation help them learn English. The study showed that students found pronunciation and speaking in front of an audience difficulty and felt that writing was a significant factor for an effective presentation. The study indicated that although it was a hard task, students indicated that they gained self-confidence through the experience. Guangwei and Yanhua (2018) have reported on a cross-disciplinary study of the rhetorical structure of Three Minute Thesis (3MT) presentations, an increasingly popular yet largely unexamined academic speech genre. The study analyzed a corpus of 142 presentations by Ph.D. students from four disciplines chosen to operationalize two widely discussed disciplinary distinctions

(i.e., hard vs. soft and pure vs. applied disciplines). The study identified eight distinct rhetorical moves in the 3MT presentations, including six obligatory moves (i.e., Orientation, Rationale, Purpose, Methods, Implication, and Termination) and two optional (optional) moves, i.e., Framework and Results). Further analyses by the researchers revealed statistically significant associations between disciplinary affiliation and the likelihood to employ three moves (i.e., Framework, Methods, and Results). It could be concluded that these relationships are explained in terms of the dominant epistemological codes at work in the different disciplines.

In the study by Srinon (2019), he reported on the analysis of generic structure development of students' selected exposition essays. The detailed analysis of samples of students' exposition essays indicated that all students could write their exposition essays explicitly and clearly to a higher degree in terms of generic structure development after the six weeks before mid-session of the course and they were able to include macro genres (information reporting genre and exemplification genre) in their essays. In another study, Srinon and Tuppoom (2019) analyzed the generic structures of the student writers' discussion essays and how they construct their positions (disclaim, proclaim, entertain and attribute) in the discussion essays. The findings of the analysis showed that most students could follow the generic structures of the discussion genre as identified in the Sydney genre-based school effectively, and they can also indicate their authorial positions and voices at the end of the texts by employing the proclaim feature of heteroglossia.

From the review of the related studies, most studies have attempted to analyze generic structures of English language learners in different contexts and situations focusing on the written mode. It is found that no studies have been directly undertaken to investigate students'

generic structure development of oral presentations in the field of English studies and how students construe their positions at the end of their presentations. Therefore, this study seeks to analyze those features as a guideline to further develop students' language communicative skills of presentation for the sake of preparation for students' professional career development in the workplace in the future.

Objectives of the study

1. To analyze the generic developments of students' oral presentations in order to determine what degree their presentations conform to the prototypes of generic structures identified in the literature
2. To analyze how the students construe their arguments and positions at the end of their presentations

Research questions

1. What are the generic structures of the students' oral English presentation in the course of Project Presentation Skills in English?
2. To what degree do the students' generic structures of oral English presentation match or conform to the typical generic structures of presentation genre as identified in the course?
3. How do the students construe their positions at the end of their presentations?

Methodology

1. In this study, the course of Project Presentation Skills in English offered to 198 students in six groups. Then the researchers took the students' written transcripts from the course of Project Presentation Skills in English for the analysis in the 2018 academic year, at the English

Department, Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus. The course employed the book English for presentations : Express Series by Marion Grussendorf, which was published by Oxford University Press (2015) as the primary teaching and learning material. The lecturer of the course followed the guidelines of the units in the book for the teaching and learning process. By the end of the course, all students presented their work individually. Then the lecturer graded the students' presentations based on the criteria set up.

2. To get the appropriate sample and representative of the texts for the analysis of the particular study, the estimated sample size by Krejcie & Morgan and sample random sampling technique used. With a number of 60 students' pieces of recorded transcripts from three different groups of students, were selected to analyze; 20 pieces of high achievers, 20 pieces of moderate achievers, and 20 pieces of low achievers, based on the criteria of the previous course grade for English for public speaking. To do this, the researchers first recorded the students' presentations, then transcribed all the texts in written mode and graded texts based on the which cover the main generic structures as identified in the coursebook. The typical generic structures of the presentation as highlighted in the coursebook are summarized as follows; Introduction consists of; welcoming the audience; introducing yourself; giving your position, function, department, company; introducing your topic; saying why your topic is relevant for your audience; stating your purpose; structuring; sequencing; timing; handouts; questions. Body (the middle/ main part) consists of; saying what is coming; indicating the end of a section; summarizing a point; moving to the next point, going back, referring to other points, adding ideas, talking about (difficult) issues; rhetorical questions. The conclusion consists of; indicating the end of your talk,

summarizing points, making recommendations, and inviting questions.

To serve the purpose of the study, however, the researchers closely looked at how each presentation at the end of the course was compiled of generic structure development as identified in the course and the Sydney genre-based school. Later, the texts were analyzed of the generic structure development for parts of the presentations of texts and positions the presenters construed at the end of their talks. The criteria were set up for detailed analysis as follows : (1) the high group was graded the texts which mostly matched generic structures as identified in the book and the Sydney School; (2) the mid-group were graded the texts which moderately matched generic structures as identified in the book and the Sydney School; and (3) the low-group were graded the texts which least matched generic structures in the model in the book and the Sydney School. In this regard, each group of students in high, moderate, and low achievers with the detailed analysis presented as a representative of the study

Analysis and key findings

The 60 students' pieces of recorded transcripts of the high, moderate, and low achievers were analyzed in terms of the generic structure development in all parts of the presentations. Three pieces of texts analysis from each group; high, moderate, low achievers were chosen to present as examples in the tables :

Table 1 : Text 1 Student 1 High Group of Generic Structure Development of the Presentation

Part	Text 1	Generic/Staging structure
Introduction	The da Vinci Mini 3D Printer Good morning, ladies and gentlemen. I'm aware that you're all extremely busy at the moment, so I appreciate you taking the time to be here. As you probably know, my name is..... I'm a creative director here at XYZ Printing Company. What I'd like to present to you today is our new line of 3D printer, which called the da Vinci Mini. The purpose of my talk is to inform you how superior this latest printer is. The information I give you today is very important for you as a public relations department since it will help you with creating the promotional product video. I've divided my presentation into three main parts. I'll begin by talking about the printer's unique design. Then I'll tell you its key functions. Finally, I'll end up with its standout features. It should take about twenty minutes to cover these issues. There will be time for questions after my talk. And there's no need to take notes as I'll email the PowerPoint presentation to you.	-Welcoming the audience and self-introduction-Purpose of the talk -Significance of the topic -Outline of the talk -Time for questioning -Handouts
Body	OK, let's get started with the first point, which is its unique design. Let me first show you an illustration of the da Vinci Mini 3D printer. As you can see from this picture, this printer model comes with a bright orange case, which is its first unique design. This vivid orange color not only makes the printer stands out from the crowd of black or silver printers, but this warm orange is also believed to help inspire creativity and new ideas. Another unique design is its smaller size. Let's now have a closer look at the figure on the next slide. The Da Vinci Mini is 30% smaller than its previous model; it measures about 15.35 inches width, 13.19 inches depth, and 14.17 inches height and also weighs just 10 kilograms. Despite a small size, the printer can build an object a little more than 205 cubic inches. Here, I'd like to emphasize that the da Vinci Mini is compact, productive, and take less desktop space. OK, that's all I want to say about its unique design. Now, let's move on to my next point; the key functions of the da Vinci Mini 3D printer. I'd like to draw your attention to three smarter functions. First, the printer has an auto-calibration or auto-leveling system. This means that the machine automatically calibrates its print bed, so users don't have to level the print bed on their own, resulting in fewer errors in prints. The second function is an auto-loading filament system. The presence of this function ensures that such beginners will not struggle with filament clog as they don't have to feed the filament or refill the filament spool on their own. And finally, this new line printer has an on-board data storage or an on-board memory. The system allows users not to wait and turn on a computer until the print job is completed. On the other hand, the users can just upload an object build file to the printer and then can shut down the computer and go anywhere. So much for its smarter functions.	-Indicating the first point -First point -Moving to the next point -Second point

Part	Text 1	Generic/Staging structure
Body	Let's now turn to the last point, which is its main outstanding features. As you can see here, the interesting features are: first, low price. Despite the printer's high potential system and great design, our company will sell it at the cost of a little less than \$290. It's incredibly cheap when comparing to its quality. Second, good quality prints. With our extensive printing tests, we found that the new line 3D printer can produce a clean and smooth with good detail objects at an impressive speed. The last one and also be a key feature is the ease-of-use. I'd to emphasize that the printer is easily set up and has a simplified process because it has only a single control button; The rest of the processes have relied on our XYZ software, which is simple to use as well. Thus, even beginners will create surprisingly good stuff by using the da Vinci Mini 3D printer. So, that is the main feature of the new line printer.	-Moving to the next point -Third point
Conclusion	Well, this brings me to the end of my presentation. Before I stop, let me briefly recap the main point. The da Vinci Mini 3D printer comes with a vivid orange case and has a compact design. It will be sold at a lower cost but still has high potential and several automatic processes as well as on-board data storage. In other words, the da Vinci Mini is highly innovative and suitable for this century, so I convince that it can easily be the best printer in the 3D printer industry. So, the next step is yours. I hope you do make an extremely attractive promotional video. Thank you for your attention.	-Indicating the end of the talk, -Summary of the talk -Convincing the audience, -Thanking the audience

From the analysis, it was found that table 1 student 1 presented the text in three main parts of the presentation genre; introduction, body, and conclusion. In detail, it is found that in the introduction, the student started the presentation by welcoming the audience, gave a self-introduction, and continued with the purpose and significance of the topic, the outline of the topic, the timing for questions, and handouts. Then, she presented the body of the talk, which focused on different functions of the da Vinci Mini 3D Printer. In so doing, she indicated the first point, the second point, and the third point. Finally, she stated the end of the talk and summarized it by attempting to convince and thank the audience for paying attention.

Table 2 : Text 2 Student 2 Moderate Group of Generic Structure Development of the Presentation

Part	Text 2	Generic/Staging structure
Introduction	Leka, An Exceptional Toy for Exceptional Children Hello, everyone. First of all, let me thank you all for being here today for those of you who don't know me. My name is I'm a sale manager of Leka team.As you can see on the screen, our topic today is Leka, An Exceptional Toy for Exceptional Children. My topic is particularly important for all of you who are now in the 21st century and might be the parent in the future. In my presentation I'll focus on three main parts : first,introducing Leka; second, Leka's benefit. And third, the educational application for Leka. It should take about 3-5 minutes to cover my topic. If you have any questions, please feel free to interrupt me at any time. Don't worry about taking notes, I'll be giving you copies of Powerpoint slides at the end of my talk. As you all know, my topic today is Leka, An Exceptional Toy for Exceptional Children. What I want to do today is to present our new product and innovative design for the 21st century to all of you.	-Welcoming the audience, Self-Introduction -Telling the position, Introducing the topic -Saying why the topic is relevant to the audience -Structuring the talk, Timing, -Handout -Presenting the purpose of the talk
Body	OK, shall we get started?Let me begin with my first part, Introducing Leka. In this part of my presentation, I'll tell you about what is Leka, its features, and our campaign. What is Leka? Leka is a robotic smart toy of the 21st century. It is designed to help exceptional children learn and communicate with others. Leka's shape like a ball and it can lights up with relaxing colors. It contains a screen that shows various facial expressions and displays photos and videos. It also includes movement gestures, soothing vibrations and sound or music to interact with the user. Therefore,Leka is a children's buddy. This smart toy basically costs \$700 to \$800. But If you pre-order now with our campaign, you can purchase it just for \$490. It is approximately ฿18,000. Although it is absolutely expensive, there are many benefits that I'll show you on the next slide. So that's all I wanted to say about introducing Leka. OK. Let's move on to my second part, Leka's benefit. As I mentioned before, Leka has many benefits for special-needs children. I'd now like to draw your attention to the three Leka's benefits. First, Leka can foster family harmony. It focuses on making interaction with children's family in order to reduce anxiety and stress. Second, it also motivates and guides children to help themselves in daily life by the picture and vocal instructions. Third, it helps parents, therapists and caregivers use to engage children with autism in therapy by teaching emotional skills and social development through play. Before I move on, let me briefly summarize what I have said so far. Leka can be used to foster family harmony, to stimulate children's autonomy, and to engage in therapy. So that's the benefits of Leka.	-Indicating the first point -First point -Moving to the next point -Second point -Summarizing the point

Conclusion	Finally, this now leads us to my last part. The educational application for Leka. There are seven educational activities in this smart toy : Traveling Leka, children can move it to the color areas and then it will light up the same colors. Hide & Go Leka, it's quite an interesting game for children. Picture Bingo, as you can see on the picture, Leka is asking children to identify an authentic object such as an apple and banana. Furthermore, there are Remote Control, Alarm Clock, Night Light and Time-Timer. All of these educational games is designed to support childhood development. Well, I think you'll agree that these applications are extremely interesting. Now, I'd like to sum up the three main parts of my presentation. First, introducing Leka. Second, Leka's benefit. And third, the educational application for Leka. Ladies and gentlemen, I'd like to emphasize that Leka is an actual product and innovative design for the 21st century. Thank you for your attention.	-Indicating the end of the talk -Convincing the audience -Restating the conclusion and thanking the audience
------------	---	---

According to the analysis in Table 2, Student 2 in a moderate group presented her talk in three stages; introduction, body, and conclusion. In the introduction, she started the talk by welcoming the audience, self-introduction, telling the position, introducing the topic, saying why the topic is relevant to the audience, and telling the purpose of the talk. In the body, she indicated the first point, the second point, and the last point, and then she summarized the points she mentioned. In conclusion, the student finished by indicating the end of the talk, attempting to convincing the audience by restating the main points and thanking the audience.

Table 3 : Text 3 Student 3 Low group of Generic Structure Development of the Presentation

Part	Text 2	Generic/Staging structure
Introduction	Good morning, ladies and gentlemen. First of all, let me thank you for coming here today. As you probably know, my name is I'm the last year student at Kasetsart University Kamphaeng sancampus. What I'd like to present to you today is Innovative of sanitary napkin in 21 century. Today's topic will be very important for everyone who listening to here especially women. I have divided my presentation into three parts. I will start off by describing the evolution of sanitary napkins. Then, I will move on to the popularity of sanitary napkins in different forms. Finally, I will talk about the new options of sanitary napkins nowadays. So, my talk should take about 5-7 minutes. Please feel free to interrupt me at any time with questions.	-Welcoming the audience, Self-introduction- Telling purpose of the talk, -Saying why the topic is relevant to the audience-Structuring the talk, -Timing-Questioning
Body	So, let's start with the first point. Women in the past when menstruation will use the old rag comes with a long bar inserted between the legs and use the rope tied to the waist. The material that is inserted in the fabric to help absorb a variety of whether inserted filling with spathe of coconut, cotton straw or chaff. Then there were developed until 20 years ago, the first sanitary napkin brands have introduced polymer polyethylene (PE) or polymer polypropylene (PP), these polymer are light weight, compression strength and tensile strength, electrical insulation, a, cold-resistant, has better uses artificial fibers fabrics instead of tissue paper cladding. These plastics are not absorbing moisture which make moisture into the bottom faster, thus making it feel dry and clean. The change the appearance of the sanitary napkin has developed is a body form on the width of the slender in the middle convex, concave edge legs. And the last have a wing in order to meet the needs of users. Ok, so that the background and the reason to developed the sanitary napkins. This now leads us to my next point At present, there are several sanitary napkin sizes according to the needs of the user whether it is a sanitary napkin a slim suitable for use in the daytime, a sanitary napkin a night safe suitable for use at night because it is longer than the other sanitary napkins, a sanitary napkin a maxi suitable for the period a lot and a sanitary napkin a ultra slim suitable for the period less. Report on the results of consumer behavior research about buying sanitary napkins. The figures also show that women most commonly used sanitary napkin a slim 49%, a sanitary napkin a night safe 21%, a sanitary napkin a maxi 17% and a sanitary napkin an ultra slim 13%, respectively. In addition, the surface of the sanitary napkin is important factors in buying popular consumer is soft surfaces are popular just over 63% and gauze surface are popular around 37%.	-Moving to the next point -First point -Moving to the next point -Second point

Part	Text 2	Generic/Staging structure
Body	Let's now turn to the last point of my presentation. Innovation about sanitary napkins that is manufacturers have invented sanitary napkins is cold. This sanitary napkin is appropriate for very hot weather in Thailand. If you look at the picture on the screen, you'll see the style-sheet technology, sanitary napkin pad cooling in the product, which will make you feel cooler. In addition, the cold sanitary napkin reduces the humidity well, while to menstruate and how easy to use as well as the use of other sanitary napkin and impact of general consumer interest in our products and would like to bring to trial due to there are different from the original model of sanitary napkin and found that a cool sanitary napkin is accepted and received reviews from real users greatly. It also has invented a sanitary napkin with a mixture of green tea to reduce unpleasant odor and found that consumers were satisfied with the quality and attention to buy the next time well over 75%.The factors affecting consumers choose products due to the reasons 2 reasons. The first is a product that reduce odor and the second is the mixture comes from nature.	-Moving to the next point -Last point
Conclusion	In conclusion, the sanitary napkin has evolved a very long time and is expected in the future, it will develop more and more because the sanitary napkin is one of most important factors of every woman. So, it is an important problem of manufacturers to innovate and create the best sanitary napkin for women.	-Indicating the end of the talk-Restating and giving some recommendations

From the analysis, Table 3 Student 3 in the low group started her talk by welcoming the audience, self-introduction, telling the purpose of the talk, structuring the talk, timing, and questions. In the body of her talk, she presented three main points of the properties of the innovative sanitary napkin. In so doing, she presented some interesting figures about the use of the sanitary napkin. In conclusion, she indicated the end of the talk by summarizing and focusing on the importance of the sanitary napkin for every woman. Then she suggested some recommendations for the manufacturers to innovate and create the best sanitary napkin for women.

Discussion and conclusion

Research question 1 : What are the generic structures of the students' oral English presentation in the course of Project Presentation Skills in English?

From the analysis of the generic structures of the talks of the three students, it is found that all students can present the talks, which mostly conform to the generic structures which are identified in the literature, although some elements were missing. That is, the generic structures of the presentations of all students conform to the prototypical structures to a greater or lesser degree. Accordingly, the main generic structures of their talks can be summarized as follows; Introduction; welcoming the audience, self-introduction, purpose of the talk and outline of the talk, Body; series of main points, Conclusion; summary, convincing the audience and giving recommendations and thanking the audience as illustrated in the following figure.

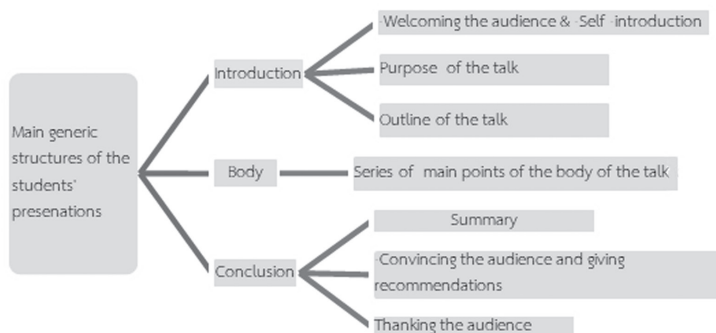


Figure 1 generic structures of the students' oral English presentation

Research question 2 : To what degree do the students' generic structures of oral English presentation match or conform to the typical generic structures of presentation genre as identified in the course?

It is proposed that one of the possible reasons why the texts of the students selected mostly conform to the prototypical texts in the literature, were instructed thoroughly in terms of generic structures as identified in the coursebook mainly covers the generic structures were identified in the presentation genre in the Sydney school. It is also considered that it is clear that all students selected can construe their position at the end of their presentation to attempt to convince the audience. This means that construing the position when ending up the talk is crucial to make the presentation more convincingly and successfully according to its purpose. Therefore, in conclusion, the current study analyzed the generic structure development and the positions of the Thai EFL students' oral English presentation. The major findings of the analysis show that the texts of three students that were used as examples of the study mostly conform to the typical generic structures as identified in the Sydney genre-based school. This might be clear that teaching on generic structures of oral presentation genre which can be improved students' presentation skills in all groups. That is, their structures of presentations can be classified into stages as 1) Introduction consisting of welcoming the audience and self-introduction, the purpose of the talk, and outline of the talk; 2) Body consisting of developing themes of the talk; and 3) Conclusion consisting of summary, attempting to convince the audience, giving suggestions and thanking them. In addition, at the end of their presentations, the students construed their positions by trying to convince the audience and by focusing on the main points of their talks. Finally, they highlighted some important points about the topic that they had covered.

Research question 3 : How do the students construe their positions at the end of their presentations?

From the analysis of the talk regarding the position of the students at the end part of the presentation, it is found that all students indicated their positions in terms of attempting to convince the audience and confirming/emphasizing the properties of the products they talked about. This is a very interesting finding in noting the fact that apart from making a conclusion of the talk, the presenters attempted to convince the audience to follow and believe them by showing their position at the end of their talk. Some examples of the texts are clearly seen in the following underlined excerpts of Student 1, 2 and 3.

Student 1 (high group) *"In other words, the da Vinci Mini is highly innovative and really suitable for this century, so I convince that it can easily be the best printer in the 3D printer industry. So, the next step is yours. I hope you do make an extremely attractive promotional video. Thank you for your attention."*

Student 2 (moderate group) *"All of these educational games is designed to support childhood development. Well, I think you'll agree that these applications are extremely interesting. Now, I'd like to sum up the three main parts of my presentation. First, introducing Leka. Second, Leka's benefit. And third, the educational application for Leka. Ladies and gentlemen, I'd like to emphasize that Leka is an actual product and innovative design for the 21st century. Thank you for your attention."*

Student 3 (low group) *"In conclusion, the sanitary napkin has evolved a very long time and is expected in the future, it will develop more and more because the sanitary napkin is one of the most important factors of every woman. So, it is an important problem for manufacturers to innovate and create the best sanitary napkin for women."*

Recommendations and delimitation

From the analysis of the selected texts, there are some recommendations for further research as follows.

1) There should be a study that looks at a larger corpus of students' texts which are all about generic structure development and how students develop their arguments and positions in their talk focusing on three meta-functions (field, tenor, and mode) of the genre theory and systemic functional linguistics. There should be a study that closely looks at interpersonal function and role between speakers and audience, which would help extend understanding of how interpersonal relationship is constructed. This would help develop speakers' communicative ability and interpersonal communication with the audience when addressing their talk to people involved.

2) There should be a study that closely looks at how students extend their dialogic expansion at the end of their presentations. This includes how they prepare the draft of their talk and language use. This will give a complete overview of how they develop their presentation from the initial stage through to the final stage. In addition, appraisal theory might be applied to analyze students' texts in order to see how intersubjective resources are manifested in their talks. Since this study is involved with a small portion of sample texts, applications of the findings of the study should be made carefully when relating them to different situations and contexts. However, it is suggested that this study could be a guideline for those researchers in the field of EFL, applied linguistics and linguistics who would like to track language learners' development and communication in a wider research perspective.

References

- Hammond J., Burns A., Joyce H., Brosnan D., & Gerot L.(2002). English for Social Purposes. NCELTR : Australia. Available at <http://iteslj.org/Techniques/Webster-OralPresentations.html>, Retrieved 30 December 2019.
- Guangwei, H., & Yuan, L. (2018). Three Minute Thesis Presentations as an Academic Genre : A Cross-Disciplinary Study of Genre Moves. *Journal of English for Academic Purposes*, 35, pp.16–30. doi : 10.1016/j.jeap.2018.06.004
- Kaur, K., & Ali, A.M. (2017). Exploring the Genre of Academic Oral Presentations : A Critical Review. *International Journal of Applied Linguistics and English Literature*, 7(1), 152.doi : 10.7575/aiac.ijalel.v.7n.1p.152
- King, J. (2002, March). Preparing EFL Learners for Oral Presentations. *The Internet Journal*, Retrieved from <http://iteslj.org/Lessons/King-PublicSpeaking.html>, Retrieved 29 September 2019.
- Martin, J.R. (1984). Language, Register and Genre. Geelong, Victoria, Deakin University.
- Martin, J.R. (1987). Factual Writing : Exploring and Challenging Social Reality. Geelong, Victoria, Deakin University Press.
- Martin, J.R. (1993). Genre and Literacy : Modeling Context in Educational Linguistics. *Annual Review of Applied Linguistics* 13, pp.141-172.
- Martin, J.R. (2001). Language, Register and Genre. Analysing English in a Global Context. A. Burns and C. Coffin. London, Routledge : 276.
- Martin, J.R. (2009). Genre and Language Learning : A Social Semiotic Perspective. *Linguistics and Education* 20(1), pp.10-21.
- Martin, J.R., & Rose, D. (2003). Working with Discourse. London : Continuum.
- Martin, J.R., & Rose, D. (2008). Genre Relation : Mapping culture. London : Equinox.

- Martin, J.R., & White, P.R.R. (2005). *The Language of Evaluation, Appraisal in English*. London & New York, Palgrave Macmillan.
- Soh, Yun-Hee. (2003). Students' Preparation, perception, and attitudes toward an oral class presentation. *English Teaching*, (58)3, pp.69-94.
- Srinon, U. (2019). Analysis of Generic Structure Development of Exposition Essays Written by Thai University Students : Sydney Genre-Based School and Systemic Functional Linguistics Perspectives, *E-Veridian, Silpakorn University*, Vol 12, No 1, January-February 2019 .
- Srinon, U., & Tuppoom, J. (2019). Analysis of Generic Structure Development and Resources of Intersubjective Stance in Discussion Essays Written by Thai EFL Students : Systemic Functional Linguistics and Appraisal Perspective. *Integrated Social Science Journal, Faculty of Social Sciences and Humanities, Mahidol University*, 6(2), pp.184-235. Retrieved from <https://www.tcithaijo.org/index.php/issmu/article/view/228889>
- Srinon, U. & Vichitbundha, P. (2020). Genre Analysis of Graduate Students' English Presentation : A Scientific Learning - Teaching Context. *Conference Proceedings, Journal of Humanities, Faculty of Humanities, Mahamakut Buddhist University*, Vol 12, No.1, January-June 2020.
- Webster, F (2002). A Genre Approach to Oral Presentations. *The Internet TESL Journal*, Vol. VIII, No. 7, July 2002 Available at <http://iteslj.org/> Retrieved 1 January 2020.
- Yoon-Hee, S. (2003). Students' Preparation, Perception and Attitudes toward an Oral Class Presentation. *English Teaching*, 58(3), pp.69-94.
- Živković, S. (2015). Introducing Students to the Genre of Presentations for Professional Purposes. *Mediterranean Journal of Social Sciences*, Vol 6 No 2 S2. pp. 201-208.