

Unveiling the Blend: Onsite and Online Academic Presentations by Vietnamese Undergraduates at an EMI University.

As a direct result of Covid-19, the practice of teaching presentation skills in an academic context had to accommodate the switch from onsite to online presentation. Previous research on the linguistic features of academic presentations mostly took the genre analysis approach and focused largely on conference presentations or thesis defense sessions. The study therefore aims to address the gap in research that focuses on presentations delivered by university students in an English-as-the-Medium-of-Instruction university. Taking a corpus-based and discourse analysis approach in data analysis, this study examines the highly occurring linguistic features of 20 presentations delivered onsite and online as part of the course Presentation Skills course. Findings from this study can uncover differences in language usage and interaction patterns between presenters and audiences within these two contexts. Additionally, the research aims to identify the challenges and opportunities that emerge during the transition from onsite to online presentations, thereby contributing meaningful recommendations and suggestions to stakeholders in the practice of learning and teaching academic presentation in diverse educational settings.

Keywords: academic presentation, higher education, corpus linguistics, discourse analysis, online presentation.

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