**Developing the oral presentation skills of postgraduate engineering students with
English as an additional language**

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Over the past 20 years, the need for practising engineers to be competent not only in technical skills but also in professional and communicative skills has been identified by industry (Male, Bush & Chapman 2010). In response, engineering curricula in Australian universities now include effective communication as a competency that requires development over the course of a degree, with the purpose to ensure that graduates are ready for the workplace. This paper reports on the effectiveness of a scaffolded critical and constructivist approach to the development of the oral presentation skills of a cohort of postgraduate engineering students with English as an additional language, enrolled in a workplace communication subject at an Australian university. The approach was guided by the notion of genre as a staged goal-oriented social process (Martin 2009), and used modelling and analysis of the L2 target genre and individual and joint construction of the target genre for formative assessment. Students were then provided with feedback to improve and accelerate their learning about the genre, underpinned by Nicol and Macfarlane-Dick’s (2006) seven principles of good feedback practice. At the conclusion of the subject, students were surveyed about their levels of confidence with the target genre before and after completion of the subject, and the pedagogical strategies they found most useful for supporting the development of their oral presentation skills.

**Keywords:** oral communication; pedagogy; feedback; engineering communication

**References**

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