A Genre-Based Investigation of the Introduction Sections of Academic Oral Presentations

Kuldip Kaur Maktiar Singh
kksekhon@uitm.edu.my
Academy of Language Studies, Universiti Teknologi MARA Malaysia

Afida Mohamad Ali, Chan Mei Yuit and Helen Tan
afida@upm.edu.my, cmy@upm.edu.my, helen@upm.edu.my
Department of English, Faculty of Modern Languages and Communication
Universiti Putra Malaysia

ABSTRACT

The academic oral presentation (henceforth AOP) is an important genre for tertiary students across various courses and disciplines in the university. Despite the importance of AOPs for undergraduate students, relatively little is known about this genre. Using Swales' (1990, 2004) notion of move analysis, this paper compares the rhetorical structure of the introduction sections of academic oral presentations from two different fields, namely English language and Administrative Sciences. The findings show some similarities in the AOPs whereby the introduction section contained three moves, and their related steps were similar to previous studies on the rhetorical structure of oral presentations but with few variations. The linguistic features used were also found to be similar in both corpora revealing that students were able to transfer their rhetorical knowledge and linguistic features from one context to another. This study reveals that variation in AOPs is possible in different courses and disciplines. Thus, having genre awareness can help students adapt their genre knowledge to the context.

KEYWORDS: *Move Analysis, Genre Analysis, Academic Oral Presentation, Formulaic Expressions*

INTRODUCTION

Academic oral presentation (henceforth AOP) is an important spoken genre for undergraduates in the university. In English for Academic Purposes or EAP, the genre approach has been employed to analyze various genres in the academic context such as emails, letters, term papers (essays), theses, reviews, research articles, reports, grants proposals, lessons, speeches, student presentations, research projects, poster presentations, and seminars. However, most of the studies focussed on written genres and less on spoken

genres. The AOP is a key genre for undergraduates in academia and knowing the rhetorical structure of this genre will help undergraduates deliver successfully. Previous studies (Cheng, 2007; Tardy, 2009; Artemeva & Fox, 2010; Yasuda, 2012; Hill, 2012; Viriya & Wasanasomsithi, 2017) on written genre provide evidence that knowing the moves and steps of a genre helps students write better. However, for spoken text, few studies have been conducted to prove that knowing the rhetorical structure of the AOP can help students. Thus, recognizing the importance of knowing the rhetorical structure of a genre, this study investigated the rhetorical structure of the AOP among undergraduates.

Within the English language course and discipline-based courses offered at universities, the AOP is used as part of the assessment, or to present research projects, and socialize students into the academic discourse community (Zareva, 2011; Duff, 2010; Zappa-Hollman, 2007; Morita, 2000). AOPs can be conducted individually, in pairs or groups, but for the purpose of this study, the researchers focussed on group presentations as they appear to be the most common in the university. AOP in the present study refers to classroom student presentations which are considered less important based on the notion of hierarchy by Swales (2004). This notion reflects the value system of a genre within the discourse community. As such, the status attributed to each genre in the discipline may vary in their importance in different disciplines. For undergraduates, written genres such as theses, project papers, and written assignments are considered more important than AOPs, hence its less prestigious status. To date, most studies on spoken discourse have focused on university lectures (Yaakob, 2013; Lee, 2016, 2009; Cheng, 2012; Thompson, 1994), conference presentations (Dubois, 1980; Rowley-Jolivet and Carter-Thomas, 2005), engineering oral presentations (Seliman, 1996, Mariana, 2010), seminars (Weissberg, 1993; Aguilar, 2004), dissertation defences (Swales, 2004) and three minutes thesis or 3MT presentation (Hu & Liu, 2018). As shown in the literature, these studies mainly involve 'experts' and not novice undergraduates. This indicates a need to examine the AOP of undergraduates and elevate the importance of this genre in the hierarchy.

In this paper, the English Language (henceforth EL) and discipline-based (henceforth DB) AOPs by undergraduates are examined to identify the rhetorical structure. It may have a resemblance to other spoken genres such as the conference presentation or seminars. For written genres, the tasks undergraduates have to do are specific to their discipline. For spoken genres such as defenses, seminars, and classroom presentations, they may be specific to the discipline although not much variation may occur. Thus, it is important to investigate the rhetorical structure of the AOP. Moreover, past studies show that there are differences between disciplines for spoken genres in terms of the rhetorical structure and linguistic features (Samraj, 2005; Hyland, 2009; Yang, 2014, Kuteeva, 2013). Various studies have investigated rhetorical moves in oral presentations. Swales CARS model (1990; 2004) for research article (RA) introductions has been a popular framework for exploring rhetorical moves in academic genres, both for spoken and written ones. Previous reseseacrh on spoken academic genres include academic lectures (Yaakob, 2013; Lee, 2016, 2009; Cheng, 2012; Thompson, 1994), student presentations (Zareva, 2009; 2011, 2019), conference

presentations (Dubois, 1980; Rowley-Jolivet and Carter-Thomas, 2005), engineering oral presentations (Seliman, 1996, Mariana, 2010), seminars (Weissberg, 1993; Aguilar, 2004), dissertation defences (Swales, 2004) and three minutes thesis or 3MT presentation (Hu & Liu, 2018).

As shown in the literature, most studies on the rhetorical structure of the spoken genres have focused on one section of the genre such as introduction, conclusion or discussion sections. From a genre perspective, it is important to analyse the complete presentation to identify the linguistice features used to structure the whole text (Zareva, 2019). As academic oral presentations are ubiquitous for undergraduates in their courses, examining the rhetorical structure of this genre will benefit the undergraduates who find this discourse to be the most challenging.

The following research questions were formulated for the present study:
1. What are the rhetorical moves of AOPs in the introduction section?
2. What are the linguistic features used in the AOPs for the introduction section?

METHODOLOGY

Taking the genre approach, the present study analyzed the rhetorical moves of the AOP using the method established in genre analysis by Swales (1990, 2004). This study analysed 40 group academic oral presentations totalling 94,888 words. The participants were undergraduates from the Bachelor of Administrative Science degree programme. The AOPs were conducted in the English language and discipline-based courses by the same students within one discipline. The duration of the AOPs observed was 20 minutes to 60 minutes. Each group for the AOP comprised of three to four members and the total number of participants was 90. The AOPs were audio-recorded and transcribed by the researchers. As the focus was on the introduction section of AOPs, previous models were analyzed and adapted for the present study. Swales' CARS model was used as the framework for the rhetorical structure of AOPs. This genre analysis method was used as a guide to identify the rhetorical moves and steps of the AOPs. In addition, the frequency of each move in the AOPs was analyzed to verify the extent a particular move is used, in other words, to determine if the move or step was obligatory, conventional or optional. A move or step can be considered conventional if the frequency of occurrences is high, Lee (2016) considered a move or step to be conventional if occurrences of the move were 80% or higher. However, for some scholars (Swales, 1990; Nwogu, 1997; Kanoksilapatham, 2005) rhetorical moves are considered conventional or obligatory if the occurrences are above 60% and if the frequency is below 60%, it is considered optional. The moves in the present study were classified as obligatory if it occurred 100% (Bhatia, 1993; Kanoksilapatham, 2005), conventional if the rate of occurrence is between 60% to 99% and optional if it appeared in less than 60% of the AOP corpus (Rasmeenin, 2006; Salmani & Montazeran, 2012). In this study, textual clues in the transcript (e.g. discourse markers - *okay*, *well, so*, or frame markers – *next*, *first, etc*) and visual clues in the powerpoint slides were used to identify the moves.

The corpus was analyzed to determine the moves in the introduction section of the AOPs. To operationalize the identification of the rhetorical moves a coding scheme was created.

The coding scheme used for the Introduction section is based on Dubois (1980); Seliman (1996) and Rowley-Jolivet and Carter-Thomas's (2005) models that adopted Swale's CARS model as shown in Table 1 below. The pioneering study by Dubois (1980) analyzed the rhetorical structure of biomedical conference presentations based on Swales's (1990) CARS model. The introduction section comprised two moves *'Listener Orientation'* and *'Content Orientation'* as shown in table 1 below. The *'Listener Orientation'* includes acknowledging the chairman's introduction and calling the audience to attention, informing that questions can be answered at the end of the presentation. The *'Content Orientation'* sets up the stage for the body of the presentation. In a subsequent study, Seliman (1996) adopted the *'Listener Orientation'* and *'Content Orientation'* moves in the introduction section in her study on 68 engineering oral presentations by both novices and experts from the engineering discourse community. In her study, for the introduction section, she adopted Dubois's (1980) model, with some additional steps and reconstructed them (refer to Table 1).

Another study by Rowley-Jolivet and Carter-Thomas (2005) analyzed introductions in conference presentations (CP) and proposed a framework for CP based on Swales CARS model as shown below. As shown in Table 1 below, Move A, *'Setting up the framework'* established by Rowley-Jolivet and Carter Thomas (2005) is similar to Dubois's (1980) *'Listener Orientation'* and *'Content Orientation'* move. In Move B, *'Contextualizing the topic'*, the step 'conference context' includes references to other talks given at the conference while Move C, 'Research rationale', includes the motivation of the research (the relevance, gaps or problems), response (research hypothesis,and a preview of results or solutions) and the research goal.

Table 1: Models for Introduction Section of Oral Presentation

DUBOIS (1980) **Biomedical Conference**	SELIMAN (1996) **Engineering Oral Presentations**	ROWLEY-JOLIVET & CARTER-THOMAS (2005) **Conference Presentations**

A. Listener Orientation
  1. To Chairperson
  2. To audience
  3. To projectionist
	A. Orientating Listeners
	  1. Thanking Chairman
	  2. Acknowledging audience
	  3. Greeting audience
	  4. Expressing appreciation
		A. Setting Up the Framework
		  1. Interpersonal Framework
		    1a. Listener Orientation and /or
		    1b. Acknowledgments
		  2. Discourse Framework
		    2a Announce Topic
		    2b Outline Structure/ Indicate Scope

B. Content Orientation
  1. Non-technical
  2. Technical
    2a Subject qualification
    2b Amplification
    2c Pre-hypothesis
    2d Hypothesis
    2d* Implications
	A. Orientating the Content
	  1. Leading audience into content
	  2. Announcing the title of OP
	  3. Announcing subject and title of OP.
	  4. Commenting on subject/title or subject and title of OP
		B. Contextualizing the Topic
		  1a. Conference Context
		  1b. General Research Context

	B. Focusing on the Content
	  1. Previewing the structure of OP briefly
	  2. Previewing the structure of OP in detail
	  3. Limiting the scope of coverage of the work
		C. Research Rationale
		  1. Motivation
		  2. Response
		  3. Outline research goals

In the present study, it should be noted that the three established models for the introduction section were not followed in the analysis of the corpus. The first model by

Dubois (1980) for identifying moves and steps was not suitable for the present study as it was for a science conference. Likewise, the second model by Seliman (1996) has moves and steps which are not relevant too for classroom student presentations. The third model, by Rowley-Jolivet and Carter-Thomas (2005) was also not wholly suitable as it has moves and steps which are related to conference presentation that is, 'contextualizing the topic' and 'research rationale' and has steps such as 'acknowledgments' which are irrelevant for classroom student presentations. Based on the three models, the proposed model for the introduction section was established. As can be seen from Table 1 above, '*Listener orientation*' and '*Content orientation*' moves appear in all three models, but differences are in the sub-moves or steps. These moves are similar to the '*Interpersonal framework*' and '*Discourse framework*' in Move A '*Setting Up The Framework*' of Rowley-Jolivet and Carter-Thomas's (2005) model. Some of the moves and steps in the models above are not relevant as the AOPs in the present study are student classroom presentations, not conference presentations. Thus, as none of the three models seemed entirely suitable of the AOPs, the researcher proposed a model for the introduction section adapted from previous models. The proposed model is as shown in .Figure 1 below.

Move 1: Listener orientation

Step 1A - Greeting the audience

Step 1B - Reciting prayer

Step 1C - Introduction of oneself /other speaker (s)

Move 2: Content Orientation

Step 2A - Leading audience into the content

Step 2B - Announcing topic of oral presentation

Step 2C - Outlining structure / Indicating scope

Figure 1: The proposed model for moves in the Introduction section of AOP

In addition to a macro analysis of the AOP, the linguistic features used to realize the moves were also analyzed. This microanalysis of the AOP was conducted using Wordsmith version 5.0 tool (Scott, 2008). By using this software, the frequency of occurrences of the linguistic features was analyzed to see how and the extent they were used in the AOPs. As the size of the data between the EL and DB AOPs was not similar, however, differences of the size will not affect the findings of the study as the linguistic features have been normalized per 10,000 words.

RESULTS AND DISCUSSION

The Rhetorical Moves in the Introduction Section of AOP

The following table illustrates the rhetorical moves of the AOP analyzed in the present study based on Swales' 'move' concept which was adopted in the present study. The proposed model for the introduction section of the AOPs is as shown below. Based on the findings, the rhetorical moves for both the EL and DB AOPs for the introduction section are shown in Table 2 below.

Table 2: Frequency of Moves and Steps in the Introduction Section of AOPs

Move / Step	EL AOP N = 20	DB AOP N = 20
Move 1: Listener orientation		
Step 1A Greeting the audience	20 (100%)	20 (100%)
Step 1B Reciting Prayer	5 (25%)	0 (0%)
Step 1C Introducing oneself / other speakers	20 (100%)	20 (100%)
Move 2: Content Orientation		
Step 2A Leading audience into content	3 (15%)	4 (20%)
Step 2B Announcing topic of oral presentation	20 (100%)	20 (100%)
Step 2C Outlining structure / Indicating scope	20 (100%)	20 (100%)

Note: % refers to frequency of occurrence of a move or step

The findings of the analysis of moves and steps in the AOP introduction in Table 2 show that all AOPs in both the corpus used Move 1 *Listener Orientation* and Move 2 *Content Orientation*.   Move 1 was realized by three steps - Step 1A *Greeting the audience*, Step 1B *Reciting prayer* and Step 1C *Introducing oneself or other speakers*. The role of Move 1 is important as presenters need to set up the framework for the oral presentation. This move is unlike Swales' Move 1 (Establishing Territory) because for AOPs there is a live audience that sets the context of the AOP. Nevertheless, just like Swales' Move 1 that establishes territory, in AOP the speaker establishes authority through greetings and introduction. The introduction section of all of the AOPs comprised this Move 1, making it an obligatory move. Studies on oral presentations that have adopted Swales CARS model indicate moves that are obligatory and optional. Move 1 comprising three steps – '*Greeting the audience*' , '*Reciting prayer*' and *'Introducing oneself or other speakers'* were obligatory but the steps were optional. Move 2 was realized by three steps – Step 2A *Leading audience into content*, Step 2B *Announcing topic of oral presentation* and Step 2C *Outlining structure/Indicating scope'*. The predominant steps in Move 2 are Step 2B and Step 2C which are considered obligatory.

The following section describes each move and step present in the introduction section of the AOPs.

Move 1: Listener Orientation

According to Rowley-Jolivet and Carter-Thomas (2005), oral presentations often begin with Move 1 '*Listener Orientation*' which they term as '*Interpersonal framework*' in their study. The function of Move 1 is to orientate or prepare the listeners for the topic of presentation. Similarly, in the present study, Move 1 '*Listener Orientation*', was the first move of the rhetorical structure of AOPs irrespective of whether the AOPs began with Step 1A *Greeting the audience,* Step 1B *Reciting prayer* or Step 1C *Introducing oneself or other speakers.* Examples to illustrate Move 1 '*Listener Orientation*' for both the EL AOPs and DB AOPs are as follows:

*Assalam mualaikum [Arabic greeting] and a **very good morning** to Madam C and all my fellow friends (EL7)*
***A very good morning** to my audience and our lecturer (EL10)*
***Good morning** to all of you. (DB4)*
***Good morning** to Madam ………. (name) and friends. Err…there are other discipline students who join us today (DB15)*
*Okay **assalam mualaikum** and a **very good evening** to our lecturer Madam ………. and fellow friends (DB20)*
 *Hello. My name is …and a **very good morning** to our beloved lecturer Madam … (DB12)*

Repetition of Step 1A '*greetings*' was mainly evident in the DB AOPs, which were lengthy presentations that lasted between 15 minutes to an hour. Hence presenters greeted audience again when it came to their presentation. An example is as shown in the extract below where the greetings in this AOP occurred four times. For instance, for sample DB 12, there were four occurrences of this step as shown below.

*Assalam mualaikum (Arabic greeting) and a **very good morning** to madam……….. (name) Madam …………. (name) and also members of the floor.*
Today we are the last group for the presentation of this subject.
Okay first of all we want to show you the video regarding our topic about the career development. [shows video]
So now … we continue with our presentation
*Assalam mualaikum (Arabic greeting) and a **very good morning** to madam (name) ……….and madam ………….(name) I am …………. (name of presenter 2). I am going to start our presentation.*

So now I will proceed to the third presenter.

Assalam mualaikum *(Arabic Greeting). My name is …………… (name of presenter 3) I will continue the third point which is setting up process for career development.*

I will pass the presentation to ……………... (name of next presenter)

Hello*. My name is ………………… (name) and a **very good morning** to our beloved lecturer   madam ……….(name) and also to madam ………………….(name) (DB12)*

Move 1 Step 1B: Reciting prayer

This step involved reciting of verses from the Holy Quran which appeared in 25% (5 out of 20) of the EL AOPs, and therefore is considered an optional move.   The Surah al-Fatiha, "The Opening", is the first chapter of the Holy Quran and its verses are a prayer for God's guidance. This prayer was recited by some students at the beginning of the presentation as given below by EL16:
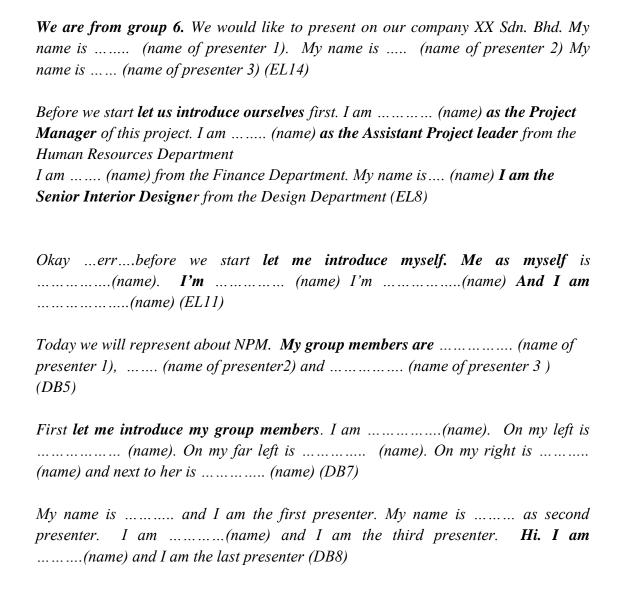
> ***Before we begin our presentation*** *let us begin with Surah…Al-Fatihah*
>
> *In the name of God, the Lord of Mercy, the Giver of Mercy*
> *Praise belongs to God, Lord of the Worlds,*
> *The Lord of Mercy, the Giver of Mercy*
> *Master of the Day of Judgement*
> *It is You we worship; it is You we ask for help*
> *Guide us to the straight path:*
> *The path of those You have blessed, those who incur no anger and who have not gone astray*

Move 1 Step 1C: Introducing oneself or other speakers

The function of this step is for the speakers to introduce themselves or one of the group members introduces the team. This step is obligatory in AOPs as evident in both the DB and EL AOPs. However, a point to note is the reoccurrence of this move. As this study involved group presentation, the speakers introduced themselves again when it came to their turn to present. The realization of this Step 1C of the two corpora is illustrated in the examples below.

> *Okay, **my name is** ………..(name) **I am the first presenter**. My name is ………(name) I am the **second** presenter. I am ……… (name) the **third** presenter and I am …….. (name) the **last** presenter (EL2)*

We are from group 6. We would like to present on our company XX Sdn. Bhd. My name is …….. (name of presenter 1). My name is ….. (name of presenter 2) My name is …… (name of presenter 3) (EL14)

*Before we start **let us introduce ourselves** first. I am ………… (name) **as the Project Manager** of this project. I am …….. (name) **as the Assistant Project leader** from the Human Resources Department*
*I am ……. (name) from the Finance Department. My name is…. (name) **I am the Senior Interior Designe**r from the Design Department (EL8)*

*Okay …err….before we start **let me introduce myself. Me as myself** is ……………(name). **I'm** …………. (name) I'm ……………..(name) **And I am** ……………….(name) (EL11)*

*Today we will represent about NPM. **My group members are** …………… (name of presenter 1), ……. (name of presenter2) and …………… (name of presenter 3) (DB5)*

*First **let me introduce my group members**. I am …………….(name). On my left is ……………. (name). On my far left is …………. (name). On my right is ……….. (name) and next to her is ………….. (name) (DB7)*

*My name is ……….. and I am the first presenter. My name is ……… as second presenter. I am …………(name) and I am the third presenter. **Hi. I am** ……….(name) and I am the last presenter (DB8)*

Based on the findings as can be seen from Table 2, Steps 1A and 1C are obligatory for both the EL and DB AOPs. Step 1A *Greeting the audience* was probably to attract the audience's attention and this is an obligatory step as the findings indicate that there was 100% occurrence of this step in the introduction section for both the EL AOPs and DB AOPs. Likewise, Step 1C *Introducing oneself or other speakers* was found in all the AOPs whereby the frequency of occurrences was also 100% for EL AOP and DB AOPs as introductions are necessary. The above excerpts show that Move 1 includes greeting, reciting the prayer as well as the introduction of presenters. The high frequency of occurrences of Step 1A and Step 1C in all of the samples indicates that the students have been taught to begin their introduction in this manner. This finding shows that Move 1 of the introduction section is similar to Rowley-Jolivet and Carter-Thomas's (2005) conference presentation introductions which were based on Swales (1990, 2004) CARS model. However, a point to note is that 'acknowledgments' move was not present in the AOPs in the present study, unlike in conference presentations where the presenter acknowledges the chairman, organizers or funding agencies. The undergraduates acknowledged the presence of their lecturer and the

researcher by greeting and welcoming them. However this step was considered part of Step 1A 'greeting the audience' in classroom AOPs and not as 'acknowledgement move' as in conference presentations. However, it is possible that a similar move can be found in other AOPs, such as proposal presentations.

Move 2:   Content Orientation

The function of Move 2 'Content Orientation' is to prepare the audience for the content of the oral presentation. It consists of three steps: Step 2A *Leading audience into content*, Step 2B *Announcing the topic* and Step 2C   *Outlining Structure/Indicating Scope*. In Step 2A *Leading audience into content*, the speaker activates the schema of the audience in various ways such as showing pictures, videos and asking rhetorical questions to engage with the audience and attract their attention. In Step 2B *Announcing the topic,* the speaker announces the topic verbally or visually (Rowley-Jolivet, & Carter-Thomas, 2005) whereas in Step 2C *Outlining Structure or Indicating scope,* the speaker refers to how the talk is organized and aspects covered in the talk. Based on the findings in the present study, Step 2B and Step 2C are considered obligatory with a 100% frequency of occurrences, because the speakers always stated the topic of their presentation, regardless of whether Step 2 begins with Step2B or Step 2C. The following section illustrates the use of move 2 in both the corpora.

Move 2 Step 2A: Leading audience into content

This step is to capture the attention of the audiences to the topic as well as activate their prior schemata. This step is considered an optional step in both the EL and DB AOPs as the frequency of occurrences is low, with 15% and 20% respectively. The presenters used videos, real objects or asked rhetorical questions related to the topic to lead the audience to the content of the topic. An excerpt that illustrates Step 2A *Leading audience into content* is as shown below by a presenter showing the company's products.

> *Okay we are working under the ……corporation. We ...ah ...produce perfumes ...ah…which is free from alcohol …ah…ah…***these are*** [pointing to real object] some of our perfumes ...umm… that is produced in our company (EL5)*

Another example is using rhetorical questions to lead the audience into the topic or introduce the main points of the topic as shown below.

> *For your information **do you know what is** Al Mudarabah? No? It is an Islamic concept on insurance and we apply this concept in our company (EL12)*
> ***What do you know about** OBB? (DB15)*

For the DB AOPs, Move 2 Step 2A appeared in only four DB AOPs (DB7, DB10, DB12 and DB13) with a 20% frequency of occurrences. Examples that illustrate this step are shown below.

*So before we start our presentation, **I would like to show** you a video.*
Jadi 'dia' [presenter speaks in L1 which means 'he'] explain how to be a good governance.
So…. So…. We start our presentation. Err……the presentation is …err…….. of our group is the good governance in Malaysia, the practice of good governance in Malaysia. (DB10)
*Okay first of all **we want to show you** the video regarding our topic about the career development [shows video] (DB12)*

Move 2 Step 2B: Announcing the topic

The function of this step is to announce the topic to be presented. Generally, this is done by saying aloud along with the visual or title slide that also reveals the topic to the audience. Move 2 Step 2B *Announcing the topic* appeared in all 20 AOPs with a 100% frequency of occurrences as shown inTable 2.. Examples of excerpts that illustrate Step 2B from the samples of the Introduction Section of EL AOPs and DB AOPs in the analysis are shown below.

*Today **I would like to share the proposal** that our team has come up with…err… a proposal to provide JCorp I-Con Bus Service to the city only (EL9)*
*Next **I will explain** to you ….err… our a little bit on the introduction of our topic (EL11)*
*Today **we would like to present** our last assessment which is a proposal for upgrading car park (EL12)*
*For today **we would like to …err… present about** our project for our company okay… err … to make a pantry for our employees (EL14)*
*Today my group members **want to present our topic on** New Public Management in MAS. (DB1)*
*Today my group **is going to discuss about** the implementation of e-government in Malaysia (DB14)*
*Okay **today our group will present regarding** … punctuality and before I start I would to thank you to all my friends because you are punctual today to hear to our presentation (DB13)*

Move 2 Step 2C: Outlining structure/Indicating scope

This step aims to provide information about the overall structure or layout of the presentation topic for the audience. It indicates the component of the topic to be covered in the context of the whole AOP and also prepare the audience regarding the components addressed in the AOP. Move 2 Step 2C *Outlining structure or Indicating scope* of the presentation was also considered an obligatory move with 100% frequency of occurrences in both EL and DB AOPs. Examples of excerpts that illustrate Step 2C from the samples of the Introduction Section of AOPs in the analysis are as shown below.

*Before we go through, let me introduce our main points. First… **firstly we will explain to you our purpose…** objective of this work… **next, we will tell you about the problem statement** of this project… **then we tell what are the benefits of this project**, what precautions are kept in mind when implementing it, operation, our budget and **last but not least we will explain how it works** (EL7)*

*Okay **first we will explain on the introduction and the background** of FRIM. **Next we will explain about the strategic formulation**. **Then we will explain about the SWOT analysis**…err…strategies implemented and **lastly the strategic evaluation** (DB9)*

*okay today we would like to …err…**today we would like to explain** …err…there are two questions …err…first question is **explain how e-government can improve local government service delivery, efficiency and transparency** and the second question is **discuss the challenges local government focus in implementing e-government strategies** (DB17)*

Based on the examples above, Step 2C '*Outlining structure or Indicating scope*' appeared not only at the initial stage of the presentation as a preview of the structure but also during the presentation when each speaker indicated his/her scope of the topic again when it was their turn to present. As Swales (1990) aptly states, reoccurrences of moves and steps are typical in genres. The illustration above provides an 'outline structure' of the AOPs given by the first speaker. As the AOPs in the present study are conducted in groups comprising 3-4 members, this step was subsequently repeated by other members. The speakers indicated the scope of their presentation as illustrated below.

*Okay next **I will continue with the strategies of implementation and duration of the project** (EL4)*
*Next **I will explain the budget** of the proposal (EL 9)*
*Now…err… **I will explain to all of you on our project description** that we want to build pantry (EL 14)*
*Now **I will explain the SWOT analysis** (DB7)*
*My group member **will explain about** Public Complain Bureau effectiveness (DB11)*
*Okay I **will present about the functions of PCB.** (DB11)*
*Okay. Now **I will proceed with positive impact of** e-government …err…implementation of e-government (DB14)*
*Okay after my friends have stated what the local government has done…err…now I will …err…**present about suggestions to** promote participatory culture in the local level (DB20)*
*Okay **I want to present about the history** of my company…REHDA (EL13)*

The findings indicate that in most of the introduction section of the EL AOPs, Step 1A *Greetings* and Step 1C which is, *introducing oneself or other speakers* appeared in every AOP and in some cases appeared more than once. This was because some of the speakers introduced themselves again when it came to their turn to present despite being introduced at the beginning of the presentation by the group leader. For instance, in sample EL7 it appeared four times in the AOP.. This suggests the importance of introducing oneself to the audience and in this case, it could also be done to remind the rater of the individual being assessed.

The analysis of the findings indicates that the prescribed moves were adhered to by the undergraduates. However, sequential patterns of moves and steps following the given order were sometimes not adhered to as shown in the findings. Thus, whether Step 1A or Step 1B came first was not followed in sequence, although the majority of the presenters followed the moves in sequence for the introduction section. A possible reason for reoccurrences of Step 1A and Step 1C as noticeable may be due to the presentations that were conducted in groups whereby presenters reintroduced themselves again when it came to their turn to present. Another possible reason is to capture the attention of the audience again. As an example, the excerpts below from EL11 AOP illustrate how the steps do not follow a linear pattern (M2-M1-M2).

*Okay today we would like to present our project which is we want to have a recreational room in our organization (**Move 2 Step 2B**)*
*Okay ...err....before we start let me introduce myself. Me as myself is .... [name of speaker 1]. I'm ....[name of speaker 2]. I'm .... [name of speaker 3] and I am .... [name of speaker 4] (**Move 1 Step 1C**)*

*Next...next I will explain to you .....err.... our.... a little bit on the introduction of our topic (**Move 2 Step 2B**) (EL11)*

In Move 2, Step 2B '*Announcing the topic*' was considered more essential as findings show that all presenters indicated their topic of presentation. Likewise, Step 2C the *Outlining structure or Indicating Scope* step occurred in all the EL and DB AOPs. Another point observed was the reoccurrence of Step 2B when the presenters announced their topic of presentation again when it came to their turn to present. As a spoken genre, there are other features involved in AOPs unlike written genres, where the moves and steps are in a typical linear sequence (Lee, 2009). Speakers tend to go back and forth in their speech which is common and expected in spoken genres. Swales (1990) and Bhatia (1993), contend that the moves are in a cyclical pattern while Thompson (1994) further claims that the moves 'can overlap, repeat and sometimes bound together in the same speech' (p.180).

To sum up, for both the English language and discipline-based AOPs, Move 1 Step 1A '*Greeting the audience*' and Move 1 Step 1C '*Introducing oneself or other speakers*' were the most frequent steps in the introduction section. The frequency of occurrences for

both the steps was 100% and thus they were considered obligatory steps. This is typical of AOPs where speakers greet the audience and state the topic of their presentation. A noticeable difference was found in the use of Step 1B '*Reciting prayer*' which appeared only in the EL AOPs introduction section (25%). The researcher observed that this step occurred in only one EL classroom.

To realize Move 2, it was found that, only two steps were prominent, that is, Step 2B and Step 2C. Step 2A '*Leading audience into content*' was considered optional as the frequency of occurrences was low for both the EL AOPs and DB AOPs at 15% and 20% respectively. Both Step 2B '*Announcing topic*' and Step 2C '*Outlining structure/Indicating scope*' were considered obligatory as there was a 100% occurrence for both these steps in both the EL and DB corpus. The findings from the two sets of data in the present study exhibit similarities and no significant differences in the use of moves and steps of the introduction section. The only differences were in Step 1B '*Reciting prayer*' and Step 2A '*Leading audience into content*'. This indicates that Move 1 and 2 were obligatory but the steps were optional.

In the genre-based approach, when analysing a genre, it is also important to look at the move pattern. Based on the results, the move pattern or sequence of moves and cyclicity of moves indicate a variety of move sequences in the introduction section as shown in Table 3 below.

Table 3: Move Pattern for Introduction Section

Move Pattern	EL AOP Number (%)	DB AOP Number (%)
M1 - M2	1 (5%)	2 (10%)
M1 - M2 - M1	6(30%)	6 (30%)
M1 - M1 - M2	2 (10%)	1 (5%)
M2 - M1 - M1	1 (5%)	-
M1 - M1 - M2 - M2	1 (5%)	3 (15%)
M1 - M2 - M1 - M2	3 (15%)	7 (35%)
M1 - M1 - M1 - M2	1 (5%)	-
M1 - M1 - M2 - M1	2 (10%)	-
M1 - M2 - M2 - M1 - M2	-	1 (5%)
M1 - M2 - M1 - M1 - M2	2 (10%)	-
M1 - M1 - M2 - M2 - M1 - M2	1(5%)	-

As shown in Table 3, the most common similarity in the move pattern for both EL and DB AOPs was M1-M2-M1 pattern. There was a difference between the two data sets where there were more move structures in the EL AOP introduction section. The main reason perhaps was the employment of Move 1 Step 1B '*Reciting Prayers*' which occurred in the EL AOPs. The findings are similar to those of another study by Shamsudin and Ebrahimi (2013) who also reported on the use of this step among presenters. This was considered

normal as the presenters, as well as audiences, are all Muslims, where they are encouraged to seek blessings and guidance from God before starting any task. The analysis of the rhetorical moves for the introduction sections between the two corpus shows that overall, the presenters do conform to the moves prescribed based on the proposed model. Overall, it was found that Move 1 and Move 2 for the introduction section m were equally frequent in both EL and DB AOPs. In addition, the steps in the moves occur in the M1-M2 sequence although there was one occurrence of M2-M1-M1 by EL14.. In terms of cyclicity of moves, both EL and DB AOPs revealed that the moves and steps reoccurred repeatedly, for example, M1-M2-M1-M2 structure as shown in Table 4 below. In short, most AOPs in both corpora began with move 1.

Table 4: Example of Move Pattern in Introduction Section

Good morning to Madam X and Madam Y and my friends.	Move 1 Step 1A *(Greeting the audience)*
Today we want to present on Matrade.	Move 2 Step 2B *(Announce Topic)*
First **let me introduce my group members**. I am …………….(name). On my left is ……………… (name). On my far left is ………….. (name). On my right is ……….. (name) and next to her is ………….. (name)	Move 1 Step 1B *(Group leader introduces team members)*
Okay **now I pass to** ……….. (name) to start the presentation	[Inviting next Speaker]
Okay I want to explain ….err…..**give the background information**….err….of Matrade	Move 2 Step 2C *(Outlining structure/Indicating scope)*

As shown in Table 4 above, the speaker begins by greeting the audience and announcing the topic of the presentation, then introduces himself and group members. The leader invites the first speaker who then indicates the scope of the presentation. Likewise, this move pattern was found in other AOPs too where speakers greet and introduce themselves again in the body section of the presentation.

To be able to present effectively, undergraduates also need to know about the linguistic features used to realize the rhetorical moves. Based on the findings, the linguistic realization of the moves and steps in the introduction section of the AOPs is as shown in Table 5 below.

Table 5: Linguistic Realization of Moves and Steps in AOPs

Moves and Steps	Linguistic realization
Move 1: Listener Orientation M1S1A: Greeting the audience	*A very good morning, good morning, hello, assalam muailaikum*
M1S1B: Reciting Prayer	*Before we begin our presentation, let us begin with Surah Al-Fatihah*
M1S1C: Introduction of oneself/other speakers	*My name is, I am the first/second/third/last presenter, let us introduce ourselves, let me introduce myself, we are from group…, my group members are …., I am …as the [project manager/project leader]*
Move 2: Content Orientation M2S2A: Leading audience into the content	*These are some of…[pointing to real object], do you know what is, I would like to show you a video*
M2S2B: Announcing topic of oral presentation	*Today I would like to share, I will explain, today we would like to present (+ about/on), today my group is going to discuss about, today our group will present regarding…*
M2S2C: Outlining structure/Indicating scope	*Firstly we will explain to you, next we will tell you about, then we tell…,last but not least we will explain, first we will explain on, I will continue with, I will explain about, I will present about, I will proceed with*

The following section presents the linguistic features in the moves and steps of the AOPs. The linguistic features used were formulaic expressions, frame markers, and discourse markers which are highlighted in bold.

Table 6: Examples of the 'Greetings' Step in the Introduction Section

Linguistic	Examples

Features	
Formulaic expressions, Personal Pronouns	A **very good morning** to Madam X and Madam Y
	Assalam mualaikum [Arabic greeting] and a <u>**very good morning**</u> to Madam Z and all my fellow friends
	Assalam mualaikum (Arabic greeting) and **a very good morning** to Madam……….. (name) Madam …………. (name) and also members of the floor.
	Hi everyone.…
	Good morning my fellow friends.
	Hello. My name is ……(name) and **a very good morning** to our beloved lecturer Madam ….(name) and also to Madam …(name)

As shown above, in Table 6, the 'greeting the audience' step was realized by the use of formulaic expressions such as, '*good morning*' and '*assalam mualaikum*'. As the presenters are Muslims and the AOPs are conducted in the English language, both the English and Arabic greetings are naturally used. *'Good morning'* and its corresponding Arabic greeting '*assalam muailaikum*' meaning '*peace be on you*' are examples of polite greeting. According to Brown and Levinson's (1978) Face Threatening Act (FTA) theory, politeness strategy is used to please the audience. Greetings occurred all the time when the AOP began and is considered pertinent in establishing contact with the audiences. Goffman (1981, p.107) looks at greetings and farewells as 'ways of marking and validating the opening and closing of interpersonal access'. Greetings function as attention-getting devices and are an important part of communicative competence (Duranti, 1997). For Wei (2010) greetings are 'important conversational routines in the negotiation of social relationship and they are constrained by common social factors' (p.58). This 'greetings' step was found to occur again in between the AOPs when the next presenter introduced himself or herself again. This was evident in AOPs mainly the discipline-based courses where the AOPs lasted for a longer duration with almost an hour or more.

The findings revealed that the prominent greetings were '*good morning'*, *'a very good morning*' and '*assalam mualaikum'*. Since AOP is a formal genre used in a formal context, '*hi*' and '*hello*' were less used as this is an informal way of greeting. In total, the word *'hello'* appeared seven times while *'hi'* appeared four times in the AOPs. An example to illustrate is EL 12 AOP whereby the presenter was very informal and began his presentation as follows:

Hi guys, what's up? So … next is project plan. Err…for your information its project that we implement for our company we want to upgrade the car park.

The use of slang words such as 'guys what's up' suggests a lack of awareness of the AOP genre and appropriate linguistic features related to oral presentations.   The results revealed that the expression 'a very good morning' or its variants and 'assalam mualaikum' were most frequently used in the greetings step by both EL AOPs and DB AOPs. This shows

that students are generally aware that AOPs are formal and thus, the use of formal language is appropriate although these presentations are conducted in front of their and lecturers. Various formal terms were also used by the presenters to refer to the audience in the greetings for instance, 'my/our fellow friends', 'beloved lecturer', 'madam', 'everyone', 'all of you', members of the floor', and 'my audience and lecturer'.

The next is Step 1B '*Reciting prayer*' which was realized by the use of formulaic expressions as shown below:

Before we begin *our presentation* ***let us begin with*** *Surah…Al-Fatihah…(prayer)*
Before we start *our presentation* ***we will start with*** *our prayers*
*Err…****first of all we start our presentation with*** *a prayer*
*Ok…err…****we will start our presentation with*** *Al-fatihah (reciting prayer)*

The grammatical pattern here is preposition + pronoun + verb, for example, '*before we start*'. Another pattern was pronoun + the verb phrase + preposition for example, '*we will start with*'.

Step 1C '*Introduction of speaker and/or group members*' involves self-introduction where the speaker introduces himself or herself or introduction of group members whereby one of the speakers or team leader introduces the rest of the group members. This is common in classroom group presentations to avoid each speaker introducing in between the presentation although the members still introduced themselves later. This step is obligatory and evident in all the AOPs. This move is realized by the use of formulaic expressions and sequential markers. The sequential markers such as '*firstly',* and formulaic expressions such as *'My name is…', 'I am …', 'on my left', 'on my right is', 'let me introduce'* are common to realize this step.

Table 7: Examples of 'Introducing Speaker' Step in the Introduction Section

Linguistic Features	Examples
Formulaic Expressions, Frame markers, discourse markers, Personal pronouns	**My name is**………. [second speaker] Okay. My name is … **and these are my group members** …ah … my name is …[second speaker] my name is ……. [third speaker] my name is… [fourth speaker] First **let me introduce my group members**. **I am** …………….(name) **On my left is** … (name) . **On my far left** is … [name]. **On my right is** …(name) and **next** to her is … (name) Before we start **let me introduce** ourselves first. Before I start **I will present my group members** Before beginning our presentation today **I would like to introduce my team members.** First of all myself ….next is … Firstly **I am …….(name) as the Project Manager** for Westport Sdn Bhd. **On my left is** ………..(name) who is the Financial Manager. **On my far left is** ……..(name) who is the Marketing Manager and **on my right is** Miss ……. (name) who is the Head of IT

The most common formulaic expressions used to realize Step 1C were such as '*My name is….', 'I am …..'*(name of presenter), *'I am….as the (first) presenter', 'Let me introduce' …..*and *'I would like to introduce'.* Since the AOPs were conducted in groups, the common formulaic expressions used were such as, *'First let me introduce my group members', 'Before I start I will present my team members', 'So this is my group'* and '*We are from group …'.*

As shown in the examples above in Table 7, there were some groups where the presenters introduced themselves as employees of the organizations by stating name and designation. As they were presenting proposals project, in order to make the task seem authentic, they introduced themselves based on the positions they held in the organization. Findings show that '*My name is …'* and *'I am …'* were the two most frequently used FE to realize 'introduction of speaker' move in the introduction section of the AOP.. The speakers also expressed 'start' in various ways, for example, '*Let us start'*, '*we will begin'*, whereby in the beginning the first person pronoun 'we' is used but the speakers used the first person pronoun 'I' later when it came to their turn to begin or when they introduced themselves again. This shows they are able to use different pronouns. Prepositional phrases were also used as a reference for the location of speakers such as '*on my left'*, '*on the right'* in the introduction of speakers. Overall, there is no significant difference between the EL AOP and

DB AOP in the use of formulaic expressions in Move 1 '*Listener Orientation*' of the introduction section.

The next is Move 2 '*Content Orientation*' is to inform the audience on the presentation topic. This move is realized by three steps namely '*Leading Audience into Content*', '*Announce Topic*' and ''*Indicate Scope of Topic*' or '*Provide Outline*'. Step 2A which is to activate audience prior knowledge or create their interest in the topic to be presented is realized by using the linguistic features as illustrated below.

Table 8: Examples of 'Leading Audience into Content' Step in the Introduction Section

Linguistic Features	Examples
Formulaic expressions, Personal pronouns	Okay first of all **we want to show you** the **video regarding our topic** about the career development. \<shows video\> Okay … we … we need to summarise this video.
	Okay before we start our presentation, **we would like to entertain you** with one video regarding punctuality. Okay so from the video that **we can see that** … punctuality is very important in conversation…err… it's also important in our daily life.
	…ah…ah…**these are some of** our perfumes …umm… that is produced in our company \<shows realia\>

As can be seen for Step 2A, the linguistic features employed were formulaic expressions such as 'we *would like to entertain you*', 'we *want to show you*', and '*we can see that*'. In this step presenters also asked questions and used realia. The grammatical pattern for this step is: first person pronoun + verbal phrase.

Step 2B '*announce the topic*' is realized by using the phrases in bold as shown in Table 9.

Table 9: Examples of 'Announce Topic' Step in Introduction Section

Linguistic Features	Extract
Frame marker	**Today** my group members want to present our topic on New Public Management in MAS.
	Today we would like to present our proposal…
	Today we want to present on …..
	Okay today our group will present regarding punctuality and before I start I would to thank you to all my friends because you are punctual today to hear to our presentation.
	Hmm… **okay today** we are going to present our proposal call Indoor Garden
Formulaic expressions	Today **we want to present on** Matrade.
	We are from group 4 today **we present about** the FRIM
	My group members **will explain about** Public Complain Bureau effectiveness okay
	Okay today **our group will present regarding** punctuality and before I start I would to thank you to all my friends because you are punctual today to hear to our presentation.
	Today **we would like to present about** our project nursery at workplace
	Hmm… okay today **we are going to present** our proposal called Indoor Garden
	Today **we are proudly presenting** our company ……….. (name of organization) for our proposal on ….
	Today **my group is going to discuss about** the implementation of e-government in Malaysia
	We are from group 5 and today **we want to present about** policy implementation
	Today **I would like to share the proposal** that our team has come up with.
	Today **we are going to present about** the …err… identify the influence about new public management in Sparkleen. So, …err…first we must know what is new public management. So….err….new public management encompasses…
	I will start my presentation with…err…

In realizing Move 2 Step 2B, the presenters used formulaic expressions such as '*today we are going to present..', 'today we are proudly presenting…' , 'my group members will explain', 'want to present about', 'we are going to present',* and *'the presentation ...err...of our group is…'.* These formulaic expressions relate to the aim of the speakers and the topic

they are going to talk about. The use of such formulaic expressions can occur with the first and second person pronouns. These 'topic introducing bundles' indicate that using personal pronouns such as 'we', 'our', 'my' and 'you' help narrow the gap between speakers and audience.   In the examples above the use of personal pronouns, 'we' and 'our' are to refer to the speakers as a group. It is to represent a positive politeness strategy (Fortanet, 2004) to provide a feeling of inclusiveness to the audience. The use of 'I', 'me', 'my', 'our' 'we' refers to the speaker(s) while 'you', 'your' refers to the audience which is the students. Thus, speakers tend to use more personal pronouns as they are involved with their audiences as speech is characterized as representing involvement (Chafe, 1982). In Step 2B *'announce the topic'*, the use of personal pronouns is just to reinforce personal links or engage with the audiences.   Discourse markers such as 'so', 'okay' and fillers 'err' which are features of the spoken language were used by the speakers to engage with the audience. Fillers or hesitation markers were used by speakers to fill the gap and form ideas. The use of 'so' or 'err' in Table 9 above shows that the speaker is filling the gap before the topic can be introduced. The use of the frame markers in this step is to signal a new beginning as shown in the examples where the speakers use the frame marker 'today' which refer to the present time. The key words indicating this move are 'present', 'discuss' and 'explain'. For the EL AOPs, the words 'proposal' or 'project' was common as the presentation was on a proposal report. The word 'proposal' appeared 43 times in the EL AOP corpus.

The grammatical pattern common in this step is 'first person pronoun + verb phrase' such as *'we will explain'*, *'we will tell'*, *'I will introduce'*, *'I will talk', 'we will present'* and 'auxiliary verb + 'to be' verb' + verb such as *'am going to present'*, *'are going to discuss'*, *'want to present'*. The difference between the EL AOP and DB AOP for this step is the use of formulaic expressions *'I will explain about'* and 'we/*our group will present about*' which were most common for the DB AOPs while *'we would like to present our proposal/project'* was the most common for the EL AOPs (refer Appendix C). The most common linguistic expressions used within Step 2C '*Outlining Structure or Indicating Scope'* are as shown in the table below.

Table 10: Examples of 'Provide outline/Indicate Scope' of Topic Step in the Introduction Section

Linguistic Features	Extract
Formulaic expressions, personal pronouns (I, we), discourse markers	First … **firstly we will tell you about** problem **we will explain** to you our purpose …err… objective of this work … **next we will tell you abou**t problem statement of this project, what precautions are kept in mind when implementing it, operation, our budget, and **last but not least we will explain** how it worked Okay **I will introduce about** our business and the objective of the training centre **I will proceed to** …err… next principle of good governance …err…orientation consensus Now **I will talk about** our objectives Now **I will proceed with** the findings Okay **let me explain** briefly about … Okay **I will go through with** the project description Next **we move on** to the budget
Frame markers	Okay **next** I will explain about the procedure of this project **Now** I will explain the SWOT analysis **First** … firstly we will tell you about problem we will explain to you our purpose …err… objective of this work … **next** we will tell you about problem statement of this project, what precautions are kept in mind when implementing it, operation, our budget, and **last but not least** we will explain how it worked Okay **first** we will explain on the introduction and the background of FRIM. **Next** we will explain about the strategic formulation. **Then** we will explain about the SWOT analysis…err…strategies implemented and **lastly** the strategic evaluation.

To realize Step 2C, formulaic expressions and sequence markers and personal pronouns were used. Sequence markers such as '*firstly*, *next*, *last but not least*' were used to show the organization or flow of the topic of presentation. The use of formulaic expressions such as '*I will proceed to*', 'we *will explain about*', 'we *will tell about*', were used to reflect certainty by the speakers towards the audience in doing their job. The speech pattern for this step was first person pronoun + modal verb + verb phrase for example, '*we will tell about*', '*we will explain about*'. Frame markers such as '*now*', '*next*', *then*' and discourse markers

such as, '*so*', '*okay*', '*and*', are also frequently used to start or begin a new section as they are considered boundary markers.

The findings for the introduction section show no significant difference between the EL AOPs and DB AOPs in the use of formulaic expressions except in Move 2 Step 2B whereby they were related to the topic of presentation. The EL AOP was on a proposal report while for the DB AOPs, they were related to topics taught in their discipline-based courses. Overall, the undergraduates used the same formulaic expressions for the introduction section regardless of the course. Thus, this shows that they are able to transfer their knowledge of the linguistic features that realize the moves from one context to another context. Table 11 below shows the most common and frequent formulaic expressions for the introduction section.

Table 11: Top 10 Most Frequent Formulaic Expressions in the Introduction Section

EL AOP	*Freq	DB AOP	*Freq.
My name is ….	11.51	My name is …	6.48
I am ….	6.91	Good morning	4.16
Good morning/very good morning	5.18	Assalam mualaikum	3.66
Assalam muailakum	4.89	I am as the (first/etc) presenter	2.99
We would like to present	3.17	I will proceed to/with …	2.83
Let me introduce (my group members)	2.59	I am …..(name)	1.66
I will proceed to/with ….	2.30	On my right/left/far left/far right is …	1.44
We are going to present	1.44	I will present about	1.50
On my right/left/etc is	1.44	We are going to present	0.83
Before we/I start	1.44	I/we will explain about	0.83

*Frequency per 10,000 words

As can be seen from Table 11 above, there were some differences between the two corpora for the introduction section. To realize Move 1 'Listener orientation', both used similar greetings although in the EL AOP the frequency was higher. To realize the '*introduction of oneself or other speakers*' step, the most common formulaic expressions was '*My name is….*' There was a great difference in terms of rate of frequency between the EL and DB AOPs (11.51 versus 6.48 per 10,000 words). This could be attributed to the reoccurrences of this step whereby undergraduates introduced themselves again when it came to their turn to present. The duration of presentation for the EL AOPs was much shorter (20 minutes) while the DB AOPs were longer, ranging from 20 minutes to 75 minutes. This indicates that perhaps the undergraduates were less confident in the EL AOPs as the turn-taking also occurred more often between the presenters compared to the DB AOPs.

For Move 2 'Content orientation' the most common formulaic expression was '*would like to present*' and its variants such as on *'going to present'*, '*want to present'*, '*will present about'*. As shown in Appendix 4C, the EL AOPs had a wider repertoire as they realized this move in various ways. For Move 2 Step 2B '*announcing the topic'* the most frequent formulaic expressions in the EL AOPs was *'we would like to present on our proposal/project'* while for the DB AOPs it was '*we/our group will present about'* with a frequency rate of 3.17 and 1.50 per 10,000 words respectively. For Move 2 Step 2C 'outlining structure/indicating scope*'*, in both corpora, the most common formulaic expressions were '*I will proceed with/to'* totalling 2.30 times in the EL AOP and 2.83 times in the DB AOPs per 10,000 words as shown in Table 11 above.

The introduction section of the AOPs is realized through two main moves and the steps which are related to the moves. Both moves are obligatory for all the AOPs in both English language and discipline-based courses.   However, the steps that are fundamental and obligatory are Step 1A, Step 1C, and Step 2B. The '*Greetings'*, '*Introduction of speakers'* and 'A*nnouncing the topic'* steps proved to be very important in the introduction section.   In oral presentations, the speakers need to orientate the audience and set up the framework for the presentation. The 'greetings' step was found to be crucial as all the oral presentations began with a greeting whether in a formal '*Good morning Madam X and my friends'* or semi-formal manner such as '*Hi', 'Hello', 'Hello everyone'*. Some speakers also used the Arabic greeting *'assalam mualaikum'* as the presenters were all Muslims. This semi-formal tone was adopted mainly because the audience is their peers whom they are familiar with, unlike conference presentations. Likewise Step 1C '*Introduction of speakers'* was a fundamental step and it was found to occur again mainly because in the group presentations the speakers introduced themselves again when it came to their turn to present. It is, therefore, safe to conclude that speakers reintroduce themselves to maintain the attention of the audience.

Another step within Move 1 S1B is '*reciting prayer'* which was found in 5 out of 20 (25%) EL AOPs and was considered an optional step. The presence of this step was most probably because the presenters were Muslims. However, this step may be considered as part of the greetings. Within Move 1 there were also occurrences of thanking the audience for their presence, making light-hearted comments and jokes.

Another move in the introduction section is '*Content Orientation'* and there are three steps within this move. Step 2A *'Leading into content'* was found in 7 out of 40 AOPs, Step 2B '*Announcing topic'* and Step 2C '*Outlining structure/Indicating scope'* in all 40 AOPs. This move establishes the context of the presentation and sets the scene for the AOP. The findings suggest there are similarities in the use of the moves in both EL and DB courses. As for the pattern of the moves and steps, they do not appear in a cyclical manner as speakers tend to go back and forth in their speech. For instance, they begin with a greeting, announce the topic and then introduce themselves followed by the introduction of the topic again. In short, the moves in the introduction are evident but there is a variety of ways how the moves are realized. The linear representation, however, should not be considered rigid as genres have flexibility and can adapt in response to the requirements of the discourse community

(Askehave and Swales, 2001). This is especially more obvious in AOPs which are live presentations where at times speakers may make impromptu decisions. For instance, the speaker begins by asking rhetorical questions on the topic.

CONCLUSION

The aim of this study was mainly to describe the rhetorical moves of the introduction section of AOPs in two different classes within the discipline. The moves and steps identified are congruent with previous models but with some variations. The proposed model provides a clear framework for AOPs in this study. As for the cyclical move pattern, it was found to be consistent with previous studies.

The similarities and differences in the moves and steps between the EL and DB AOPs provide some possibilites on the transfer of genre knowledge. As the EL course supports the DB courses in the university, the comparison of the AOPs may indicate to what extent undergraduates transfer what they have learned from one context to other contexts. In EL AOPs, speakers may adopt a more formal style while in the DB class they may prefer an audience-friendly informal style as preferred by the discipline. This study will also create awareness among academics, faculty, and university by providing some insights in relation to AOP and perhaps to give a more elevated status to AOP rather than focusing on the written genre as an end product which is the norm. Thus, this study informs all stakeholders to play a more prominent role in helping the undergraduates to improve their AOPs. It may help instructors to consider teaching the genre moves to acquaint undergraduates with the AOP genre. However, the proposed model or introduction section of AOPs in this study may be beneficial to instructors and perhaps may not be applicable for science disciplines. Previously established models on AOPs mainly relate to experts in the field who perform the genre, such as in conference presentations, lectures, and seminars. The audience in classroom AOPs is also different from conference presentations. In short, knowledge of genres of AOPs needs further investigation in other disciplines. A further suggestion would be to gather a lot more AOPs in order to see further linguistic variations across disciplines.

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