EVP Teachers' and Students' Perceptions on Teaching Technical Presentation Skills for the Workshop Students in the Specialization Programs in Vocational Colleges in the Sultanate of Oman

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Abstract

The current research focused on English for Vocational Purposes (EVP) taught at the vocational colleges in the Sultanate of Oman and looked into the teachers' and students' perceptions about teaching Technical Presentation Skills for the Workshop Students in the Specialization Programs. Eight Post Foundation and Vocational Training Courses, English faculty, and thirty students of different vocational diploma specializations and vocational training courses were part of the research. A structured interview was conducted to explore their perceptions on the topic. Most of the participants were optimistic and objective in stating their perceptions. The participants felt that technical presentation skills are vital for vocational graduates as they affect their future careers. The EVP teaching faculty focus on specialization, practicability, and professionalization as it is crucial for employability. The current study's significance lies in providing a vivid picture of the teachers' and students' perceptions of EVP, the necessity of acquiring technical presentation skills by the students, and the challenges faced by both the teaching faculty and students.

Introduction

The leader of our blessed renaissance, the late His Majesty Sultan Qaboos Bin Said, with a grand vision of Oman, had passed suitable decrees, policies, legislations, and regulations for Technical Vocational Education and Training (TVET). TVET is one of the most significant components of the Omani economy. There is a great need for qualified citizens in Vocational Education and Training (VET) to contribute to the national economy by empowering those who, in return, cause and contribute to the "Omanization" of vocational jobs. The Vocational

Colleges (VCs) in Oman offer diversified disciplines in line with the regional needs, the industry trends, and the Omani labor market, as stated by Dr. Rahma birth Ibrahim Al Mahrouqiyah, Minister of Higher Education, research and Innovation, during her visit to Salalah Vocational College (Oman Observer, March 12, 2022). Eight VCs in the government sector and more than 400 institutes in the private sector are scattered across the country. The accelerated economic growth demands the need for qualified vocational aspirants who are well-versed in vocational English, i.e., English for Vocational Purposes (EVP). The students in VCs must master English as an international language to communicate efficiently and effectively with the employers, employees, and customers in the vocational job arena. Therefore, EVP is given prominence in the VCs as it is one of the mandatory subjects for the Vocational Diploma and Vocational Training Courses graduates as per the Oman Qualification Framework (QOF) rules.

In the 21st century, EVP has gained significant momentum in the world. A debate has been going on for decades on what to teach in the context of EVP and vocational training; there is a need to discuss the goals, content, context, and approaches. However, EVP has been introduced in the VCs in Oman ever since they were established. At this juncture, it is apt to comprehend the philosophy and the meaning of the Vocational Skills Program (VSP). Fang (2016) opined, *"Different from the teaching modes of other colleges and universities, English teaching in vocational colleges focuses more on professionalization, practicability, and specialization. VSP is part and parcel of English for Specific Purposes (ESP) and English for Occupational Purposes (EOP)."* (Hutchinston & Waters, 1987; Marra, 2013). Nowadays, English skills related to vocational jobs are given priority. The industries need workers who can communicate effectively in English when handling the office or other tasks while talking to the officers and managers (Zhang, 2016). VSP is essential for the students to complete their studies at their workplace. The content and the approaches to teaching VSP are based on the requirements of the employers' and students' needs. Thus, VSP covers the language in the context rather than language usage.

In any case, teaching EVP is a Herculean task in vocational colleges. The students lack efficient communication skills even after obtaining a secondary school leaving certificate or the foundation program in VCs. English is used only in college or workshop environments. The perception of the teachers and the students of EVP alike is that there is a lack of teaching materials, and there are no stipulated guidelines or specifications. Ramazani (2013) observed that the teachers are significantly concerned about the examinations. The curriculum department at the Ministry of Higher Education, Research and Innovation (MoHERI) took a unique initiative in imparting vocational English to the students, as EVP is a goal-oriented learning style. It has been reiterated several times by the head of the Post Foundation (PF) and Vocational Training Courses (VTC) at MoHERI that specialization content has to be utilized when preparing the students in technical presentation skills, as it paves the way for their future careers in the labor market.

However, the teachers and the students face challenges and difficulties in preparing suitable content in a good workshop specialization context while teaching technical presentation skills. Time and space are a matter of concern too. Teaching technical presentation skills should align with the workshop specialization syllabus, learning outcomes, and course goals. At the same time, it should link the student's prior knowledge of the specialization while teaching the technical presentation skills. Hutchinson and Waters (1992) opined that choosing suitable content in context is essential. Teachers' awareness in choosing the specialization content aptly and imparting technical presentation skills is crucial. It is noted that both the teachers and students face particular difficulties and challenges. Thus, the perceptions of both the teachers and the students for the development and success of the PF and VTC programs are considered in the current research.

Theoretically, perception, like in most disciplines, is an act of being aware of what is happening. It is a process of understanding what happens around us. The Oxford Dictionary states that perception is "one's environment through physical sensation, which denotes an individual's ability to understand."Perception and action go hand-in-hand, and they are inseparable. The activities of the individuals depend on their perceptions.

Similarly, teachers' and students' perceptions depend on the teaching and learning environment in the VCs. Teachers' perceptions depend on their perspectives of specialization knowledge, specialization learning environment in the workshops, examinations, and obstacles (materials & time). Students' perceptions widely vary and depend on their background, level of English, specialization knowledge and skills, theory exams, and pass/fail in the practical tests. These perceptions of the teachers and students lead to specific actions accordingly. Hiim (2014) argues that the English subject must help the student's specialization. It indicates that the EVP faculty's better vocational competence and the students' positive attitude toward VET are inter-linked. However, EVP suffers from not being utilized by teachers and students in VCs.

As aforementioned, perceptions play a vital role in VCs' teaching and learning process. A teacher with a positive perception of teaching technical presentation skills adapts, adopts, and develops suitable approaches and strategies in overcoming the challenges of specialization material, content, context, and other difficulties. In the same way, positive perceptions of the students influence their learning in the acquisition of technical presentation skills.

Considering the above phenomena, investigating both the teachers' and students' perceptions were investigated at Saham Vocational College (SVC), particularly observing the teaching of technical presentation skills for PF and VTC students. This study could help improve the quality of teaching technical presentation skills for exceptional students and develop suitable curriculum and assessment systems for the curriculum and assessment department at MoHERI. The following highlights the perceptions, teaching of technical

presentation skills, challenges, discussions, and a positive trajectory for better curriculums and quality in EVP teaching at VCs.

1. Literature Review
1.1   Perceptions

EVP activities in teaching technical presentation skills are numerous, beginning from the selection of the topics (specialization-based), preparing the students, checking their PPTs for content validity, suitability, and reliability, practicing the presentations and checking their language, body language, and other related aspects, giving feedback, etc. At the same time, students participated in all of the activities stipulated and designed for the students, as per the EVP syllabus and assessment system proposed by the curriculum development and assessment department at MoHERI. Therefore, an investigation was carried out to examine the perceptions of both teachers and students.

Perceptions are developed under the people's experiences in context, and all perceptions are subjective. Sharing perceptions would lead to shared knowledge and attribute to the validity of information and decisions. According to Rao and Narayan (1998), *"perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment (p.329-330)."* As opined by Sarwono (1983), perception is the ability to process the observation, distinguishing and focusing on what is found. It is a process between the person and reality.

Teachers' perceptions are about their beliefs, attitudes, and knowledge (Golombek, 2009). Perception, action, and philosophy are interrelated, and perspective is directly related to acting as per the existing literature. In the teaching-learning process scenario, teachers' perceptions play a vital role. Their perceptions influence their teaching (Barcelos, 2003) and their actions and attitudes reflect their activities of teaching practices, such as preparation of materials, teaching approaches, interactions with the students, and the teaching process (Borg, 2003). Teachers make decisions based on their perceptions and as per the needs of the students. As perceptions instigate the actions, positive perceptions lead to positive actions and attitudes. Therefore, the institutions must inculcate positive perceptions in teachers concerning the curriculum, teaching environment, material provision, and suitable EVP content, context, and assessment system in implementing technical presentation skills.

It is fundamental to know the perceptions of the students in educational contexts. The knowledge of students' perceptions helps the curriculum developers plan the educational process (Conroy, 1998). Hatizios (1996) stated that curriculum designers and educational leaders should consider vocational school students. At the same time, understanding the students' perceptions can shape their learning attitudes, motivation, and achievements. Students' perceptions have a direct impact on language learning and motivation. Understanding the students' perceptions of VETpaves the way for better curriculum design for the administrators (Adams, Womble, & Jones, 2001). The research on English in vocational

education revealed that students' perceptions are helpful in planning and teaching the English language (Bani-Khalad, 2014). The knowledge of perceptions of the students by the teachers yields practical lessons, as they consider the students' needs. Therefore, this current study is conducted in SVC to know the students' perceptions of teaching technical presentations.

1.2   English for Vocational Purposes

English for vocational purposes refers to English language teaching that would develop and meet the needs of students who seek vocational careers in a particular specialization. EVP is inevitable in the modern era in terms of helping students perform well in their workplace. An in-depth theoretical analysis of EVP would serve the research purpose. English for General Purpose (EGP) has a contrast with ESP. ESP focuses on the students' needs for specific situations in acquiring language proficiency in different skills.

Similarly, EVP is vocational-oriented language learning (VOLL). It refers to vocational English language development in students. On the contrary, EVP, as opined by Widodo (2016), is a program *"which equips students with English competence that supports their vocational expertise (p.280.)."* It focuses on specific trades and specializations. Thus, it is understood that EVP develops vocational communication by building vocational knowledge and skills.

EVP is a contextualized learning process in which the students are engaged in an authentic environment (Platt, 1996). It emphasizes learning the language in chosen vocations or disciplines. It demands immediate occupational English, prepared for the semi-skilled occupations with particular vocation interests. It addresses the vocational language and general English relevant to vocational knowledge and discourses. It reflects the core language competencies of students in different occupations of hotel management, accounting, computer engineering, and other fields (Widodo, 2015). It aims to develop speaking skills for the targeted specialization students' needs. The emphasis is on specific occupational specializations and trades (Lesiak-Bielawska, 2012). It has been implemented in several countries.

1.3   Teaching Technical Presentations for Vocational Specializations in VCs in Oman

The mother tongue and official language of Omanis are Arabic. However, Maimoona (2011) pointed out that English is spoken in Oman, especially in private companies. She reiterated that there had been a significant dropout in the Government Vocational Training Centres (GVTCs) as students do not practice the English required by the private companies (Maimoona, 2011). Ali and Ali (2011) opined that English as an international language is much needed for multiple purposes. They added that even after three decades of ELT system introduction in Oman by the late His Majesty Sultan Qaboos, English language proficiency has inadequacies, which has negative implications. Issa (2018) stated that technical students need a lot of specialization lexis to express them. This competitive world requires the communication and presentation skills of graduates.

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In many departments, students cannot acquire oral presentation skills where they need critical technical material (Thomas, 2009). Students should be able to tackle this issue and develop oral presentation skills. James (2009) states, *"Technical presentations are a balance of data, format, and verbal communication skills."* Technical presenters prepare not only themselves but also the audience, presentation style, preparing attendees, presentation format, slides, and screens. They should be able to maintain time and body language and be prepared to hand the questions, besides being ready for the worst-case scenario. Technical presentations include informal presentations and formal presentations. The presenters should analyze the audience, maintain interest, communicate well and maintain the time constraints.

Teaching technical presentations for vocational specializations in VCs in Oman was introduced in 2013 for the PF students. Ever since the English faculty have been teaching EVP to help the students. Technical presentations need technical lexis along with presentation skills. The EVP faculty teach specialization-based fundamental vocabulary to the students and prepare them for the technical presentations. Thus, students foster technical presentation skills for vocational purposes, as the faculty provide a variety of technical presentation learning activities. Ample opportunities are given for the students to acquire technical presentation skills, which would contribute to future careers.

2.Research Methodology

A case study method is used in this research to explore the EVP teachers' and students' perceptions of teaching technical presentation skills in the post-foundation and vocational training courses programs at Saham Vocational College, which equips and offers several vocational courses to the nationals. Dilini and Sreemali (2020) stated that vocational students lack vocational English-speaking skills, which are needed in the workplace and hinder employment opportunities. Considering the perceptions of industry personnel, Dilini and Sreemali (2020) reported shortcomings in the English curriculum designs for vocational students. They felt a very urgent need for vocational students to acquire vocational English for effective performance in the workplace. In this study, eight EVP English faculty and thirty vocational students were interviewed purposefully to understand the perception of the teachers and students at this VC. A semi-structured interview (SSI) was conducted to obtain the perceptions of the participants on technical English knowledge, beliefs, and attitudes towards teaching technical presentation skills. Researchers followed the steps and stages required for SSI in drafting questions, recruiting respondents, and administering SSI (William, 2015).

All the necessary protocols were followed while conducting the SSI as per the recommendations of Pattton (1991). The data collected from the teachers and students were analyzed to dig deeper into the qualitative perceptions (Fine, 1995) regarding technical English knowledge, beliefs, and attitudes of the teachers and the students. The stages and steps in the qualitative analysis were strictly implemented to organize, familiarize and interpret the data (Loafland et al., 2006).

3. Findings

The data collected through SSI paved a way to interpret and understand the perceptions on teaching technical presentation skills in Saham VC. The categories analyzed were vocational English knowledge, beliefs, and attitudes (Andrej, 2013). The findings from the SSI data on teachers' (T) and students' (S) perceptions are depicted vividly.

3.1 Vocational English Knowledge

Vocational English is taught through supportive courses like Technical Writing, Technical Communication, and Public Speaking in the post-foundation program, where the content and context are specialization-based and vocational training-based. Similarly, the students in Vocational Training Courses are also offered TE which is again specialization-based.

From the teachers'(T) point of view, vocational English is essential for the students to succeed in their careers in the industry (T1). The focus in EVP is not generic but specific, i.e., specific to the student's specialization or trade (T2). The teachers were required to acquire the content knowledge of the discipline taught in the workshops (T4). Through developing specialization knowledge, we become well-versed in preparing the teaching material and teaching vocational communication skills through technical presentation skills (T8).

Similarly, the students' perceptions go hand in hand with the teachers. The students admitted to the fact that they lack vocational English. Vocational English and technical presentation skills are essential for their future careers (S10). Knowledge of vocational terminology (specialization-based) enhances proficiency and depth in vocational English fundamentals (S2). S10 shared that the EVP helps in understanding workshop training in a better manner. Vocational English knowledge aids in the comprehension of workshop instructional material (S19). Vocational English learning prepares the students to work in the specialization field (S5). Vocational English taught in Saham VC is very useful and helps the students grow their language of specialization (S23). The knowledge of Vocational English paves the way to express fluently in both written and oral forms (S11). It is essential to develop employability skills (S25). It opens doors for the students to the corporate world. Knowledge of vocational English makes us stress-free in attempting the interview and obtaining jobs (S13). Vocational English knowledge plays a more significant role in vocational communication and helps deal with employers, employees, and customers (S25). One of the fascinating perceptions expressed was that knowledge of vocational English contributes to developing emotional skills and broadens the students' minds (S5). It also increases the chances of pursuing further studies and providing a job (S17).

EVP teachers' perception and Students' perception of the acquisition of vocational English knowledge is encouraging and positive. However, some expressed difficulties and challenges in teaching and learning vocational English. The negative perceptions outweigh the positive perceptions as per the study.

3.2   Beliefs

The beliefs of teachers and students on the vocational English curriculum implementation in Saham VC, objectives of teaching technical presentation skills, the methodology followed, and other miscellaneous aspects, are depicted in the following lines.

3.2.1Technical Presentation Skills Curriculum

The introduction of the technical presentation skills curriculum in post-foundation and vocational training courses in Saham VC and all the other VCs in the government sector is beneficial (T3). All the participants in SSI strongly believe that incorporating a technical presentation skills curriculum as a part of EVP has more significant implications in the long run as the students enhance their technical presentation skills during vocational education and training in colleges (Ts and Ss). Teaching technical presentation skills has a more significant impact as students learn how to engage the audience and keep the presentation more informative in many exciting ways (T1). Students develop self-confidence and effectively communicate their thoughts and specialization-based content (T7). T3 opined that students gain vocational-world skills when doing their presentations and become accomplished through this curriculum. It is a fantastic opportunity for the students as they get the chance to express their vocational English language skills and gain stage presentation experience through this curriculum implementation (S2). It builds confidence in public speaking and technical presentations (T20). All skills in English are essential, but teaching/learning technical presentational skills for vocational students is excellent (Ts/Ss).

3.2.2   Objectives of Teaching Technical Presentation Skills

EVP teachers implement the objectives specified by the Curriculum Development and Assessment Department in the Ministry of Higher Education, Research, and Innovation. When teachers were asked about the purposes, they stated that their primary motivation is to train the students in technical presentation skills that would enable them to develop communicative competence in vocational English. This curriculum will make the skilled students communicators (T 2, 4, 5, &8). The other teaching faculty opined that teaching technical presentation skills is a part of the syllabus and is part of the assessment system in Technical Communication and Public Speaking supportive courses in the college (T3). They are teaching technical presentation skills to help the students practice all language system areas like vocational vocabulary, grammar, and discourse (T8). Another objective is to teach listening, reading, writing, and speaking skills. While preparing for the presentations, students are expected to read and do a lot of research on the specialization content topics. They must write outlines, speak coherently and listen patiently to the audience's questions (T1). Thus, the main objectives of teaching technical presentation skills are to enable the students to develop all language and stage presentation skills (T4).

The students responded positively about why they need to be taught technical presentation skills. Presentation is a skill, and it builds confidence (S12). Technical presentations develop the skills to be better communicators by enabling the students to structure and express their ideas clearly (S28). These presentations are a practical challenge for

students and help them effectively understand the topic to persuade the audience. Learning about technical presentation skills is essential as they extend our vocational language skills (T29). Teachers taught us how to research the vocational content on the given/chosen topic, write the outlines of the technical presentations, prepare the PPTs, and rehearse before the final presentation. S8 said, *"The whole process is useful to the students, and I express my gratitude to our English instructor."* S10 said, *"I can identify different stages of presentation like greeting, introduction, and the key aspects to persuade or provide information and conclusion.*

Interestingly I learned how to answer the audience's audience's questions.". S30 said, *"I check my body language, eye contact, gestures, ... I make mistakes... laugh at myself ... but interesting to do presentations in my specialization topic."* The technical presentation skills are tested and evaluated using marking criteria for individual or group presentations (T2). The head of the English department in Saham VC said that students are given practice in small group discussions, small group debates, informative speech, persuasive speech, technical narrative speech, a technical demonstrative speech, extempore, and many other types of presentations throughout the technical communication and public speaking courses, to cover all the objectives of teaching technical presentation skills to the post-foundation students at diploma level and vocational training courses students at the certificate of vocational competency 1, 2 and 3. and vocation. Thus, the objectives of teaching technical presentation skills are met as most students can speak fluently, deliver the information clearly and correctly, face the audience confidently, respond to the audience's audience's questions and ultimately acquire technical presentation skills (Head of the English Department).

3.2.3 Methods for Teaching Technical Presentation Skills

ESP teaching faculty participated in workshops organized by the Curriculum and Assessment Department at the Ministry of Manpower (T1). The methods of teaching can vary from teacher to teacher (HoD). T4 said that the students are exposed to different concepts of various types of technical presentations (small group discussions, small group debates, informative speech, persuasive speech, technical narrative speech, technical demonstrative speech, extempore). Students are guided to research, prepare the outlines, prepare the PPTs, practice in the classroom, and get feedback on their presentations (T6). The main methods followed by the ESP instructors are group discussion, model presentation, conducting feedback sessions, exposing students to the speeches of great people and best-recorded presentations of the previous students, use of audio-video aids, etc. (HoD). The ultimate aim is to teach the students how to do the technical presentations in specialization content using PPT (T7). Modeling and practicing helped the students (T8). Some of the students responded that teachers follow various teaching techniques. They taught us how to attract and behave with the audience (S18). One student said, *"I don't know the teaching methods, but I learned how to move on the stage, express myself, and control fear and stress...."*

1.3 Attitude

The attitude of teachers and students on the difficulties and challenges faced in teaching technical presentation skills as a part of vocational English curriculum implementation in Saham VC are presented below based on the perceptions captured during the SSI.

3.3.1 Challenges in Teaching Technical Presentation Skills

As a matter of fact, from teachers' and students' perceptions and points of view, there are several challenges faced by both teaching faculty and the students in teaching technical presentation skills, as noted during SSIs.

Teachers believe that the students who join the VCs have a poor background of English knowledge in particular and are least motivated (HoD). Students lack vocational lexis, grammar, and speaking skills (T2). The time allocated to teach these skills is limited due to the blueprint of the specializations (T3). The foundation course is helpful to a certain extent, but the students fail to use the time stipulated for learning English at the foundation level (T8). Students do not get enough time to research the chosen topic to do well, and some do not even bother to go to the library to gather pertinent information (T8). A few instructors in the workshop use Arabic during the theoretical and practical sessions in the workshops (T5). Female students are much more worried about presentations, as they face the male students and other audience members (T4). A few students lack motivation and are nervous about performing the stage's technical presentations (T8).

In line with the views of teachers, the students in PF and VTC courses also stated that they face problems. S10 agrees that his level of English is weak, and he cannot master the presentation skills despite opportunities in the foundation program. S16 says that the new lexis of the specialization is too challenging, and pronunciations of the words are somewhat tricky, as there is mother tongue influence. I say 'a Scrooby for a'a screwdriver' for instance. "I do not get enough time to prepare for the technical presentations as my class schedule is hectic, and I am not able to master the technical presentation skills," says S24. A female student (S23) accepts that she is never exposed to stage presentations and feels nervous about facing the audience. S2, S8, S16, S25, and others say that grammar and pronunciation are critical problems. Talking on the teachers' part, S6, S13, S20, and S30 admit that teachers do not spare enough time for teaching grammar and vocational lexical items though they try their best to prepare us for the technical presentations. S5, S11, S25, S18, and others confirm that they never got the opportunity to do presentations or did not realize the importance of giving expression in the past. It is too late when we recognize the importance of technical presentations, which are necessary for our future careers. Sometimes our instructors in the workshops speak in the local language, which also affects us in mastering the lexical items (S3, S10, S19). S9, S12, S24, and a few others affirm that they depend primarily on internet resources than library resources as there are hardly any materials for the research process, and they rely only on the internet.

However, both the teachers and the students make efforts to acquire technical presentation skills by finding tangible solutions. The HoD and EVP faculty coordinate with the English foundation faculty in stipulating research and presentation as an integral part of the course to enable the students to develop presentation skills which will, in turn, cause a better performance in the PF and VTC. At the same time, EVP faculty are also coordinating with the HoDs and instructors of the specialization to roll on parallel lines smoothly. Similarly, the college council has been trying to buy enough specialization content resources for the library with the MoHERI support (HoD).

4.Discussions

The present research conducted in Saham VC opened prospects and an excellent vision for the future. From the investigation of EVP teachers' and students' perceptions of teaching technical presentation skills, it is evident that the said curriculum prepares the students for the technical presentation skills that are beneficial and crucial in the field of vocational employment. Technical presentation skills in English are essential for vocational students. In the words of Marianthi and Charilaos (2018), English is essential as stated, *"Especially for vocational students, who are preparing to enter the workplace, English is considered very important as a lingua franca and a basic means of communication in the world market. P.2"* Chang (2009) opined that ESP is essential for vocational students to meet the considerable demands. Speaking is very complex to be mastered by the students. Students need to think of the lexical items to express apart from the ideas alone, and at the same time, learners need to be aware of the grammatical structure and pronunciation of the lexis (Abbs and Freebairn, 2000, p. 4). Students must speak with correct specialization lexis, grammatical structures, and proper pronunciation during technical presentations. As the vocational students need to be fluent and competent users of vocational English to cope in their profession or workplace, EVP teachers take necessary measures to aid the students in grammar, pronunciation, and specialization lexis. It was identified during SSIs that students lack motivation. It was argued by Nunan (1992, p.99),

"The teachers need to be aware that motivation is a consideration in determining whether or not learners are willing to communicate. The more meaningful the materials and the tasks are for the learners involved, the better the outcome will be". While implementing the technical presentation skills curriculum, teachers employ different strategies to motivate the students. EVP faculty inspire and train the students for technical presentation skills acquisition to achieve the desired outcomes in imparting the skills. Subsequently, EVP in Saham VC highlighted that imparting technical presentation skills have a broader impact on the career of vocational students. Teachers seek appropriate methods to achieve the teaching-learning objectives. It is EVP teachers' responsibility to develop presentation skills. In this regard, Reiser and Dick (1996) argue that it is the teachers' role to use effective strategies in the accomplishment of the needs of the students. Thus, the teachers not only motivate but also employ appropriate methods in teaching technical presentation skills.

Teaching is done by utilizing different methods such as modeling, addressing mistakes, providing feedback, cooperative learning, experiential learning, student-led classroom, class discussion, inquiry-guided instruction, visualization, technology in the school, etc. EVP teachers adapt and adopt the methods according to the students' needs and factors affecting specialization, level of students, context, classroom size, and different strengths, abilities, and backgrounds. Teaching technical presentation skills requires both intrinsic and extrinsic motivation in the students. Burden (2000) argued that the students' inner drive and motivation toward learning are essential despite the abovementioned variables. EVP teachers apply a combination of suitable teaching methods in imparting technical presentation skills in small group discussion, debate, extempore, informative speech, technological demonstration, technical narration, and other aspects to develop skills. Thus, the students get real learning opportunities to build technical presentation skills in the VCs.

The research yielded positive results as the EVP instructors and the students expressed optimism toward teaching technical presentation skills incorporated in PF and VTC curricula in 2013. The challenges and barriers are temporary, and they can overcome all the obstacles and barriers (grammar, pronunciation, specialization lexis, lack of materials, low motivation, and confidence levels in the students) in the teaching-learning process at Saham VC.

5.Conclusion

Teaching technical presentation skills to vocational students as a part of EVP is to prepare the students to be successful in the vocational field of employment. This curriculum has been implemented successfully in Saham VC. The objectives of the MoHERI and the quality assurance are achieved as the students develop and improve technical presentation skills considerably, making a way forward to employment in the vocational job arena.

Subsequently, this study, while admiring the efforts of the college and the staff, also suggests the EVP faculty and the specialization instructors' coordination for the successful implementation of the program. In addition, research possibilities and library resources for the specialization research have to be addressed. Moreover, EVP faculty professional development workshops are to be conducted periodically to enable them to focus on the teaching methods based on the specialization of student needs and interests. As a result, the goal of teaching technical presentation skills will be achieved, and EVP will be beneficial and meaningful for the students.

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