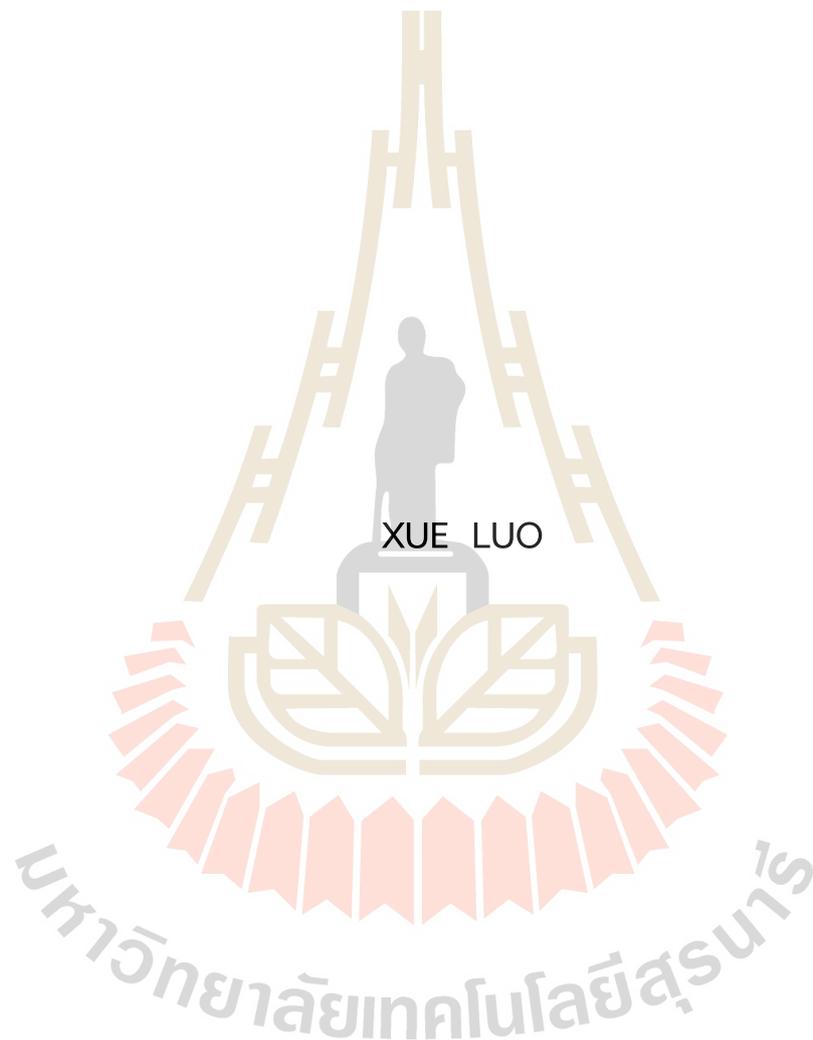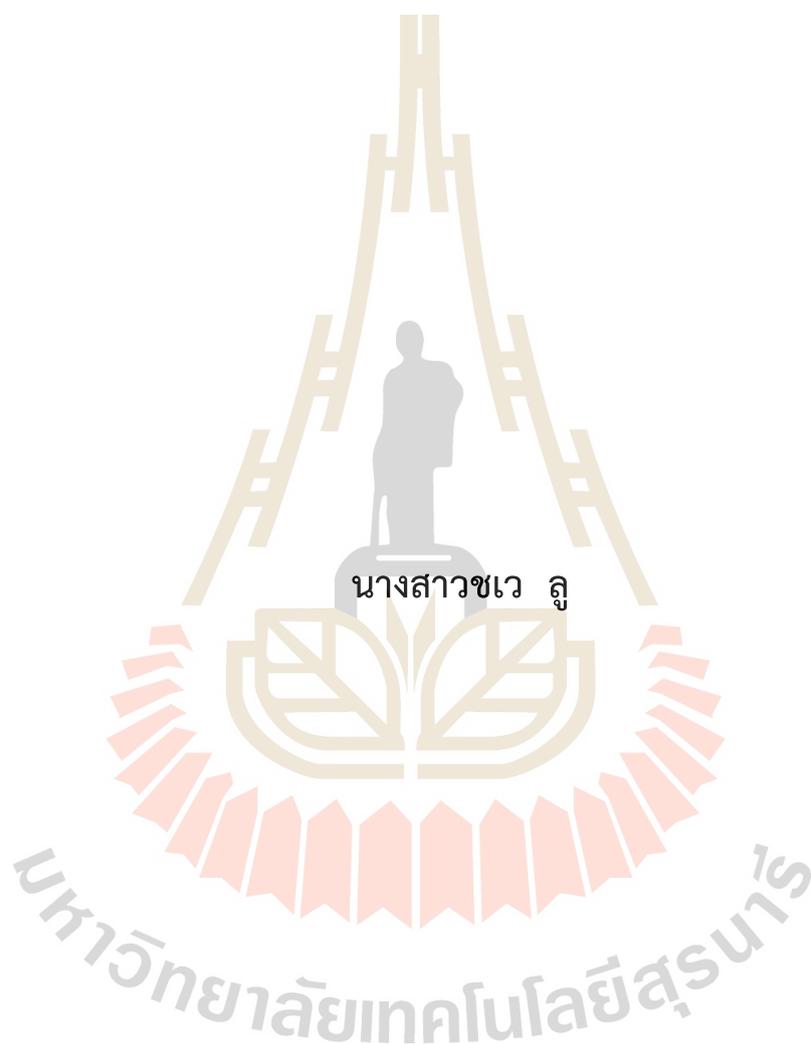# ONLINE ORAL PRESENTATIONS OF GRADUATE PROPOSAL AND THESIS DEFENSES IN AN ENGLISH AS A LINGUA FRANCA (ELF) CONTEXT: RHETORICAL MOVE STRUCTURE AND FORMULAIC SEQUENCES

XUE LUO

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy in English Language Studies
Suranaree University of Technology
Academic Year 2023

การนำเสนอด้วยวาจาออนไลน์ของการสอบโครงร่างวิทยานิพนธ์และการสอบวิทยานิพนธ์ระดับบัณฑิตศึกษาในบริบทที่ใช้ภาษาอังกฤษในฐานะภาษากลาง: โครงสร้างอัตถภาคและวัจนะสูตรสำเร็จ

นางสาวชเว ลู

ONLINE ORAL PRESENTATIONS OF GRADUATE PROPOSAL AND THESIS DEFENSES IN AN ENGLISH AS A LINGUA FRANCA (ELF) CONTEXT: RHETORICAL MOVE STRUCTURE AND FORMULAIC SEQUENCES

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Thesis Examining Committee

_____

(Assoc. Prof. Dr. Adisa Teo)

Chairperson

_____

(Assoc. Prof. Dr. Anchalee Wannaruk)

Member (Thesis Advisor)

_____

(Asst. Prof. Dr. Wirada Amnuai)

Member

_____

(Asst. Prof. Dr. Athip Thumvichit)

Member

_____

(Dr. Jitpanat Suwanthep)

Member

_____

(Assoc. Prof. Dr. Yupaporn Ruksakulpiwat)

Vice Rector for Academic Affairs and

Quality Assurance

_____

(Assoc. Prof. Dr. Anchalee Wannaruk)

Dean of Institute of Social Technology

ชเว ลู: การนำเสนอด้วยวาจาออนไลน์ของการสอบโครงร่างวิทยานิพนธ์และการสอบ
วิทยานิพนธ์ระดับบัณฑิตศึกษาในบริบทที่ใช้ภาษาอังกฤษในฐานะภาษากลาง: โครงสร้าง
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คำสำคัญ: โครงสร้างอัตถภาค/ วัจนะสูตรสำเร็จ/ หน้าที่ของอภิสัมพันธสาร/ การนำเสนอการสอบ
โครงร่างวิทยานิพนธ์/ การนำเสนอการสอบวิทยานิพนธ์ด้วยวาจา

ช่วงไม่กี่ปีที่ผ่านมาการนำเสนอเชิงวิชาการด้วยวาจา (AOPs) มีบทบาทสำคัญต่อการศึกษาใน
ระดับบัณฑิตศึกษา โดยเฉพาะอย่างยิ่งในการสอบโครงร่างวิทยานิพนธ์ และการสอบวิทยานิพนธ์ ผู้นำ
เสนอจำนวนไม่น้อยประสบความยากลำบากในการนำเสนออย่างมีประสิทธิภาพ อีกทั้งการวิเคราะห์
ประเภทผลงานมุ่งเน้นไปที่วาทกรรมการเขียนเชิงวิชาการและมองข้ามการวิเคราะห์ประเภทผลงาน
วาทกรรมของการพูด งานวิจัยนี้มีวัตถุประสงค์เพื่อเติมเต็มช่องว่างของงานวิจัยก่อนหน้า โดย
การศึกษาโครงสร้างอัตถภาค (Move structure), วัจนะสูตรสำเร็จ (FSs) และหน้าที่ของอภิสัมพันธ
สารของวัจนะสูตรสำเร็จ (Metadiscourse functions of FSs)ในการนำเสนอการสอบโครงร่าง
วิทยานิพนธ์ (OPPDs) และการสอบวิทยานิพนธ์ด้วยวาจา (OPTDs)
งานวิจัยนี้เก็บข้อมูลการนำเสนอด้วยวาจาทางออนไลน์ของการสอบโครงร่างวิทยานิพนธ์และ
การสอบวิทยานิพนธ์ระดับบัณฑิตศึกษา ระหว่างปี 2020 – 2023 จำนวน 31 รายการ ประกอบด้วย
การสอบโครงร่างวิทยานิพนธ์ จำนวน 13 รายการ และการสอบวิทยานิพนธ์ด้วยวาจา จำนวน 18
รายการ จัดกลุ่มข้อมูลโดยใช้กรอบการวิเคราะห์ของ Chen และ Kuo (2012), Amnuai (2012) และ
แบบโครงสร้างของ Scott (2022) วิเคราะห์อัตถภาค/อนุวัจน์ (Move/Step) ของการนำเสนอการ
สอบโครงร่างวิทยานิพนธ์และการสอบวิทยานิพนธ์ด้วยวาจา ระบุวัจนะสูตรสำเร็จของคลังข้อมูลทั้ง
สองคลังข้อมูล และระบุหน้าที่ของอภิสัมพันธสารของวัจนะสูตรสำเร็จที่ได้ตามรูปแบบของ Hyland
(2005a, 2018)
ผลวิจัยแรกเกี่ยวกับการวิเคราะห์อัตถภาคพบว่าการนำเสนอการสอบโครงร่างวิทยานิพนธ์
และการสอบวิทยานิพนธ์ด้วยวาจา ประกอบด้วย 7 ระยะ โดยการนำเสนอทั้งสองประเภทมีอัตถภาค
และอนุวัจน์ที่คล้ายคลึงกันใน 4 ระยะแรก ได้แก่ ระยะเริ่มต้น (Initial phase) ระยะอรัมภบท
(Introduction phase) ระยะทบทวนวรรณกรรม (Literature review phase) และระยะวิธีการและ
กระบวนการ (Methods and Procedure Phase) โดยระยะสุดท้ายเป็นระยะสิ้นสุด (Termination
Phase) อัตถภาค/อนุวัจน์ในอีก 2 ระยะที่เหลือมีความแตกต่างกัน โดยการนำเสนอการสอบโครงร่าง
วิทยานิพนธ์ จะมีการศึกษานำร่อง (Pilot Study Phase) ในขณะที่ การสอบวิทยานิพนธ์ จะมี

ผลการวิจัยและการอภิปรายผล (Results and Discussion Phrase) ทั้งนี้การนำเสนอทั้งสองประเภทจะมีบทสรุป (Conclusion Phase) แต่อัตถภาค/อนุวัจน์ในบทสรุปมีความแตกต่างกัน ผลวิจัยที่สองเกี่ยวกับการวิเคราะห์วัจนะสูตรสำเร็จพบว่ามีวัจนะสูตรสำเร็จ 385 ประเภท ในการสอบโครงร่างวิทยานิพนธ์ และ 248 ประเภทในการสอบวิทยานิพนธ์ วัจนะสูตรสำเร็จส่วนใหญ่ที่พบในการนำเสนอทั้งสองประเภท เป็นแบบสองคำติดกัน (two-word type) และสามคำติดกัน (three-word type) ส่วนหน้าที่ของอภิสัมพันธสารของวัจนะสูตรสำเร็จพบว่าวัจนะสูตรสำเร็จส่วนใหญ่ในการนำเสนอทั้งสองประเภทเป็นหมวดหมู่การใช้ภาษาเชิงปฏิสัมพันธ์ (Interactive function) และมีเพียงไม่กี่กลุ่มคำที่ทำหน้าที่หลากหลาย เช่น "allow us to" เป็นทั้ง Engagement marker และ Self-mention ซึ่งจัดอยู่ในกลุ่มย่อยของ Interaction resources แม้กลุ่มนี้มีจำนวนไม่มาก แต่ควรได้รับความสนใจเพราะมีหลายหน้าที่ ผลวิจัยที่น่าสนใจอีกประการหนึ่งคือมีกลุ่มข้อมูลใหม่เกิดขึ้น ได้แก่ Condition marker (เช่น In terms of) กลุ่มนี้สามารถเพิ่มเติมในรายการคำศัพท์ Metadiscourse markers ของ Hyland ได้ โดยเพิ่มเติมจาก 2 กลุ่มย่อยที่เกิดขึ้นใหม่ในหมวดหมู่ Endophoric markers ซึ่งเป็น Metadiscursive และ (e.g. the results of) และ visual (e.g. let's look at)

ผลการวิจัยนี้ให้แนวทางกับนักวิจัยมือใหม่หรือผู้เรียนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาในการทำความเข้าใจโครงสร้างอัตถภาคของการนำเสนอด้วยวาจาสำหรับการสอบโครงร่างวิทยานิพนธ์และการสอบวิทยานิพนธ์ระดับบัณฑิตศึกษา การระบุวัจนะสูตรสำเร็จโดยเฉพาะอย่างยิ่งกลุ่มที่มีอัตถภาคเฉพาะจะให้รูปแบบที่สามารถนำไปใช้ได้ และเป็นแนวทางสำหรับผู้เรียนในการใช้อัตถภาค/อนุวัจน์เพื่อการนำเสนอด้วยวาจา นอกจากนี้การวิเคราะห์ยังเป็นประโยชน์กับผู้สอนภาษาอังกฤษในการออกแบบสื่อการสอนที่ใช้ประเภทผลงานเป็นฐานสำหรับชั้นเรียนการพูดเชิงวิชาการ

สาขาวิชาภาษาต่างประเทศ   ลายมือชื่อนักศึกษา _Xue Luo_____

ปีการศึกษา 2566   ลายมือชื่ออาจารย์ที่ปรึกษา_____

XUE LUO: ONLINE ORAL PRESENTATIONS OF GRADUATE PROPOSAL AND
THESIS DEFENSES IN AN ENGLISH AS A LINGUA FRANCA (ELF) CONTEXT:
RHETORICAL MOVE STRUCTURE AND FORMULAIC SEQUENCES. THESIS
ADVISOR: ASSOC. PROF. ANCHALEE WANNARUK, Ph.D., 382 PP.

Keyword: Move analysis/ Formulaic sequences/ Metadiscourse function/ Oral
presentations of proposal defenses/ Oral presentations of thesis defenses

In recent years, academic oral presentations (AOPs) have become crucial to
graduate education, particularly in proposal and thesis defenses. Despite their
importance, many presenters struggle to deliver effective presentations. While most
genre analyses have focused on written academic discourse, spoken genre analysis has
been overlooked. This study aims to fill this gap by examining the rhetorical move
structure, formulaic sequences (FSs) and metadiscourse functions of FSs in oral
presentations of proposal defenses (OPPDs) and oral presentations of thesis defenses
(OPTDs).

Thirty-one oral presentations of graduate proposal and thesis defenses,
including 13 OPPDs and 18 OPTDs, were collected between 2020 and 2023. For the
coding of moves and steps in this study, the framework of Chen and Kuo (2012) and
Amnuai (2012) were adapted, in addition to consulting Scott's (2022) model. The
present study analyzed the moves/steps of OPPDs and OPTDs, followed by the
identification of FSs in both corpora. Subsequently, the metadiscourse functions of the
identified FSs were examined based on Hyland's (2005a, 2019) model.

The first finding from the move analysis revealed that OPPDs and OPTDs each
consisted of seven phases. Both share quite similar moves/steps in the first four phases
as well as the last. These first four include the Initiation Phase, the Introduction Phase,
the Literature Review Phase, and the Method and Procedure Phase, with the last phase
being the Termination Phase. The moves/steps in the remaining two phases were
different, in which OPPDs contains a Pilot Study Phase whereas OPTDs contains a Result
and Discussion Phase. Both OPPDs and OPTDs contained a Conclusion Phase, however
the moves/steps differed. Secondly, the analysis of FSs found that 385 FS types were
identified in OPPDs and 248 FS types were identified in OPTDs. Most of the FSs
identified in OPPDs and OPTDs are two-word and three-word types. In terms of
metadiscourse functions, the majority of FSs in both corpora serve an interactive
function, while a small portion serve multiple functions. For example, the FS "allow
us to" serves as both an engagement marker (a subcategory of interactive resources)

and a self-mention (a subcategory of interactional resources). Despite their small amount, they deserve more attention since they carry multiple functions. Another interesting finding in the present study was the emergence of a new category: condition markers (e.g., in terms of). This can extend Hyland's most cited wordlist of metadiscourse markers, in addition to two new subtypes under endophoric markers, which are metadiscursives (e.g., the results of) and visuals (e.g., let's look at).

The findings may provide guidelines for novice researchers or non-native English-speaking students in understanding the rhetorical organization of oral presentations for graduate proposal and thesis defenses. The identification of FSs, especially those likely to appear in particular moves, will provide a practical template and clues for students to utilize in the different moves/steps of these oral presentations. Moreover, the results of both analyses will also benefit English teachers in designing genre-based materials for academic speech classes.

Key word: Move analysis, Formulaic sequences, Metadiscourse function, Oral presentations of proposal defenses, Oral presentations of thesis defenses
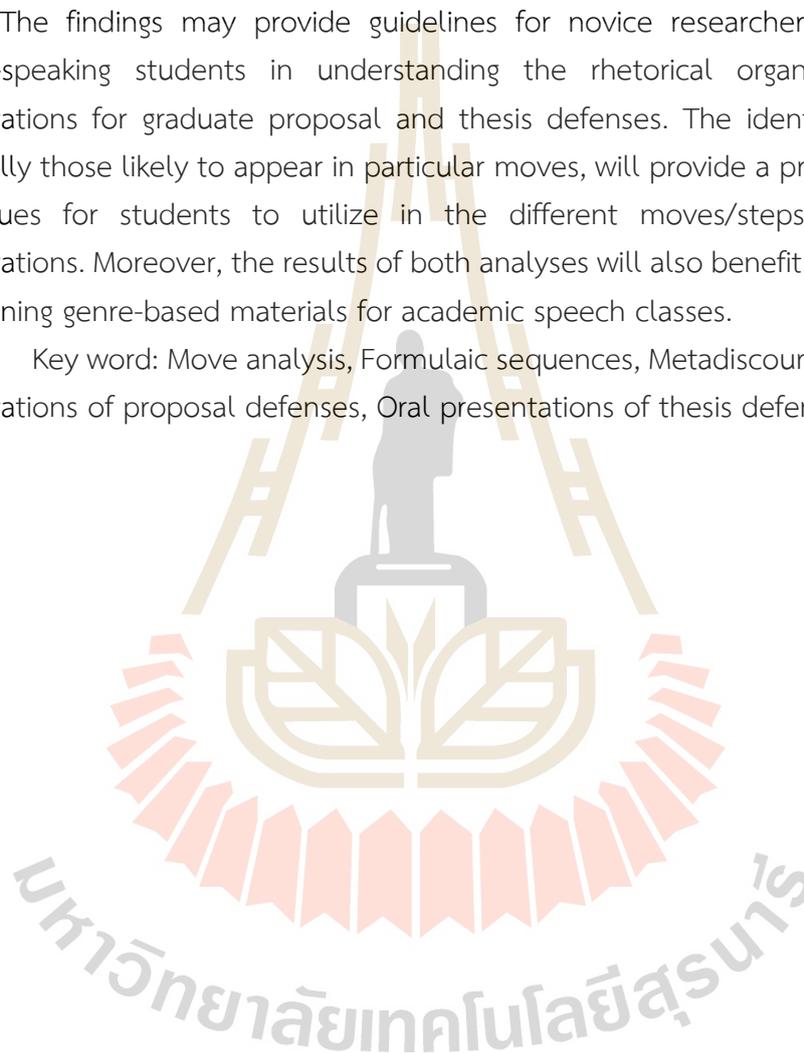
School of Foreign Languages   Student's Signature _Xue Luo_

Academic Year 2023   Advisor's Signature _A. Wannaruk_

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Embarking on a PhD journey is akin to navigating a vast ocean, where each wave represents a new challenge, and every storm a test of resilience. Yet, amidst the turbulent waters, lie hidden treasures of knowledge, waiting to be unearthed with determination and perseverance. As I reflect on my Ph.D. journey, I am filled with gratitude towards the individuals who have played pivotal roles in shaping my academic path. From my dedicated supervisor, whose guidance has been invaluable, to the supportive friends who have stood by me through every challenge, I am immensely thankful for their unwavering encouragement and wisdom. With heartfelt appreciation, I would like to express my gratitude in detail to those who have contributed to my PhD study.

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I am deeply thankful to my participants for their contribution to data collection and my inter-coders for meticulously coding the data, ensuring the accuracy and reliability of the findings. Their dedication and collaboration were invaluable to the success of this study.

I would also like to extend a special note of gratitude to Assoc. Prof. Dr. Lin Deng, whose research has been a constant source of inspiration for me. His generous assistance and support have been invaluable throughout my academic journey. My sincere gratitude also goes to those who helped me a lot and make my life in SUT easier and happier including my classmates (e.g., Hay, Mei He...), my friends working with same supervisor (e.g., Huimin Shi, Xia, Seth, Tom), my seniors (Yiming Zhang, Huashan Lu, Zhongmin Li...), my Chinese friends in SUT (Kai Xu, Meng Huang, Lin Zhao, Xiaofang Zhang, Angela...), my colleagues (Prof. Dr. Xingbin Tian and Prof. Dr. Huahong Rao), and my students (e.g., Yin Zhang, Shirong Long...).

Last but not least, deepest thanks are also expressed to my family for their love, understanding, encouragement and support throughout my PhD study. They have been the sturdy anchor in the tempest of my academic pursuits, their unwavering support akin to the unwavering lighthouse guiding me through turbulent seas. Gratitude extends to all those whom I am unable to individually name due to space constraints.

Xue Luo

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LIST OF ABBREVIATIONS

AOPs   Academic Oral Presentations

OPPDs   Oral Presentations of Graduate Proposal Defenses

OPTDs   Oral Presentations of Graduate Thesis Defenses

FSs   Formulaic Sequences

ELF   English as a Lingua Franca

CHAPTER 1

INTRODUCTION

This chapter provides an overview of a study examining the rhetorical move structure and formulaic sequences (FSs) in oral presentations of graduate proposal defenses (OPPDs) and oral presentations of graduate thesis defenses (OPTDs), focusing on their rhetorical moves. It will delve into the identified FSs and their metadiscourse functions. Starting with a brief research background, it introduces the problem statement and rationale. Subsequently, it outlines the study's objectives, research questions, and significance. The chapter further covers the scope, key terms, and the outline of the study. Finally, it concludes with a summary.

1.1 Research background

Academic communication is the lifeblood of academia (Hu & Liu, 2018). In general, an Academic Oral Presentation (AOP) involves giving a formal speech, in a structured way, to a particular target audience in order to share ideas and knowledge (Kimouche, 2022; Zareva, 2009a, 2009b). For the past few decades, academic oral presentations (AOPs) have been an important spoken genre comprising thesis defenses, conference presentations, seminars, lectures, class discussions, and in-class student presentations, among others (Biber, 2006; Swales, 2004; Viera, 2020; Zareva, 2012). Increasingly, it has become evident over the past few years how important spoken academic communication is (Hyland, 2006; Lee, 2016). It's increasingly agreed upon that proficient oral academic communication skills are essential for scholars at all career stages (Hu & Liu, 2018; Shaikh-Lesko, 2014).

As subgenres of the significant oral academic genres for graduate students, an oral defense is a rite of passage that every graduate student needs to go through (Cuschieri, 2021). In the academic journey of graduate students, oral presentations are indispensable, serving not only as course obligations but also in conferences, proposal defenses, and thesis defenses (Tian & Mahmud, 2018). Oral presentation skills are essential survival skills for research work. An oral presentation is one of the academic tasks that has to be carried out frequently by MA or PhD students throughout their academic years (Hong & Fong, 2012). Different countries may have different names when referring to the final work given by graduate students. In the United States, the document under scrutiny for a PhD student is called a "dissertation" rather than a thesis

and the oral examination is called a "defense" rather than a viva. In Sweden, the oral examination of a PhD thesis is called a disputation (Mežek & Swales, 2016). Graduate defenses encompass both proposal and thesis defenses, offering graduate students opportunities to showcase their work to academic audiences, including faculty and fellow PhD students, as well as authoritative panels (i.e., examiners). These defenses serve as platforms for students to exhibit their scholarly capabilities and effectively communicate their ideas (Hu & Liu, 2018). It is recognized that oral defense is an essential part of the doctoral examination and the development of a candidate (Lovat et al., 2021).

An oral presentation is normally an inevitable part of the whole session in most oral defenses. In general, an oral defense follows a similar process or format no matter at which university it is given (Cuschieri, 2021). Mežek and Swales (2016) surveyed PhD defenses in the US, UK, Asia, and continental Europe. It was reported that candidates are required to give an oral presentation based on their work in an oral examination in many countries like China, Canada, Belgium, Iran and Spain. Meanwhile, oral defenses in those countries follow the format: i) Introduction ii) Candidate's presentation iii) Questioning iv) Evaluation and v) Result. The format of a proposal oral defense and thesis oral defense share a similar structure, which begins with the candidate's presentation of their written work, followed by a question and answer session. After the defense, the examiners can either decide to pass the candidate (sometimes requiring corrections to their written work), fail the candidate, or suggest a resubmission. In an oral defense, the oral presentation is usually required to be given in a limited time as different universities may have different regulations for the exact duration of the presentation. However, the goal of an oral defense remains the same as it is intended to demonstrate the student's skills in critically evaluating their work and what they have learned throughout the MA or PhD process for the examiners who are usually experts in the subject field, and it is, therefore, essential that the student thoroughly familiarizes him/herself with relevant literature. This study will only focus on the presentation for an oral defense.

In most oral defenses, English is the language of communication most commonly used, especially among speakers from different linguistic and cultural backgrounds (Jenkins et al., 2011). This is because globalization has not only accelerated the spread of English around the world for social, cultural, political, and economic reasons (Hüppauf, 2004) but also significantly affected the use of English in higher education (Coleman, 2006). Almost a lingua franca, English has become the language of choice for global academic and business interactions (Canagarajah, 2006; Nickerson, 2013).

While English as a lingua franca (ELF) has experienced significant growth in the past decade, with non-native speakers outnumbering native speakers, it's essential to reconsider the contribution of non-native speakers in shaping English as a tool for intercultural communication (Formentelli, 2017; Seidlhofer, 2005). It is for these reasons that the study of ELF has gained popularity over the last decade (Mauranen, 2012). This is also why the present study explores the spoken discourse of ELF.

It is important to note that oral presentations of graduate proposal defenses (OPPDs) and oral presentations of graduate thesis defenses (OPTDs) constitute two different genres in a genre chain. The two genres are chronologically arranged, and both genres have a close relationship with each other. In graduate students' academic lives, an oral presentation of a graduate thesis defense usually follows an oral presentation of a graduate proposal defense. The succession of a genre can be conceived of a chain especially when one genre is a necessary antecedent for another (Swales, 2004). Another important aspect to note is that oral presentations of graduate proposal defenses and thesis defenses occur physically at a particular site. However, due to the spread of COVID-19 pandemic, as well as considering the convenience of including committee members from other regions, many oral defenses are being conducted online with the use of some well-established online meeting platforms, such as Zoom, Google Meeting, Microsoft Teams, Tencent Meeting, DingTalk, and Skype (Wu & Yu, 2022). This may highlight the future possibilities and significance of delivering online oral presentations in an oral defense. From a language perspective, online oral presentations of proposal defenses and thesis defenses introduce unique challenges and opportunities that set them apart from on-site presentations. In a virtual format, clear and articulate verbal communication becomes even more critical due to the absence of physical presence and potential technical issues such as lag or audio disruptions. Presenters must ensure their language is concise and their points are well-structured to maintain the attention of committee members who may be dealing with screen fatigue. Additionally, the ability to effectively convey emphasis and engagement is vital, as body language cues are less visible. Overall, the linguistic demands of online presentations require heightened attention to clarity, structure, and engagement strategies to ensure effective communication.

1.2 Statement of the problem

Ideally, graduate students should master AOP skills to ensure their success both academically and professionally (Kimouche, 2022). In an oral defense, it is hoped that students will demonstrate fluency, maturity, and knowledge as effective

communicators, as well as a thorough understanding of their own content areas and projects. In addition, students should be capable of convincing, persuading, and justifying their student-generated studies clearly and confidently in their own voice with clarity, conviction, and confidence, also known as the three C's (Ho, 2004). Effective oral communication is crucial for the success of any presentation. The ability to convey ideas clearly and coherently significantly enhances the impact of the presentation (Tian & Mahmud, 2018). An oral presentation for a proposal and thesis defense is a monologic and prepared speech for a student to present their work within a time constraint and a good oral presentation also contributes significantly to the success of an oral defense.

However, there is evidence that many presenters, including graduate students, feel challenged in giving oral presentations, even though the oral presentation is usually semi-prepared and/or rehearsed, in real-time presenters have to adapt to the constraints of presenting content which provides a high-density of information (Hong & Fong, 2012; Kimouche, 2022; Morita, 2002; Zappa-Hollman, 2007). According to Kimouche (2022), EFL graduate students often face challenges performing this task. This is also supported by Hong and Fong's (2012) qualitative study, centering on a research proposal session at a public university. Their study underscores the challenges graduate students face in academic oral presentations (AOPs), especially for non-native speakers (Hong & Fong, 2012; Morita, 2002; Zappa-Hollman, 2007). These difficulties, as highlighted by Morita (2000) and Zappa-Hollman (2007), span linguistic, sociocultural, and psychological dimensions. Even though non-natives may have a high level of English skills they often face difficulties in making a presentation (Morita, 2000). This argument is further supported by Kimouche (2022), who suggests that despite being advanced learners, participants may possess oral presentation (OP) skills that are insufficient to adequately prepare them for academic tasks, particularly in oral defense presentations. These presentations differ significantly from other forms of spoken discourse, such as in-class student presentations or conference presentations.

In terms of the challenges of delivering AOPs, four main specific problems have been identified in making AOPs based on previous studies (Kaur & Ali, 2017).

Firstly, many presenters feel unclear about the organization and selection of the content for an academic oral presentation (Abu-El-Enein, 2011; Kimouche, 2022). It has been shown that, at first, most participants were unsure of what constitutes an effective AOP and what content to choose (Kimouche, 2022). And it has been discovered that students majoring in English feel confused about the selection and organization of content as well (Abu-El-Enein, 2011).

Secondly, many presenters lack fluency and accuracy when making an oral presentation. According to Kimouche (2022), a majority of respondents agreed that they overused fillers during OPs, possibly due to stress or fluency issues. More than 60% of respondents reported having trouble using English when referring to visual aids. In addition, some students (33%) struggled with transitional language.

Thirdly, anxiety has long been a psychological problem when making oral presentations where the solution to overcoming such an issue has not been explored comprehensively, particularly in terms of the strategies that can be used to cope with anxiety. Often, novice academic presenters find themselves overwhelmed as they struggle to acquire research and presentation skills alongside their anxiety over their English abilities (Stapa et al., 2014). Students may find the academic task "daunting and intimidating" (p. 538). Tian and Mahmud (2018) found that participants in their research generally experienced a moderate level of anxiety, primarily stemming from concerns about presentation content, oral proficiency, and a perceived lack of delivery skills. Apart from anxiety, there are some other psychological problems, such as a lack of self-confidence and shyness, which handicap the presenters' oral performance (Al-Harun et al., 2016).

The last problem encountered by presenters is that they lack knowledge and experience with regard to the genre of AOP, furthermore, there is no professional and systematic course or guide provided. Surprisingly, many supervisors thought their students should already possess presentation skills (Zavera, 2009), or teachers do not have extra time to teach the skills on how to make a good presentation, or maybe they thought students could acquire these skills by themselves. It is common sense that many students acquire AOP skills by observing seniors and classmates or from an online source (Morita, 2000; Zappa-Hollman, 2007).

1.3 Rationale of the study

The primary motivation to study oral presentations of proposals and thesis presentations is closely related to the experience as an insider of the current researcher who also faced many challenges when preparing an AOP. Therefore, in addition to the problems mentioned in section 1.2, this section tries to account for the reasons why the present study was conducted.

From a macro-level of genre analysis, move analysis is helpful for presenters to acquire genre knowledge and feel clear about the organization of their oral presentations. The current study followed a genre-based approach. To become an expert member of a discourse community, one must be familiar with genre

conventions (Biber & Conrad, 2009; Dressen-Hammouda, 2012; Swales, 2004), and this represents a challenge for the novice member who has yet to complete the process of language socialization. There has been an overabundance of genre analysis focused on written genres. Unlike lectures, conference presentations, and any other presentation given by professionals, an oral presentation of a proposal and thesis has its own characteristics and regularities (Kimouche, 2022). As an inevitable part of oral defenses, the oral presentations of oral defenses including proposal and thesis presentations, have been given little attention, despite their particular communicative purposes and distinctive content and style. It has been shown in previous studies of PhD defenses (Mežek & Swales, 2016; Swales, 2004); conference presentations (Dubois, 1980; Rowley-Jolivet & Carter-Thomas, 2005) and academic lectures (Deng & Wannaruk, 2021; Lee, 2016) that genre analysis theories can help disentangle and dissect AOPs effectively, which is why the present study uses move analysis as its theoretical basis.

From a micro-level of genre analysis, linguistic features such as formulaic sequences have been proven to help presenters achieve successful academic oral presentations. Genre-based analysis over the past decade has highlighted the prevalence of rhetorical move structure and formulaic sequences in academic discourse. Formulaic sequences play a crucial role in enhancing fluency in language production and communication (Wang, 2018a, 2018b). They serve as essential tools for discourse building (e.g., "on the other hand," "as a result," "as can be seen") and stance taking (e.g., "we argue that," "to some extent") (Biber et al., 2004; Cortes, 2004; Hyland, 2008a). Evidence suggests that segmenting speech into chunks is an effective strategy for managing online processing and storage demands, which is vital for communication and distinguishing between different genres (Mauranen, 2009; Seidlhofer, 2009; Biber, 2006; Hyland, 2008a, 2008b). Consequently, formulaic sequences help prevent communication breakdowns and enhance fluency, which are key objectives for foreign language learners (EFL learners) (Assassi, 2016).

Another important way to contribute to a successful presentation and effective communication is the use of metadiscourse strategies. The ability to convince listeners to accept an argument has been an essential aspect of academic communication. To engage and lead the audience to the desired conclusion, the audience must be hooked, involved, and motivated (Hyland & Zou, 2022). In essence, effective communication entails the speaker's capability to deliver coherent, intelligible, and persuasive statements regarding the external, experiential world. This realm falls under metadiscourse, which refers to the language employed to assist others in comprehending, assessing, and responding to propositional information in alignment

with the speaker's intentions (Hyland, 2005a; Ädel & Mauranen, 2010). For examples, "on the other hand", "First of all" and "According to" are metadiscourse functioning to help to guide the listener through the speech. "It is possible that", "to some degree" and "Let's have a look at" are the metadiscourse functioning to help involve the listener in a speech event. Secondly, most previous studies have examined metadiscourse function in a one-word or two-word markers' perspective in a written discourse (Hyland, 2005a; Hyland et al., 2022; Herriman, 2022), but very few have studied metadiscourse function of formulaic sequences from a perspective of longer word strings (Li et al., 2017).

The reasons why the current study attempted to link formulaic sequences to metadiscourse function are not only for gaining a deeper understanding of formulaic sequences, but also for some other factors. First, formulaic sequences and metadiscourse function can be related. This is because formulaic sequences and metadiscourse devices share non-positional characteristics and have a close relationship because both are functional units found in texts. As a result, it is possible that formulaic sequences and metadiscourse devices overlap (Li et al., 2017). Additionally, connecting formulaic sequences to metadiscourse might entail examining more extensive textual corpora than just pre-defined search terms (Ädel & Mauranen, 2010). This is due to the fact that formulaic sequences analysis typically adopts a bottom-up approach, whereas metadiscourse analysis typically adopts a top-down approach. Secondly, establishing a correlation between formulaic sequences and their corresponding metadiscourse functions can yield numerous advantages. One advantage of linking formulaic sequences to metadiscourse is that it allows access to longer segments of discourse commonly used to express metadiscourse (Granger, 2014). Moreover, linking formulaic sequences to metadiscourse provides a means of verifying existing metadiscourse lists created by researchers, increasing the likelihood of finding multiword metadiscourse devices, and creating new categories. On the other hand, metadiscourse contains an enormous potential for teaching and learning communication skills successfully (Pérez-Llantada, 2003). Thus, those formulaic sequences that have been identified with metadiscourse functions deserve more pedagogical attention. For example, the formulaic sequence "The title of" has a metadiscourse function as a frame marker which signals the text boundary and allows the speaker to introduce the distinguishing name of a topic, making the discourse clear to the audience. Also, the formulaic sequence "It seems pretty clear that" has a metadiscourse function as a booster which allows the speaker to emphasize his or her

personal viewpoints and making his or her perspective prominent, building rapport with the audience by closing down possible alternatives.

In contrast to many studies on formulaic sequences in academic writing, formulaic sequences in academic oral presentations have received less attention (Deng, 2021; Wang, 2018a, 2018b). It has been asked whether the same patterns of use can be discerned in spoken academic discourse. Moreover, previous studies have focused more on experts' spoken discourse, and less on novice researchers, such as graduate students. There are very few research studies which have focused on oral defenses (Mežek & Swales, 2016; Halliday & Martin, 1993; Cortes, 2004; Wierzbicka, 2007). One of the reasons for this is that oral presentations of graduate proposal and thesis defenses partly lack transparency (Barrett & Liu, 2016; Carter-Thomas & Rowley-Jolivet, 2003; Kaur & Afida, 2017; Morita, 2004; W. Yang, 2014). The oral defense has been regarded as a largely private discourse (Chen, 2008), and it is difficult to enter the site to record and collect data. However, the COVID-19 pandemic has forced an increasing number of oral defenses to shift from an offline to an online situation with the use of many well-established online meeting platforms (Pedaste & Kasemets, 2021; Roos et al., 2020). In such a situation, online oral defenses allow the presenter, an authoritative panel and academic audiences to attend and participate using their computer or mobile devices, which presents an opportunity to record and collect spoken data more easily than ever before because of the COVID-19 pandemic. Meanwhile, many scholars have claimed that online meeting platforms are effective for remote examinations (Ebadi & Bashiri, 2021; Linden & Gonzalez, 2021) and distance learning (Bailey, 2022; Grady et al., 2022). Thus, it is possible that in the future oral presentations of graduate proposal and thesis defenses will also be conducted online, therefore, it is of even greater importance for graduate students to improve their academic oral presentation skills online. Therefore, the present study examined formulaic sequences in spoken discourse.

The reasons for studying the oral presentations of graduate students in an ELF context, are as follows: on the one hand, in terms of geography, as Mežek and Swales (2016) highlighted that most English PhD defense research takes place in Anglophone contexts such as the United States, the UK, and Canada. In other contexts, however, where English is the lingua franca, PhD defenses are also conducted. Often, PhD defenses do not follow the American or British format, but they are conducted locally. Yet this type of defense is largely unexplored (Mežek & Swales, 2016). On the other hand, the English as a Lingua Franca (ELF) environment in higher education has introduced additional challenges for both teachers and students when delivering oral

presentations for academic purposes (Kao & Wang, 2014). Previously, ELF research predominantly focused on two-way communication within academic or business settings, particularly from phonological or lexico-grammatical perspectives. However, scant information exists regarding the characteristics of ELF oral presentations, which typically involve monologue communication. To delve deeper into this subject, this study investigated the lexical and organizational aspects of oral presentations delivered by graduate students in an ELF context without direct audience interaction.

To sum up, a few gaps still remain to be filled in our knowledge of rhetorical move structure and formulaicity in a spoken academic discourse. We need to investigate what the rhetorical move structure of graduate proposal and thesis defenses are and how the use of formulaic sequences and their metadiscourse function are used in spoken academic discourse.

1.4 Research objectives and research questions

As stated above in the problems and rationale in Sections 1.2 and 1.3, this study proposed to conduct a genre-based analysis based on a corpus with the following research objectives:

(1) To investigate the rhetorical move structure of oral presentations of graduate proposal and thesis defenses, a move analysis of the oral presentations was conducted.

(2) To identify the most prevalent formulaic sequences in these presentations to understand how such language aids in fulfilling communicative goals.

(3) To explore the metadiscourse function of formulaic sequences to delve deeper into how presenters engage and persuade their audience during these oral presentations.

Therefore, to achieve the three main objectives above, the proposed study formulated three research questions as follows:

RQ1.What are the rhetorical move structures identified in the online oral presentations of graduate proposal defenses and thesis defenses?

RQ2.What are the formulaic sequences used in each move/step of the rhetorical structures in the online oral presentations of graduate proposal defenses and thesis defenses?

RQ3.What metadiscourse functions do identified formulaic sequences perform in each move/step of the rhetorical structures?

1.5 Significance of the study

The current study investigates the rhetorical move structure and formulaic sequences in oral presentations of oral defenses including proposal defenses and thesis defenses, and the significance of the study is demonstrated in the following aspects:

Firstly, as mentioned in the problem statement, most genre analyses are based on written academic discourse, and spoken genre analysis has generally been neglected. The present study aimed to be complementary to the spoken genre analysis, by shedding new light on rhetorical move analysis and formulaicity in academic oral presentations in the ELF context (Wang, 2018b).

Secondly, previous studies on the spoken genre focused more on lectures, conference presentations and in-class presentations, but less research focused on the defense/viva as a genre (Mežek & Swales, 2016). Therefore, the current study also contributed to the genre analysis of oral defenses.

Thirdly, previous studies focused more on experts' spoken discourse and less on novice researchers including MA and PhD students. However, many presenters feel unclear about the content and organization aspects at first when delivering an oral presentation (Kimouche, 2022). The present study identified moves and steps, as well as formulaic sequences, which will help graduate students to fully prepare for their proposal and thesis defense but will also help to ease their anxiety and stress when preparing an oral preparation for an oral defense. Kimouche (2022) reported that some students (33%) struggled with the transitional language. The results of this study will be useful in helping students to increase their fluency and accuracy when doing an oral presentation in defense, by decreasing some of their psychological problems and increasing their confidence in preparing an oral presentation in an oral defense.

Fourthly, for teachers or supervisors, rhetorical moves and the most frequent and useful formulaic sequences also shed light on a pedagogical orientation for the designing and teaching of academic speaking skills.

Analyzing the metadiscourse functions of identified formulaic sequences contributed to and expanded the research on metadiscourse. In addition, the present study provides a comprehensive analysis of formulaic sequences, which will provide novice presenters with a list of formulaic sequences to regulate their AOPs as well as expressing a stance toward their statements and allow them to negotiate this stance and engage in a community-appropriate monologue with the audience.

1.6 Scope of the study

The current study explored the rhetorical move structure and formulaic sequences of oral presentations of proposal and thesis defenses and investigated the pragmatic strategies employed by graduate students in terms of communicative effectiveness. Therefore, the scope of this study is confined to the following areas.

A public autonomous university in Thailand was the site for collecting data. This university was selected as one of the nine National Research Universities of Thailand. Oral presentations of graduate proposal and thesis defenses were collected in the School of Foreign Languages, ranging from 2020 to 2023. Most of the presentations are from different participants. This university has provided graduate English programs for graduate students for many years. Thus, the university is suitable for the present study.

In consideration of the objectives of the present study, it explored the oral presentations of oral defenses given by both MA and PhD groups for MA proposal defenses, MA thesis defenses, PhD proposal defenses and PhD thesis defenses.

1.7 Outline of the study

The proposed study consists of six chapters. Chapter one provides a general and important introduction to the study, including research background, statement of the problem, rationale of the study, research objectives and research questions, significance of the study, the scope of the study and definition of some key terms. The second chapter presents a detailed literature review related to the research. Chapter three explains the methodology for the research. This chapter explains several important procedures which were carried out before doing the research, for example, how the research was designed, how the corpora were constructed, and how the data was collected and analyzed. The fourth chapter presents the results of the rhetorical move structures, formulaic sequences and metadiscourse functions of the formulaic sequences used in the oral presentations of oral defenses. Chapter five presents the discussion. Chapter six is the conclusion of the research with a summary of the findings as well as the implications of the research together with suggestions for further research.

1.8 Key terms

The operational definitions of some key terms are given as follows:

1) **Rhetorical move structure** refers to a genre which is constituted by a series of moves and/or steps defined by their communicative purposes according to the Swalesian genre analysis.

2) A **Move** refers to "a discoursal or rhetorical unit that performs a coherent communicative function in a spoken discourse" (Swales, 2004, p. 228) and a move is "a functional, not a formal unit" (p.229).

3) A **Step** can be regarded as a sub-move, which is a lower level of text segment that provides more detailed linguistic means and options for realizing the communicative purpose of a move (Swales, 2004).

4) **Genre** refers to the text of a genre exhibiting "various patterns of similarity in terms of structure, style, content and intended audience" (Swales, 1990, p. 58).

5) **A formulaic sequence** (FS) refers to 'any sequence of two or more words that are perceived to be more constrained than usual in their co-occurrence' (Hudson & Wiktorsson, 2009, p. 81). A formulaic sequence does not have to be continuous so long as the sequence expresses a cohesive meaning or performs a certain holistic function, such as *not only...but also..., of course, on the other hand*. In this study, formulaic language is the umbrella term for the wide range of phrasal units that occur in language, 'formulaicity' and 'formulaic language' are used interchangeably to refer to the same phenomenon. Also, a formulaic sequence is regarded as each individual instance of formulaic language.

6) **Metadiscourse** refers to a set of non-propositional linguistic resources that speakers employ to help their audience understand how their presentations are organized and the speaker's position regarding the message (Qin & Uccelli, 2019). Metadiscourse not only describes how we organize our ideas, but also how we relate to our listeners. **Metadiscourse function** refers to the function a metadiscourse marker convey. For example, the metadiscourse marker "in other words" functions to be a code gloss which is to elaborate propositional meanings. The metadiscourse marker "It is clear that" serves as a booster functioning to emphasize certainty.

7) An **Oral Presentation of a Proposal Defense** refers to a monologic mode of oral delivery with time constraints, narrative structure, and informational character which is based on the written form of their proposal in a proposal oral examination. The purpose is to present a graduate student's thesis plan to the committee to get their approval or feedback to do a study. It usually lasts for 10 to 40 minutes based on the local procedures in most Asian universities.

8) An **oral presentation of a thesis defense** refers to a monologic mode of oral delivery with time constraints, narrative structure and informational character which is based on the written form of their final thesis/dissertation in a thesis/dissertation oral examination. The purpose is to share the results of the study and to demonstrate to the committee and the academic community that the presenter has done work of

sufficient quality. This occurs when graduate students complete their final thesis/dissertation writing.

1.9 Summary

This chapter begins with an introduction to the research background and research problems. It explains rhetorical move structure and formulaic sequences in monologic discourse to help novice researchers prepare for a successful oral presentation when preparing for a proposal or thesis oral defense. This is followed by an explanation of the rationale and objectives of the study. To examine the rhetorical move structures reported by graduate students in their presentations of proposal and thesis oral defenses, this study combined Chen and Kuo's framework (2012), Amnuai's framework (2012) and Scott's model (2022) to serve as the analytical framework for the move analysis in this study. In addition, formulaic sequences were analyzed in each rhetorical move/step. Then, a detailed description of the significance, the scope, the key terms, and the organizational structure is given. The next chapter presents a review of the theoretical background and previous studies.

CHAPTER 2
LITERATURE REVIEW

The theoretical underpinnings and prior research for the proposed study are presented in this chapter. The theoretical foundation for the current work was first established by providing an introduction to genre analysis. Additionally, this chapter explains why OPPDs and OPTDs are seen as two distinct genres in a genre chain. The previous research on genre analysis indicated interest in both macro-level and micro-level analysis, in addition to analyzing the move structure from a macro-level, examination of formulaic language and metadiscourse in a discourse are also investigated from micro-level. Thus, theoretical background of formulaic language and metadiscourse were covered in this chapter. And then previous studies on move analysis, previous studies on formulaic language analysis, and previous studies on metadiscourse of AOPs were reviewed relatively in the following sections, which aim to show the research gap in the current study.

2.1 Genre analysis

2.1.1 The definition of genre

Initially, the word "genre" came from the French for "kind" or "class." Several fields of study, such as rhetoric, literary theory, media theory, and, more recently, linguistics, use the term to describe a certain kind of text. According to Chandler (2000), genre classification and hierarchical taxonomy cannot be considered neutral and objective. It is often the case that there are considerable differences of opinion regarding the definition of specific genres. Feuer (1992) observes that genres are abstract concepts rather than empirical realities. Sub-genres or super-genres of one theory can be sub-genres of another.

Genre analysis has emerged as a significant method for analyzing texts, shedding light on their systematic construction or organization, as well as their communicative functions (Amnuai, 2012; Dudley-Evans, 1994). Various scholars have contributed diverse definitions and expansions of genre. Martin (1984) characterizes genre as "a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture" (p. 25), emphasizing the interactive nature of genre enactment and the sequential phases involved in task completion. Swales (1990) similarly presents a definition of genre as:

> *"A genre compromises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience."* (p.58)

This definition emphasizes genre as a collective of communicative acts united by a shared purpose, recognized by members of a discourse community. Swales' (1990) characterization of genre is widely regarded as comprehensive and influential, offering a holistic understanding of genre, encompassing its components and the influence of schematic structure on content and stylistic choices. Swales' definition serves as a foundational concept for the elaboration of genre by Bhatia (1993), who extends Swales' framework to incorporate professional contexts, sub-genres within genres, and the mixing of genres.

Genre analysis involves two key terms: "move", and "sub-move" or "step." Moves are parts of written or spoken texts that serve a communicative function. Instead of referring to a "step", Swales used the term "sub-move," which serves a similar purpose. According to Bhatia (1993), he used the term "strategy" employed by speakers or writers. Nevertheless, these terms convey similar meanings. When Thompson (1994) studied academic lectures, the terms "function" and 'sub-functions' were used. In the current study, the terms "move" and "step" are used.

2.1.2 Three Schools to genre analysis

There has been a rapid development in genre studies recently, especially in rhetorical structure (Fadhliah et al., 2014). Hyon (1996) states that genre can be viewed from three different schools: English for Specific Purposes (Hopkins & Dudley Evans, 1988; Swales, 1990; Bhatia, 1993; Thompson, 1994), New Rhetoric (Miller, 1984; 1994; Bazerman, 1988) and Systemic Functional Linguistics (Martin, 1989; Christie, 1991; Joyce, 1992). The genre studies of the three different Schools represent different perspectives, from theorization to research and pedagogy, and share some similarities as well. Despite having similar purposes in defining and analyzing genres, each of these schools has its own method for explaining the relationship between social functions and language use.

2.1.2.1 English for Specific Purposes

The ESP school posits that a genre constitutes a collection of communicative events aligned with shared communicative objectives. The underlying rationale of a genre is grounded in the purposes acknowledged by members of the overarching discourse community. The concept of 'genre analysis' was first introduced in the ESP context by Swales (1981, 1990). According to Swales (1990), a genre's rationale exerts influence on and sets boundaries for the choice of content and style within the discourse.

Generally, this research school focuses on the linguistic characteristics and rhetorical structure of a particular genre. The structure of discourse can be viewed as a series of moves comprising one or more steps. Analyzing text through moves, steps, and linguistic signals constitutes an analytical approach to ESP analysis. It is best known that Bhatia and Swales are representatives of the ESP school. For the ESP school, the primary context is mainly university-based instruction of NNES speakers. Both non-native speakers and native speakers could benefit from the use of ESP analysis in academic or professional contexts when it comes to academic style.

The goal of ESP analysis is to help students recognize and acquire the language patterns required in diverse academic and professional contexts (Bhatia, 1993; Swales, 1990). The majority of studies in this area attempt to produce valuable findings that help improve academic communications (Hyon, 1996).

2.1.2.2 North American New Rhetorical Studies

The New Rhetoric School (NR) in North America emphasizes the social context of genres, highlighting their social functions, behaviors, and the community's values and beliefs associated with them. Unlike genre scholars in the ESP school, these scholars prioritize the social purposes or actions that genres fulfill within specific situations, rather than focusing solely on their forms. They underscore the significance of the social contexts in which genres manifest, rather than solely analyzing their formal characteristics (Bazerman, 1988; Campbell & Jamieson, 1978; Coe, 1994; Devitt, 1993; Miller, 1984, 1994; Schryer, 1993; Smart, 1993; Yates & Orlikowski, 1992). Miller's article "Genre as Social Action" (1984) has been particularly influential in shaping genre theory across various disciplines. Miller (1984) argues against defining genre based solely on the substance or form of discourse, advocating instead for an understanding of genre according to the actions it facilitates.

Many scholars in the New Rhetoric fields have used ethnographic methods rather than linguistic methods in order to analyze texts, in line with their focus on the genre's functional and contextual aspects. Consequently, scholars such

as Schryer (1993, 1994) and Smart (1992, 1993) offer comprehensive accounts of the academic and professional contexts in which genres surrounds, delineating the specific actions these genres undertake within the contexts. The linguistic methods neglect the creative potential of genres on account of its over-emphasis on conventional form-functional relations at the clause level (Flowerdew & Wan, 2010). Hence, a New Rhetoric theorist would lean towards employing ethnographic methods like interviews, participant observation, descriptions of physical settings, and textual analysis (Hyland, 2004a). And a key focus of the New Rhetoric school is advanced (post-) graduate mother-tongue education.

2.1.2.3 Australian Systematic Functional Linguistics

The Systemic Functional Linguistic school emerges about at the same time as the ESP and New Rhetoric schools. The Systemic Functional Linguistic School, sometimes called the Sydney School (Hyon, 1996), has been framed within a larger systemic functional linguistics (SFL) theory developed by Michael Halliday.

The Systemic Functional Linguistics view considers genre as a staged, goal-oriented social process (Martin, 1992). Drawing upon Halliday's Systemic Functional Linguistics framework, it analyzes the lexico-grammatical structure and social function of writing in primary and secondary schools, as well as non-professional discourse. The Sydney School uses a strategy based on Hallidayan systemic-functional linguistics with the goal of identifying the intimate relationships between form and function that realize a particular genre trait (Flowerdew & Wan, 2010). Field, tenor, and mode are three register variables that can be used to define the situational circumstances that influence language forms from this perspective (Halliday, 1994). The term "field" describes the current situation, or the action that is taking place. Tenor describes who is participating, i.e., the dynamics of the participants. The term "mode" describes the role that the language, or the channel of communication, is playing. Therefore, these three factors combined establish the language's register (Hyon, 1996).

Differently from ESP and New Rhetoric scholars, Sydney School scholars focused more on non-professional workplace texts and mother-tongue education in primary and secondary school genres than on university and professional discourse. In Australian genre theory, texts are analyzed based on their social functions within their social contexts.

Above all, the present study adopts the ESP approach as the theoretical framework for genre analysis. The ESP approach is an eclectic theoretical foundation that focuses specifically on non-native English speakers in academic and professional contexts, in contrast to the NR and SFL approaches. Additionally, ESP

places more emphasis on occupational and academic training in the educational context, whereas NR and SFL are more focused on L1 disciplinary contexts. Most importantly, ESP researchers investigate the structures and meanings of texts, which aligns with the primary focus of SFL. However, there is a difference in how ESP and SFL researchers view genres. SFL characterizes genres in terms of broad rhetorical patterns, such as narratives, recounts, arguments, and expositions, which are called elemental genres. In contrast, ESP analysts view genres differently. They focus more on the role of social communities and the linguistic features of genres. In conclusion, the ESP approach is better suited for the present study's research needs due to its linguistic focus and emphasis on the role of social communities.

2.2 Formulaic language analysis

It's widely acknowledged that formulaic language plays a pivotal role in language use, processing, and acquisition in both first and second languages (e.g., Biber et al., 1999; Schmitt, 2010; Wray, 2008). A number of academic formulaic sequences are highlighted for their crucial contribution to effective participation and performance in academic oral presentations. This is because formulaic sequences serve as a significant indicator of the speaker's proficiency in aligning with the conventions of the academic or professional discourse community. Subsequent sections will delve into formulaic language terminology, the characteristics of formulaic sequences, and the primary approaches to identifying formulaic language.

2.2.1 Terminology related to formulaic language

It is important to note that "formulaic language" has a wide range of subcategories (Lin, 2018), including chunks, non-propositional speech, formulas, lexical phrases, multi-word units, fixed expressions, prefabricated routines and patterns, ready-made expressions, idiomatic language, clichés, collocations, idioms, and conversational routines (see Wray, 2002) with over fifty terms to describe formulaic language. As suggested by Schmitt (2010), "formulaic language" serves as the umbrella term encompassing a broad spectrum of phrasal units found in language, while "formulaic sequence" refers to each individual instance within this spectrum. Due to the diversity of terminology, choosing a suitable term to describe formulaic language was difficult in the present study. Based on Wray's definition (2002), the term "formulaic sequence" has motivated our decision to use it. According to Wray (2002), formulaic sequence was defined as:

A sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. Examples of formulaic sequences are shown, such as, on the other hand, by and large, of course. (p.9)

According to her definition, the ultimate objective of an analysis would be to identify sentences that are "stored and retrieved whole from memory at the time of use." Achieving this goal presents a challenge due to the variability in how individuals store and retrieve sequences over time, influenced by factors such as changes in proficiency, processing demands, and communication intentions (Read & Nation, 2004). Therefore, the current study embraces a working definition proposed by Hudson and Wiktorsson (2009, p. 81): "any sequence of two or more words perceived to have more constrained co-occurrence than usual." For example, phrases like "according to," "in terms of," and "Let's move on to" are recognized as formulaic sequences.

The decision to use the term "formulaic sequence" in this study was driven by its ability to cover a wide spectrum of formulaic language while highlighting two key elements: a) the presence of lexical sequences, and b) the perception of these sequences as cohesive units by the mind. It is worth mentioning that formulaic sequences are conceptually similar to collocations, idioms, multi-word expressions (MWEs), and lexical bundles, but their emphasis and criteria are slightly different. Lexical bundles, like those in Biber and his colleagues' study, are totally corpus-driven sequences of consecutive words appearing in speech or writing (Biber et al., 1999). Examples include "you know what I mean" and "heavy smoker". Collocations can, depending on the context, include morphemes, words, phrases, and utterances, which usually consist of two (or more) lexical objects that have a syntactic attraction to one another, for instance, deeply committed, highly recommended. Collocation analyses at the word level have, however, been used more frequently (see Hoey 2005: 158–159). The term idioms (such as beat about the bush) is a metaphorical, semantically non-compositional unit (Granger, 2018).

Nevertheless, as highlighted by Durrant and Mathews-Aydinli (2011), there is no need to overemphasize the differences between these terms or emphasize the contrasts between them too much because they overlap to varying degrees in various instances.

2.2.2 Characteristics of formulaic sequences

Formulaic sequences (FSs) are characterized by a number of features. First of all, the length of each formulaic sequence may vary from two words to a sentence. It can be short (e.g., Oh no!), it can be long (e.g., You can lead a horse to water, but

you can't make him drink) as well, or it can be anything in between (e.g., on the other hand) (Schmitt & Carter, 2004). An FS category with clearly defined boundaries is extremely difficult to establish (Buerki, 2016, p.15).

Secondly, formulaic sequences are frequently employed for various goals such as conveying a message, expressing functions, showing social solidarity, or transacting specific information precisely and clearly. For instance, the phrase "The early bird gets the worm" conveys the message "do not procrastinate," illustrating the function of conveying a message. Similarly, when browsing in a clothing store, saying "[I'm] just looking [thanks]" is equivalent to "declining an offer of assistance from a shopkeeper," showcasing the function of expressing intent. Another example is "Wind 28 at 7" in aviation language, which is used to indicate that the wind speed is 7 knots per hour from 280 degrees (Schmitt & Carter, 2004).

Thirdly, formulaic sequences can be fixed entirely, such as "Ladies and Gentlemen", or contain a number of "slots" that can be filled with relevant phrases or word strings ([someone/something with authority] made it clear that [something unrealized was intended or desired]) (Schmitt & Carter, 2004).

Fourthly, formulaic sequences seem to be stored in the mind as holistic units, but their acquisition may not occur in a straightforward all-or-nothing manner. While some first language (L1) learners may achieve phonological mapping of formulaic sequences, certain elements, particularly unstressed phonemic constituents, may remain incomplete (Peters, 1977; Wray, 2002). The learning process for formulaic sequences is gradual, with later stages of acquisition involving the "filling in" of gaps left by the original incomplete rendering.

2.2.3 Main approaches for identifying formulaic sequences

For the identification of formulaic sequences, there are three main identification approaches summarized by Durrant and Mathews-Aydınlı (2011). They are the phraseological approaches, Frequency-based approaches and Psychological approaches. As a result of the phraseological approaches, fixed or semi-fixed expressions referred to as 'phrases' (e.g., take some medicine, in my opinion), idioms (e.g., break the ice, hit the nail on the head), prefabricated patterns (e.g., frequently used, highly significant), as well as frame patterns with open slots for filling (e.g., the X of, as X as) A frequency-based approach is more commonly used to identify lexical bundles (e.g., Biber, 2009; Sinclair, 2004) that occur with greater frequency than average in texts of a particular register. It may be noted, however, that the thresholds for frequency and dispersion of lexical bundles are somewhat arbitrary. For example, the

cutoff for identifying 4-word lexical bundles was set at 40 times per million words across five texts by Biber et al. (2004), whereas Hyland (2008b) required that a minimum frequency of 20 times per million be occurring in at least 10 percent of texts. 'Psychological' approaches (e.g., Hoey, 2005; Wray, 2002) focus on the efficient mental processing and storage of multiword expressions (MWEs), also known as "formulaic sequences" (e.g., *by and large, for one thing, let's see*). It should be noted that in contrast to open slots, which people construct on their own as they use the language, FSs are strings of words that language users remember and process as unassailable units rather than as open units that could be analyzed.

Although formulaic sequences can be identified in different ways, much controversy has been found surrounding the identification of formulaic sequences. For example, in terms of formulaic sequence boundaries, there are no clear-cut methods for the criteria for the identification of formulaic sequences (Lin, 2018; Martinez & Schmitt, 2012; Wray & Namba, 2003).

2.3 Metadiscourse analysis

Metadiscourse permeates our everyday language, constituting a fundamental element of communication across various contexts and genres. Recognized as a crucial tool for enhancing communication, metadiscourse aids in conveying a writer's viewpoint and establishing a rapport between the speaker and the audience (Hyland, 1998). In the following sections, concept of metadiscourse and taxonomies of metadiscourse are discussed.

2.3.1 Concept of metadiscourse

Metadiscourse is a hazy concept that lacks definite boundaries (Hyland, 2017). Therefore, it is difficult to distinguish between what is and is not metadiscursive. The term "metadiscourse" was first coined by Harris (1959) to describe how a writer or speaker uses language to influence how a reader or listener understands a text. Scholars such as Vande Kopple (1985), Crismore (1989), Williams (1997), Hyland (2005a, 2005c), and Ädel and Mauranen (2007) have further developed and operationalized the concept. There are two different views about metadiscourse. One is labeled as "broad" or "integrative". Another is "narrow" or "non-integrative". The broad view refers to discourse about discourse, and the narrow view refers to an even wider range of discourse elements that incorporate interactive and text-organizing functions. (e.g. Ädel, 2006; Mauranen, 1993). Metadiscourse, as defined by Vande Kopple (1985) is

"discourse about discourse". This point of view has been what researchers commonly agree on. However, some scholars believe that metadiscourse is more than just "discourse about discourse", therefore, some scholars expanded the concept. Hyland (1998) described written metadiscourse as the aspects of a text that explicitly direct the discourse, engage the audience, and convey the writer's attitudes (e.g., *in section X, As we all known, It is possible that*). Expanding on this, Hyland (2005a) defines metadiscourse as the self-reflective expressions that facilitate interactional meanings in a text, enabling the writer to articulate their perspective and engage readers as participants of a specific community. Metadiscourse markers encompass words or components of sentences that establish a connection between the writer and the reader, aiding in the organization, interpretation, and evaluation of information within the text.

The length of the metadiscourse markers is arbitrary, including single words (e.g., then, so…) and multi-words (e.g., let's share, as you can see…). Metadiscourse, as defined by Ädel (2006), is the text about the evolving text or the writer's explicit commentary on her own ongoing discourse. A definition of metadiscourse given by Qin and Uccelli (2019) is that metadiscourse refers to a set of non-propositional linguistic resources that speakers employ to help their audience understand how their presentations are organized and the speaker's position regarding the message. For example, according to Hyland's taxonomy on metadiscourse (2005a, 2019), "my purpose is" is a metadiscourse functioning as an interactive linguistic resource which is for the audience to predict the following information given by the speaker, thus it helps the audience understand what the speaker are going to talk about. "It is worth noting that" is an interactional linguistic resource which involves the listener in the speech and shows the speaker's attitude to proposition.

From the definitions given by different researchers, it can be seen that the core meaning of metadiscourse is the same, despite the fact that scholars who use these terminologies have yet to agree on one due to their disparate study interests. The term "metadiscourse" has also often been linked to or understood as synonymous with other terms (Caffi, 2006) such as "metalanguage" (Jaworski et al., 2004), "metatalk" (Schiffrin, 1980), "discourse reflexivity" (Ädel, 2006; Mauranen, 2010), and "meta-pragmatics" (Ädel, 2006; Mauranen, 2010). Researchers utilize these terms tend to focus on different aspects of metadiscourse analysis. As outlined in Section 1.8 of Chapter 1,

the present study embraces the definition of metadiscourse proposed by Qin and Uccelli (2019) as the working definition. This choice is motivated by the fact that their definition integrates perspectives from earlier conceptualizations (e.g., Crismore et al., 1993; Hyland, 2005a, 2017) and reflects more contemporary insights.

2.3.2 Taxonomies of metadiscourse

Various scholars have proposed different taxonomies of metadiscourse (Beauvais, 1989; Crismore, 1989; Mauranen, 1993; Nash, 1992; Vande Kopple, 1985). Rooted in Halliday's (1994) interpersonal and textual metafunctions, metadiscourse expressions serve to convey both textual and interpersonal meanings (Crismore et al., 1993; Hyland, 1998; Vande Kopple, 1985). However, Hyland and Tse (2004, p. 161) contend that "all metadiscourse is interpersonal," rejecting the dichotomy between textual and interpersonal discourses, as it aims to appeal to readers' knowledge and processing needs. Hyland refined Crismore et al.'s (1993) model by differentiating between textual and interpersonal types and further classifying more specific functions. Ädel (2006) identifies two main types of metadiscourse: "metatext" and "writer-reader interaction." Additionally, Ädel introduces variations based on "personal" or "impersonal" types, further subdivided into "text-oriented metadiscourse," "writer-oriented metadiscourse," "reader-oriented metadiscourse," and "participant-oriented metadiscourse." For more details, refer to Table 2.1.

Table 2.1 Taxonomies of metadiscourse proposed by different scholars

Scholars	Taxonomies of metadiscourse	Descriptions
Vande Kopple (1985)	textual	helps writers link their propositions in a cohesive manner. The textual metadiscourse is exemplified through the use of "text connectives" and "code glosses".
	interpersonal	provides writers the avenue to convey their feelings towards the given propositions. "Interpersonal metadiscourse" is realized through the use of "illocutionary markers", "validity markers", "narrators", "attitude markers" and "commentary".

Table 2.1 Taxonomies of metadiscourse proposed by different scholars (Cont.)

Scholars	Taxonomies of metadiscourse	Descriptions
Crismore et al (1993)	textual	modified Vande Kopple's (1985) taxonomy of metadiscourse, further sub-divided 'textual metadiscourse' into "textual markers and interpretative markers". Under "textual markers", they added "logical connectives", "sequencers", "reminders" and "tropicalizers".
	interpersonal	removed temporal connectives and narrators and created the code glosses, illocution markers and announcement as interpretative markers.
Hyland (2005a, 2005c)	Interactive	all metadiscourse is interpersonal. Interactive metadiscourse helps guide readers through the text. The sub-categories of the 'interactive' metadiscourse are manifested as "transitions", "frame markers", "evidentials", "endophoric markers" and "code glosses".
	Interactional	involves the reader in the argument. The "interactional" categories are realized as "hedges", "boosters", "engagement marker", "attitude markers" and "self-mention".
Ädel (2006)	metatext	guides the reader through the text and to comment on the use of language in the text.
	writer-reader interaction	interact with her imagined reader in ways that create and maintain a relationship with the reader and that allow the writer to influence him by addressing him directly in various ways.
Qin and Uccelli (2019)	organizational markers	adapted from interactive markers in Hyland's model, those markers that guide the reader through the discourse structure of the texts by explicitly signaling relationships between ideas, clauses, and paragraphs.
	stance markers	adapted from interactional markers in Hyland's model, those that add evaluative viewpoints on what is being said.

Table 2.1 illustrates the evolution of metadiscourse models, tracing from early iterations by Vande Kopple (1985) and Crismore et al. (1993) to the more recent model proposed by Qin and Uccelli (2019). Hyland's (2005a, 2005c) metadiscourse framework is considered one of the most comprehensive to date. This is because Hyland's model encompasses a broader scope, incorporating aspects of stance (expressions indicating attitude and commitment toward propositions) and engagement (resources employed to overtly connect with the audience) as well. For example, the metadiscourse marker "I strongly believe that" demonstrates the speaker's attitude toward proposition. "Let's see how it works" is a metadiscourse serving as the engagement between the speaker and the audience. Thus, it has been widely adopted as the analytical framework for analyzing metadiscourse (Bax et al., 2019; Li, 2017; Lee & Subtirelu, 2015).

2.4 Presentation genres of the proposal defense and the thesis defense

Recently, AOPs have been recognized as one of the spoken academic communication genres (Hyland, 2006; Lee, 2016), although much research has been devoted to written communication. There is a growing consensus that both early-career and established scholars will benefit from strong oral academic communication skills (Shaikh-Lesko, 2014). Academic oral presentation (AOP) is an essential spoken genre for graduate students, including MA students and PhD students, for they have a lot of chances to give oral presentations on different occasions for different purposes, such as in the classroom, in a graduate seminar, or in an international conference.

Various definitions have been given to academic oral presentation. It was defined by Ming (2005) as "a partly spoken and partly visual form of communication" (p.118) that takes place in organizational settings and usually has a time limit. According to Morita (2000), AOPs are "routine" activities in university and are set up as a means of showing the development of certain skills. An oral presentation is similar to lectures in that it is a monologue that deals with information transfer and has informal and conversational expressions associated with seminars. Furthermore, Morita (2000) adds that these presentations tend to be very informal, audience-friendly, and highly challenging for non-native English speakers. In the present study, AOP is an oral academic communication genre in which presenters demonstrate their knowledge of disciplines as expected by the discourse community. AOPs is defined in a broad sense in the present study which covers several speech events including conference presentations, student class oral presentations, Three Minute Thesis (3MT) presentations, OPPDs and OPTDs.

2.4.1 OPPDs

A neglected subject that needs further attention is OPPDs as a genre in a genre chain. There are various responses to the question of what genre OPPDs might be categorized under, including "student presentations", "research process genres", and "seminars" (Weissberg, 1993; Zappa-Hollman, 2007; Hyland & Shaw, 2016; Fortanet, 2005). Although all sorts of academic presentations have certain common situational elements, they also have some significant differences (Zareva, 2020). OPPDs are distinctive literacy occasions in graduate-level research candidate careers. Presenters must express their proposed project while juggling complex technical knowledge with the requirements of a diverse live audience. Presenting the parallel text is more than just reciting or summarizing and it requires re-constructing (Scott, 2022).

Graduate students reportedly felt tremendous pressure to present their research (Zareva, 2020). And given the nature of their presentations, the time

constraints, and their general lack of prior presentation experience, training, and teacher supervision, one of their most significant challenges was how to effectively balance the several communicative purposes they were supposed to meet (Zareva, 2020; Scott, 2022).

But there isn't much precise advice on the presentation for new researchers (Scott, 2022). Supervisors are undoubtedly looking for an engaging presentation rather than a recital of the written proposal, but it is frequently unclear what they expect. The written research proposal may simply be referred to as "presented" in institutional records. At the same time, they may also contain additional information such as "the background to the study issue, hypothesis and aims, methods, and any preliminary results." According to Zareva (2020), a lot of the advice given to students about academic presentation tends to be quite general, such as the requirements for oral presentations rather than any in-depth discourse analysis.

2.4.2 OPTDs

In the present study, "thesis defenses" refers to the dissertation defenses delivered by master's and doctoral candidates. Thesis defenses, also referred to as oral defenses, viva voce, or simply "the viva," are the last step before a degree's qualifications are recognized (Mežek & Swales, 2016). In the present study, the thesis defense and the final defense refer to the same oral defense. The final defense is frequently a required element of doctoral degree examinations, but it has also been adopted by institutions all over the world as a means of evaluating programs leading to the master's level (Wisker, 2012). Oral presentations given in the context of scientific research frequently switch back and forth in style between the written and spoken modes of expression. It is a hybrid of "fresh discourse" (Goffman, 1981) in a conversational setting and "decontextualized reflective language" (Cloran, 1993) based on their written work or research topic. In the present study, different from OPPDs (See Table 2.2, p.28), OPTDs refer to a monologic mode of oral delivery with time constraints, narrative structure and informational character which is based on the written form of their final thesis/dissertation in a thesis/dissertation oral examination (Zareva, 2009b).

Regardless of their linguistic backgrounds, though OPTDs are a rehearsed oral academic discourse, similar to OPPDs, OPTDs also have been found to cause anxiety among students. Insufficient prior experience, hostile examiner behavior, and humiliatingly worded irrelevant questions were some of the aspects that significantly increased students' feelings of anxiety, dread, humiliation, and vulnerability (Dobson, 2018; Jackson & Tinkler, 2001; Channon et al., 2021). Additionally, in many universities

in Thailand, graduate students have around 30 minutes to present their work during the oral examination. Thus speakers must decide which content to prioritize and which to omit because the written thesis contains significantly more information than 30 minutes of speaking can cover. According to earlier research (Weissberg, 1993; Morton & Rosse, 2011; Zappa-Hollman, 2007), presenters frequently copy the structures of written texts such as "I-LR-M-R-D". One of the most recent research about genre transfer done by He and Pramoolsook (2022), also showed that the structure of a written work impacts on the choice of structure in an oral presentation of an oral defense. The component that can be well-prepared for OPTDs, as a rehearsed oral academic discourse, is the part that can lessen anxiety toward the uncertainty of thesis defenses during the defending process (Zareva, 2020).

2.4.3 OPPDs and OPTDs as two genres in a genre chain

In the present study, OPPDs and OPTDs are referred to as two different genres in a genre chain. Based on the criteria put forward by Swales (2004), there are three factors contributing to a genre. They are communicative purposes, target or intended audience, and text pattern and structure. A comparison of the details is presented in the following table.

Table 2.2 Comparison about OPPDs and OPTDs (Adapted from Barreh & Liu, 2016; Hu & Liu, 2018; Lau et al., 2021 and Scott, 2022)

Type Factor	OPPD	OPTD
Communicative purposes	to present their research orally based on their written proposal carefully prepared presentations delivered to a live audience before doing the main study with time constraints to persuade the audience that not only is the work interesting and worthwhile to be done, but also that the writer can and will indeed get the work done, and promoting both the research and the researcher	to present their research orally based on their written thesis carefully prepared presentations delivered to a live audience after finishing the research with time constraints to disseminate research and subject and demonstrate their scholarly prowess
Target or intended audience	an authoritative panel (examiners) and an academic audience (e.g., faculty and fellow PhD students)	an authoritative panel (examiners) and an academic audience (e.g., faculty and fellow PhD students)

Table 2.2 Comparison about OPPDs and OPTDs (Adapted from Barreh & Liu, 2016; Hu & Liu, 2018; Lau et al., 2021 and Scott, 2022) (Cont.)

Type Factor	OPPD	OPTD
Text pattern and structure	Presentation based on a written proposal including Introduction, Literature review, Methodology, (Pilot study)	Presentation based on a written final thesis including Introduction, Literature review, Methodology, (Pilot study), Results and findings

It can be seen from Table 2.2, the communicative purposes of OPPDs and OPTDs are different, though they share the majority of common features. The communicative purposes of OPPDs focus more on proving the worth and feasibility of the research to get approved by examiners, while OPTDs are to demonstrate their scholarly prowess in the whole study focusing on what has been done and found from the research. The target or intended audience of the two kinds of oral defenses is the same. The most different part is the text structure of the presentation due to the different communicative purposes. The structure of OPTDs not only contained the presentations of introduction, literature review, and methodology but also included the presentation of results and findings, which do not appear in the structure of OPPDs. In short, the OPPDs and OPTDs differ in communicative purposes and text structure. Thus, the OPPDs and OPTDs are two different genres.

It should also be noted that OPPDs share the same spoken genre chain with OPTDs. Based on Swales' (2004) description of a genre chain, a genre chain follows chronological ordering, especially when one genre is a necessary antecedent for another. The succession of a genre can be conceived of as a chain. Since OPPDs precede OPTDs in graduate students' academic lives, oral presentations of graduate proposal and thesis defenses in the present study are referred to be two genres in the same genre chain of presentations of oral defenses.

Thus, despite the fact that OPPDs and OPTDs are two different genres, they share many similarities and are closely related to each other. On the one hand, they both belong to the same genre family which is the academic oral presentation. Swales (2004) asserts that academic presentations constitute a distinct genre characterized by discourse structures, vocabulary choices, and delivery styles that diverge from academic lectures and written work (Rowley-Jolivet & Carter-Thomas, 2005; Zareva, 2009b). On the other hand, both types of oral presentations adhere to a monologic mode of oral delivery, feature time constraints, and adopt a narrative structure with an informational focus, akin to the written form, particularly evident in oral examinations.

2.5 Previous studies on genre analysis in academic oral presentations

The majority of previous studies on genre analysis of AOPs showed an interest in the macro-level analysis, such as the analysis of rhetorical move structures, as well as micro-level analysis focusing on linguistic features such as discourse markers (Fortanet, 2004; Lee, 2009). In the following sections, previous studies on move analysis, formulaic language analysis and metadiscourse analysis are reviewed.

2.5.1 Previous studies on move analysis in academic oral presentations

Genre studies on academic oral presentations involved different speech events, such as conference presentations (Dubois, 1980; Rowley-Jolivet & Carter-Thomas, 2005), Ph.D. defenses (Mežek & Swales, 2016; Swales, 2004), academic lectures (Deng & Wannaruk, 2021; Lee, 2016), TED talks (Chang & Huang, 2015), and 3MT (Three Minute Thesis) presentation (Hu & Liu, 2018).

With regard to conference presentations, Dubois (1980) was the pioneer to publish an article on exploring the rhetorical structure of oral presentations in a biomedical conference, and it was reported in her study that there are three moves for oral presentations in biomedical speeches, including introduction, body, and termination sections without question and answer session. Another important study on conference presentation was conducted by Rowley-Jolivet and Carter-Thomas. Rowley-Jolivet and Carter-Thomas (2005) only focused on the introduction session, they analyzed 44 oral presentations at international scientific conferences by native speakers in three disciplines (geology, medicine, and physics) and established rhetorical move structure for introduction session of conference presentation. A study by Seliman (1996) also investigated moves in the body section of oral presentation among engineering students and found that eight moves were established. Another study conducted by Seliman and Noor Izzati (2010) was about moves in Question and Answer session of oral presentations. They identified several moves and steps by analyzing oral presentations given by 44 undergraduates from two different faculties enrolled in an English language course, it showed there were three moves and thirteen steps identified in the Q & A session. Therefore, many previous studies on move analysis of academic oral presentations focus on a single section or incomplete section of a particular speech event.

Compared to existing research on move analysis in academic oral presentations, only a handful of studies have delved into the complete section of specific speech events. Swales (2004) scrutinized the rhetorical moves in four doctoral defenses across diverse disciplines at an American university. Similarly, Mežek and Swales (2016) examined doctoral defenses across various educational contexts,

unveiling both commonalities and disparities in move structures. Hu and Liu (2018) analyzed 142 presentations by PhD students, unveiling eight rhetorical moves in 3MT presentations, six obligatory (Orientation, Rationale, Purpose, Methods, Implication, Termination), and two optional (Framework, Results). Deng and Wannaruk (2021) applied Swales' (1990) framework to dissect the rhetorical move structure and formulaic language in lectures delivered by native English and Chinese lecturers, identifying moves across three phases: opening, theme network building, and closing. Despite this body of work, there remains a scarcity of studies specifically addressing graduate proposal and thesis defenses in oral presentations.

There are some important studies on genre approach to academic oral presentations showed by the following table.

Table 2.3 Overview of the studies on genre approach to AOPs

Author	Year	Type of oral genre	Scope of study
Dubois	1980	Conference Presentation	Rhetorical structure
Weissberg	1993	Graduate seminar	Observation of features
Seliman	1996	Engineering oral presentation	Rhetorical structure
Auguilar	2004	Peer seminar	Rhetorical structure
Rowley-Jolivet & Carter Thomas	2005	Conference Presentation	Rhetorical structure Use of pronouns
Kite	2008	Academic conference	Rhetorical structure Closing session language pattern
Morton	2009	Student presentation	Rhetorical structure
Wulff et al.	2009	Conference Presentation	Rhetorical structure Discussion session
Seliman & Irwan Affendi	2010	Classroom oral presentations	Rhetorical structure Body session
Seliman & Noor Izzati	2010	Classroom oral presentations	Rhetorical structure Q&A session
Seliman & Noor Izzati	2010	Classroom oral presentations	Rhetorical structure Q&A session
Mariana Yusoff	2010	Technical oral presentation	Rhetorical structure
Yu-jung & Huang-Tzu	2015	Conference Presentation	Rhetorical structure
Maktiar Singh et al.	2019	Conference Presentation	Rhetorical structure
Deng & Wannaruk	2021	Lectures	Rhetorical structure Formulaic language

It can be seen from Table 2.3 that most of the previous studies on academic oral presentations focus on conference presentations, seminar presentations, lectures,

classroom oral presentations, very little attention has been drawn to OPPDs. Thus, there is a lack of knowledge in the domain of genre analysis of oral defenses of research proposals. This might be the case since research proposals are an occluded genre in many nations, making it challenging to get the information. One of the most recent studies on OPPDs is done by Scott (2022). From systemic functional linguistics (SFL) perspective, Scott (2022) investigated the move structure of five OPPDs and conducted an appraisal analysis in the health sciences. According to the study, the proposal presentation staging sequence can be summed up as Set-Up, Research warrant, Procedure (Conclusion), and Terminate. In order to analyze the aims of the presentation, Hong and Fong (2012) looked at the elements highlighted in a postgraduate management student's proposal presentation session. It was also discovered that language is crucial in conveying the proposal's content. Additionally, several speakers lacked knowledge about the proposal presentation and placed too much emphasis on the written proposal as opposed to the proposal presentation.

OPTDs have not been the subject of many investigations. It's possible that the lack of research on this subject is due to a problem with data access. Even in well-known academic spoken corpora like the Michigan Corpus of Academic Spoken English (MICASE), which has just four defenses, and the British Academic Spoken English (BASE), which offers zero OPTDs data, this is evident in the scant final defense data that is currently available (Lau et al., 2020).

Only a small number of studies have been done to determine the general framework of dissertation defenses, and they have found that the organization has essentially not altered (Burke, 1994; Don & Izadi, 2011; Swales, 2004).

Mežek and Swales (2016), relatively recently, have provided a comprehensive framework for US dissertation defenses. A defense typically consists of two parts: a public session in which the chair exchanges pleasantries and introduces the candidate and the committee, and a private session in which the candidate defends their work by answering questions from the panel. Swales (2004) delineates four key segments of a dissertation defense: the "preliminaries," encompassing greetings, personal introductions, and procedural agreements; the "defense proper," comprising candidate presentations and Q&A rounds; evaluations conducted in-camera; and the "closing segment." Recent research has particularly focused on the pivotal question-and-answer session. Recski (2005) investigated expressions of certainty and uncertainty, or pragmatic force modifiers (PFMs), across various interaction patterns involving participants in dissertation defenses. Lin (2017) further examines PFMs in the defense genre, with a specific emphasis on question-and-answer sessions, employing

both quantitative and qualitative methods. In exploring power dynamics, Bastola and Ho (2022) conducted discourse analysis on supervisory interactions, analyzing question-answer sessions in ten oral defenses of master's theses at a Nepali university.

It may be inferred from the aforementioned literature on oral defenses that the majority of them concentrate on understanding the ultimate defense's framework throughout the entire session, while relatively few concentrates on a specific session. Little attention has been paid to the move analysis of candidates' OPPDs and OPTDs. While Scott (2022) has done research on the move structure of five doctoral research proposal presentations, this research is conducted from the perspective of SFL rather than from the perspective of ESP.

By and large, there aren't many studies in the social sciences and humanities that concentrate on the genre analysis of OPPDs and OPTDs from an ESP perspective in social science and humanities.

2.5.2 Previous studies on formulaic language in academic oral presentations

Formulaic language is ubiquitous in the use of language. In addition to being an important measure of learner development (Ellis &Sinclair, 1996; Ellis & Simpson-Vlach, 2008; Pawley & Syder, 1983; Wray, 2002), formulaic sequences are also known to aid in attaining fluency, facilitating comprehension and production, and identifying membership (Wang, 2018b). According to Nattinger and DeCarrico (1992), formulaic language constitutes an indispensable part of all discourse. Several studies have shown that English spoken discourse contains a significantly higher proportion of formulaic sequences than written discourse (Biber et al., 1999; Erman & Warren, 2000).

In spite of the widespread use of formulaic sequences in spoken discourse, a large amount of research has yet to be conducted in this field (Björkman, 2017; Deng, 2021; Liu & Chen, 2020; Wang, 2018a, 2018b). Previous studies have put a greater emphasis on formulaic language in written discourse (Ädel & Erman, 2012; Cortes, 2013; Durrant & Mathews-Aydınlı, 2011; Durrant et al., 2021; Grabowski, 2015; Martinez & Schmitt, 2012; Li et al., 2018; Li et al., 2020; Lu et al., 2018; Lu et al., 2021a, 2021b; Wang, 2018a, 2019; Wang & Zhang, 2021; Wright, 2019; Shin, 2020; Staples et al., 2013). Among these studies on written discourse, a considerable amount of literature has focused on the pedagogical orientation of formulaic sequences (e.g., Durrant et al., 2021; Martinez & Schmitt, 2012; Lu et al., 2021a, 2021b; Staples et al., 2013); as well as variations in the use of formulaic sequence such as L1 vs. L2 variations (e.g., Ädel & Erman, 2012; Chen & Baker, 2010; Durrant & Schmitt, 2009), disciplinary variations, (e.g., Cortes, 2004; Durrant, 2017; Hyland & Jiang, 2018; Hyland, 2008b), spoken vs. written

variations (e.g., Biber, 2009; Biber et al., 2004), novice vs. expert writer variations (e.g., Wang, 2018a; Hyland, 2008a).

Of the relevant studies on spoken discourse examined, the majority focus on lectures (Deng, 2019; Kashiha & Heng, 2013; Liu & Chen, 2020; Neely & Cortes, 2009). Based on the analysis of five lexical bundles in academic lectures by Neely and Cortes (2009), it was concluded that bundles should be taught in context so that students can analyze these functions in a discourse similar to the discourse they encounter in their academic lives by presenting the complete spectrum of their functions in context. Different from Neely and Cortes (2009)'s study, Deng (2019) focused on the Chinese EMI lecturers used significantly fewer formulaic sequence types and tokens in twenty-four lectures as compared to their native English counterparts. The majority of FSs were found to be directly or indirectly related to the communicative purposes of the moves or steps. Previous research by Kamashiha and Heng (2013) suggests that there might be variations in the frequency, structure, and function of four-word lexical bundles in 24 academic lectures across disciplines sourced from the British Academic Spoken English (BASE) corpus. This led to marked differences between divisions, as lecturers employed distinct structures and functions of lexical bundles to effectively convey information and ensure optimal learning outcomes for students. More recently, Liu and Chen (2020) observed that lexical bundles primarily serve referential and stance functions in academic lectures, with their role as discourse organizers also being significant. Furthermore, the study revealed disciplinary differences in the usage of lexical bundles, highlighting the importance of considering these differences in bundle instruction to enhance students' comprehension of lectures.

Up to now, far too little attention has been paid to the use of formulaic sequences in academic oral presentations (Guest, 2018), let alone oral presentations in an oral defense. Since lectures and oral presentations are two important genres of spoken communication, it is unknown whether the structure, function, and frequency of formulaic sequences in lectures differ from those in oral presentations. To conclude, it is worthwhile to investigate the use of formulaic sequences in OPPDs and OPTDs.

Previous studies on formulaic language in academic oral presentations have encountered controversies in identifying formulaic sequences within the field. Due to the inherent difficulties in delineating boundaries of formulaic sequences, clear-cut methods for selecting criteria remain elusive.

Lin (2018) highlighted that formulaic language taxonomies are typically derived from neurolinguistics, text-linguistics, and phonology. While formulaic

sequences can be identified through automatic extraction or native speaker intuition, both methods pose challenges. Lin proposed a prosodically-influenced approach, acknowledging its partial ability to predict prosodic features. Martinez and Schmitt (2012) used a mixed-methods approach, combining computer-assisted searches for co-occurring words (n-grams) with manual vetting based on specific criteria. Their method, incorporating frequency, meaningfulness, and non-compositionality, yielded a list of the 505 most common multi-word expressions in English. Similarly, other scholars such as Simpson-Vlach & Ellis (2010), Shin & Nation (2008), and Wray & Namba (2003) have also employed mixed methods to identify formulaic sequences, merging frequency-based approaches with intuition-oriented methods.

Most previous studies employ a combination of quantitative and qualitative methods, integrating frequency-based approaches with intuition-oriented methods to identify formulaic sequences. For the frequency-based approach, Biber et al. (1999) delineated three key criteria: length, frequency cut-off, and dispersion. However, determining these aspects lacks a definitive method, leading to varying frequency cut-offs that may seem arbitrary. For instance, in Biber et al.'s (1999) analysis, four-word lexical bundles appeared at least ten times per million words, while lower cut-offs of at least five times per million words were applied to five-word and six-word bundles. Additionally, bundles must be present in at least five different texts to be considered. Building on this, subsequent studies by Biber et al. (2004), Wright (2019), Liu and Chen (2020), and Wang (2017) employed frequency-driven methods, focusing on four-word sequences with a relatively high cut-off of 40 times per million words. They also required bundles to appear in at least five different texts to prevent idiosyncratic usage. Li et al. (2020) investigated five-word sentence initial bundles in PhD abstracts, setting a cut-off frequency of 5 times per million words. Wang (2017) studied four-word lexical bundles in spoken academic ELF, setting cut-off points at a minimum frequency of 25 times per million words in the lecture sub-corpus and 26 in the seminar sub-corpus, occurring in at least two different texts.

In summary, several studies have concentrated on four-word bundles, with a few exploring bundles of different lengths. The specific cut-off points for frequency vary, typically falling between 10 and 40 occurrences per million words. Similarly, dispersion criteria range from 3 to 10% of all texts analyzed. While there is no established method for determining criteria for formulaic sequences, prior research

provides valuable insights. However, further validation and refinement may be required to enhance the reliability and validity of these approaches.

2.5.3 Previous studies on metadiscourse in academic oral presentations

Most metadiscourse research to date has focused on an academic register (Ädel, 2006; Crosthwaite & Jiang, 2017; Hyland & Tse, 2004; Rubio, 2011). The majority of these studies have repeatedly demonstrated the importance of metadiscourse as a linguistic tool for writers to use in order to communicate with their readers in the academic discourse community. Curiously, researchers have discovered variations in speakers' or writers' use of metadiscourse markers across genres, disciplines, and modalities, even within the academic register. For example, certain metadiscourse markers, such as "you know," "I would like to," and "Let's move on to," are more commonly used in spoken discourse than in written discourse.

Studies on metadiscourse in academic oral presentations have been relatively understudied compared to those in written discourse. Among academic registers, this area has received less attention (Ädel, 2012, 2023; Mauranen, 2012; Lee & Subtirelu, 2015; Zare & Tavakoli, 2016). While extensive research on metadiscourse exists in written discourse (Amnuai, 2023; Deng et al., 2020; Hyland & Tse, 2004, 2010; Lee & Casal, 2014; Lee & Deakin, 2016; Qin & Uccelli, 2019; Zahra et al., 2020), the exploration of its usage in spoken discourse remains comparatively limited. Those limited research are mainly on lectures (Lee & Subtirelu, 2015; Zare & Tavakoli, 2016). For example, Zare and Tavakoli (2016) investigated the function of personal metadiscursive expressions in academic discourse. Their findings suggest that lecturers predominantly utilize "discourse organization" metadiscourse expressions in presentations, emphasizing topic and phoric management. In contrast, interlocutors engage more with "audience interaction" expressions during dialogues, reflecting the active participation of the audience. Lee and Subtirelu (2015) examined teachers' utilization of metadiscourse in EAP lessons and academic lectures. They observed significant influences from both pedagogical content and context, with EAP teachers focusing on framing discourse for classroom tasks and fostering student involvement, while university instructors prioritize idea connection in lectures. Some research also explored the difference of using metadiscourse between different modes or disciplines. For example, Ädel (2010, 2012) provided taxonomies of metadiscourse functions in academic settings, finding differences between spoken and written modes due to factors like time constraints and audience presence. W. Yang (2014) explored variations between soft and hard sciences in academic discourse, revealing less diversity in the

usage of hedges, boosters, and self-mention across disciplines in spoken discourse compared to written discourse.

Regarding the connection between formulaic sequences and metadiscourse, Li et al. (2017) and Wang (2018b) have contributed to the understanding of this field. However, all of their research focus on written discourse. Li et al. (2017) explored the metadiscourse functions of four-word sentence initial bundles extracted from Chinese L2 and New Zealand L1 theses. Their study expanded the range of metadiscourse devices to include four-word units and introduced two new categories to Hyland's (2005a, 2005c) model. Additionally, Wang (2018a) investigated the use of interpersonal FSs in distinguishing between novice and expert L1 academic writing. Together, these studies provide valuable insights that enrich metadiscourse research and shed light on the role of formulaic sequences in academic writing.

While most metadiscourse studies in spoken discourse focus on lectures and EAP lessons, there is limited attention on their usage in other spoken genres such as OPPDs and OPTDs. This gap highlights the need for further exploration in OPPDs and OPTDs.

2.5.4 Summary

There are still few studies of real master's and doctoral languages in use. Analyzing actual instances of language use is essential. Real language is complicated, intricate, and deeply ingrained in the social, cultural, and situational settings in which it is used. It has been established that the usage of fake texts is supported by context-blindness, which leads to dysfunction (Mickan & Lopez, 2017, pp. 20–24). In order to provide focused assistance to students, it is necessary to have linguistic accounts of how candidates from various fields actually use language. This involves an analysis of how MA or PhD applicants organize their oral presentations in oral defenses.

While there has been considerable research on the genres of theses and dissertations, both OPPDs and OPTDs, which are integral parts of the oral presentation genre chain, have received notably less attention. Few scholars have focused specifically on OPPDs and OPTDs within a single academic discipline.

As the presentation progresses through its many stages, the tone and style of delivery will change accordingly. While introductions and conclusions are typically more repeated, methodology and results are more conversational (Weissberg, 1993). Research has demonstrated that both the structure and the persuasive language qualities of oral and written introductions differ (Weissberg, 1993; Rowley-Jolivet & Carter-Thomas, 2008).

As with other forms of spoken academic discourse, there is a dearth of literature on delivering a thesis or dissertation. For many academic cultures, discussions are not seen as legitimate forms of academic discourse, hence few studies have used them as data for analysis and comparison to more widely examined forms of academic speaking like lectures and seminars (Lin, 2017). Another factor is that, compared to research on written materials, there is not nearly as much study of spoken language (Lau et al., 2020; Carter-Thomas & Rowley-Jolivet, 2003). As a result, there is a dearth of linguistic studies that focus on speech and might serve as the basis for instructional materials in a variety of settings.

By and large, the present research defines OPPDs as a genre in a genre chain preceding another genre, namely, OPTDs. Previous studies have yet to study these two genres from the perspective of a genre chain. This research aims to fill this gap in the context of master's and Doctoral students by providing a small corpus of transcripts and investigating how graduate students majoring in English language studies organize their research proposals as presentations and formulaic sequences they employ to improve their communicative effectiveness.

2.6 Summary

This chapter conducts a literature review pertinent to the present study. A theoretical framework for investigating oral presentations of graduate proposal and thesis defenses is derived from the ESP school of genre analysis. Following this, this chapter not only introduces the theoretical background of genre analysis but also reviews relevant studies on genre studies at the macro- and micro-levels. In other words, previous studies on move analysis and formulaic sequences as well as metadiscourse are reviewed in this chapter. Detailed discussions on the research methodology will be provided in Chapter 3.

CHAPTER 3
METHODOLOGY

This chapter explains the methodology adopted in the present study. It begins with a review of the research questions, followed by an overview of the research design. Next, it delineates the principles and procedures involved in constructing the corpora utilized in the study. Subsequently, it delves into the identification of rhetorical move structures and formulaic language in oral presentations of graduate proposal and thesis defenses, along with an analysis of the metadiscourse function of identified formulaic sequences. Additionally, preliminary findings from the pilot study are reviewed, and considerations for the subsequent main study are discussed. The chapter concludes with a summary.

3.1 Research design

Guided by the research questions mentioned in Section 1.4, this research was conducted in three phases. In the first phase, Chen and Kuo's framework (2012), Amnuai's framework (2012) and Scott's model (2022) were combined and adapted to serve as the analytical framework for the move analysis in this study. The research results from this phase will address the research question about the rhetorical move structure. The second phase involves identifying formulaic sequences in each move of the oral presentations of proposals and thesis defenses in which intuition and a corpus-driven approach are adopted to identify formulaic sequences. After examining the formulaic sequences in each move, structural and functional analysis of the formulaic sequences identified were analyzed to help build connections between formulaic sequences and move structure. This provided answers to the research question about formulaic sequences. The third phase explores the metadiscourse functions of formulaic sequences used in oral presentations of proposals and thesis defenses in which Hyland's (2005a, 2019) taxonomy serves as the model for classifying the metadiscourse. The results in this phase address the research question on metadiscourse function. Figure 3.1 shows the research design.

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┌─────────────────────────────────────────────┐
│ Research Questions                            │
│ 1) Rhetorical move structure                  │
│ 2) Formulaic sequences in each move/step      │
│ 3) Metadiscourse function of formulaic sequences │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Corpora Construction of oral presentations of │
│ defenses in an ELF context                    │
│ 1) OPPD corpus                                │
│ 2) OPTD corpus                                │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Phase I: Move analysis                        │
│ 1) Identifying moves and steps                │
│ 2) Determining the conventionality of the     │
│ moves/steps                                   │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Phase II: Formulaic sequences                 │
│ 1) Identifying formulaic sequences            │
│ 2) Connecting formulaic sequences to          │
│ moves/steps                                   │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Phase III: Metadiscourse                      │
│ Connecting formulaic sequences to             │
│ metadiscourse function                        │
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Figure 3.1 Research design flowchart

3.2 Data Collection

3.2.1 Research setting

The video recordings of oral presentations in oral defenses delivered by graduate students including MA students and PhD students were collected at a university in Thailand during the period from 2020 to 2023. This study was designed with a purposeful selection of the research site and samples. In qualitative research, it is generally assumed that the samples will be selected purposefully in order to produce a case that is "information-rich" (Patton, 2002), however, there are no clear guidelines for conducting purposeful sampling in mixed methods studies, particularly if the study has multiple specific objectives (Palinkas et al., 2015). The university, one of nine National Research Universities in Thailand was chosen primarily because it has

offered international graduate programs for many years including PhD and MA programs. Moreover, most of the students are English as a Foreign Language learners and the programs offered at this university are also in an ELF context. This fits the aims of the current study. Due to the COVID-19 pandemic, the oral defenses in the research setting for this study were conducted online via Zoom, which provided the opportunity to collect video recordings. All participants were English majors enrolled in English Language Studies at the School of Foreign Languages.

3.2.2 Construction of the corpora

3.2.2.1 Size of the corpora

To analyze the move structure and formulaic sequences in OPPDs and OPTDs in an ELF context, a specialized corpus was systematically compiled for the present study. The reason for the compilation of specialized corpora instead of using extant general corpora was that, general corpora were constructed to infer generalizations about the language as a whole and not to analyze language patterns (Aston, 2001; McEnery et al., 2006), whereas specialized corpora can be used to analyze language patterns in a qualitative and contextually informed manner (Flowerdew, 2004). A specialized corpus consists of subtypes of texts that represent specific discourse domains, registers, or topics (De Beaugrande, 2001; Hunston, 2002). For these reasons, it is essential to build a specialized corpus, whose manageable size and homogeneous composition make it more suitable for qualitative analyses, such as genre analysis. However, there were no appropriate ready-made oral presentations of oral defenses given by graduate students in the ELF context, so the proposed study specifically constructed a specialized corpus of oral presentations.

Determining the optimal size of a specialized corpus poses challenges, as there is no exact minimum or ideal size. Previous scholars have assessed "closure" (McEnery & Wilson, 2001) or "saturation" (Belica, 1996) of the corpus, indicating stability in linguistic features within a discourse genre or domain (McEnery et al., 2006). However, representation of saturation beyond lexical features, such as parts of speech or sentence types, remains limited. Alternatively, reviewing sizes of prior studies, like Flowerdew (2004), suggests a range of 20,000–250,000 words for a specialized corpus. Flowerdew (2004) emphasizes that the optimal size depends on the discussed linguistic features. Biber (2006) suggests a smaller corpus suffices for frequent features (e.g., nouns, verbs, personal pronouns), while rarer features warrant larger corpora. Importantly, a specialized corpus differs from a small corpus, though they may share small sizes. Additionally, the notion of corpus size is relative and evolving (Deng, 2017).

The corpus of this study consisted of thirty-one oral presentations of oral defenses including OPPDs and OPTDs delivered in an ELF context by graduate students. In spite of the fact that the researcher tried to include as much data as possible for analyzing the spoken genre, in some cases, recording and transcript quality limited the kinds of analyses possible depending on whether the captured recordings were complete, or whether the audio was clear (Scott, 2022).

3.2.2.2 Criteria for sample selection

Based on the purpose of the present study, sample selection was based on the following criteria: 1) The presentations should be complete and based on the presenters' written proposals or written theses. 2) The presentations should be from graduate students who have passed their oral examinations. 3) The participants should be graduate students from School of Foreign languages. 4) The recordings of each presentation should be in good quality of sound and video. 5) The data collection of presentations is proposed to span from 2020 to 2023. The rationale for initiating data collection from 2020 is attributed to the availability of data due to the COVID-19 pandemic. The pandemic necessitated a shift in the modality of oral defense presentations from in-person to virtual, providing an avenue to obtain recordings of these presentations with the consent of the research site and presenters. Furthermore, this time frame represents the most current and updated duration for the proposed data collection.

3.2.2.3 Corpora of the study

In the current study, thirty-one oral presentations including OPPDs and OPTDs were collected during the period from 2020 to 2023. In the beginning, 40 potential participants gave permission for their data to be collected for the study. Seven participants did not have recordings. And two recorded videos were not clear and the quality of these two recorded videos were not suitable for transcription, therefore, thirty-one recorded videos of oral presentations of graduate oral defenses were collected. Background information of thirty recorded oral presentations is presented in Table 3.1.

Table 3.1 Background information of the recorded oral presentations

OPs of oral defenses	No. of recordings	Total length	Average Words count	Total word
OPPDs	13	6.5h	3,309	43,016
OPTDs	18	9h	3,718	66,920
Total	31	15.5h	3,546	109,936

The corpus compiled in the present study consisted of approximately 15 hours and 30 minutes of 31 oral presentations in an ELF context. In total, the corpus consists of 109,936 words, with the average number of words per transcript being 3,546 words. In spite of the fact that the number of oral presentations was small, the data provided authentic examples of how oral presentations are organized in oral defenses and how graduates with EFL backgrounds commonly use formulaic language in an ELF context. Moreover, the corpus consists of 109,936 words, which is in line with Flowerdew's (2004) criteria for an adequate size for a specialized corpus which should be in the range of 20,000–250,000 words. Thirty-one is still an appropriate size for the present study which is qualitative in nature. It is important to realize that the value of qualitative research lies in the detailed descriptions and themes developed in the context of a specific site. There should be a preference for particularity over generalizability (Greene & Caracelli, 1997).

The thirty-one oral presentations in oral defenses were divided into two sub-corpora, which included the corpus of OPPDs and the corpus of OPTDs. The OPPDs corpus comprised 13 video recordings totaling 43,016 words and 6.5 hours in length. In this corpus, there were nine proposal defenses from the PhD group and four from the MA group. The OPTDs corpus comprised 18 video recordings totaling 66,920 words which was 9 hours in length. In this corpus, there were fourteen thesis defenses from the PhD group and four from the MA group. The details are shown in Table 3.1.

3.2.3 Interview data

A semi-structured interview was employed to facilitate the researcher's evaluation of the findings' accuracy and to bolster their credibility with readers. Four participants were chosen for this purpose. The presenters, as the principal creators of oral presentations, can assist the researcher in acquiring a deeper comprehension of the move structure, formulaic sequences, and metadiscourse functions they employ during their oral defenses. In order to augment the representativeness and enhance the interpretive value of the interview data, the presenters chosen for the interview include one MA proposal presenter, one MA thesis presenter, one doctoral proposal presenter, and one doctoral dissertation presenter.

Ascertaining the precise and optimal number of participants for an interview can prove elusive. Past studies that share similarities with the present study have employed semi-structured interviews with either four or seven participants, as a means to triangulate the data (Deng, 2019; He, 2022). In the present study, the selection of four participants for the interviews primarily rests on research requirements and participant availability.

The semi-structured interview question items (See Appendix C) are mainly based on the textual analysis results. For example, when the unexpected results occur, such as the missing moves/steps, interview questions about the unexpected results will be addressed in order to gain more insights to moves/steps in oral presentations.

3.2.4 Data transcription

All presentation video recordings were copied and stored on a computer for transcription after the data were collected. The data recorded in the current study were transcribed verbatim using MICASE transcription conventions, which were adopted due to their accuracy, consistency, and accessibility. Additionally, many researchers have utilized MICASE transcription conventions (e.g., Deng & Wannaruk, 2021; Lau et al., 2020), which have demonstrated their reliability. Important as it is for understanding and describing speech events, paralinguistic information such as tones and gestures was not transcribed because it was outside the scope of this research. In the process of transcription, each video recording was converted to text format and renamed. The entirety of the thirty-one oral presentations was transcribed (verbatim) by two assistants, adhering to MICASE transcription conventions. To ensure accuracy, all transcribed oral presentations were cross-checked by each assistant first and then by the researcher. During the transcription, if the researcher was unable to recognize the language critical to the analysis of moves/steps or formulaic sequences, the presenter of the speech was consulted to ensure accuracy.

3.2.5 Ethics approval

Many researchers discussing qualitative research design emphasize the significance of ethical considerations (Merriam, 1988). Researchers are responsible for upholding the rights, needs, values, and preferences of the participants (Creswell, 2009).

With regard to the video recordings of the spoken data collection, some ethical issues needed to be addressed. Researchers must adhere to a set of ethical considerations when collecting people's data as part of their research designs and practices. Before conducting this study involving data collection with people, the research proposal was submitted to an institutional review board (IRB). Therefore, in the study, the researcher sent a consent form to the participants to obtain their permission to collect their video recordings of oral presentations in their oral defenses.

3.3 Data Analysis

Based on the research questions in the proposed study, there were three phases for data analysis. They were move analysis, identification of formulaic sequences and

an analysis of the metadiscourse function of the formulaic sequences identified in all OPPDs and OPTDs. Move analysis entailed identifying moves/steps and analyzing move frequencies. Following this, formulaic sequences were identified, and their analyses were connected with moves/steps. Subsequently, the formulaic sequences were examined, identified, and their metadiscoursal functions analyzed.

3.3.1 Move analysis

This section details efforts in the initial phase to develop a rhetorical structure by identifying the rhetorical moves and steps in oral presentations of graduate proposals and thesis defenses in an ELF context. For the identification of moves and steps, the present study adopted a mixed approach to coding moves and steps, which combines top-down and bottom-up methods. According to Biber et.al. (2007), two approaches to move analysis have been proposed for identifying moves and steps: a top-down approach and a bottom-up approach. The top-down approach begins with the analysis of communicative functions while the bottom-up approach begins with the analysis of linguistic features. The proposed study adopted a mixed approach for the following reasons. In most studies in genre analysis (e.g., He & Pramoolsook, 2022; Kwan, 2006; Shi, 2014), previous researchers preferred using a top-down approach instead of a bottom-up approach in the identification of moves, since move identification (textual division/staging) entails a cognitive examination of how the text parts function, in which textual borders are identified using cognitive judgment rather than linguistic cues. In other words, a top-down method entails classifying discourse units (also known as "moves") in line with the primary communication functions they perform inside the discourse (Deng & Wannaruk, 2021; Shi & Wannaruk, 2014).

The present study also adopted a bottom-up approach as a supplementary method for identifying moves and steps when the communicative purposes of units or the segments boundaries were difficult to identify. Flowerdew (2002) declared that a top-down approach is an idealization for exposition when the identification of a schematic structure was preferred as the first stage in genre analysis. In fact, a bottom-up approach including grammatical and lexical features, was adopted at the same time. Thus, it is important to note that in the actual process of coding moves/steps, it was impractical to adopt a top-down approach only, since the top-down approach has its own limitation which makes it difficult to account for new functions that may emerge in the corpus being analyzed (e.g., Moreno & Swales, 2018). Therefore, a combined approach for move identification was adopted.

3.3.1.1 Analytical framework for move analysis

In the top-down approach, the initial step involved constructing an analytical framework by choosing a set of potential discourse unit types. This selection was based on a priori assessment of the primary communicative purposes these discourse units serve in the texts (Biber et al., 2007).

To date, since no appropriate framework for move analysis has been found in the existing literature for oral presentations of graduate proposals and thesis defenses in an ELF context, Chen and Kuo's framework (2012), Amnuai's framework (2012) and Scott's model (2022) were consulted as references for coding moves/steps in this study. Chen and Kuo's framework (2012) and Amnuai's framework (2012) were the main sources for identifying moves/steps, since these two frameworks both provided a complete move structure of all the sections in written work in applied linguistics, respectively. However, Chen and Kuo (2012) focused on the move structure of Masters' Theses while Amnuai (2012) concentrated on the move structure of research articles. The reason why consideration was given to these two frameworks is that the present study analyzes the oral presentations of graduate proposal defenses and thesis defenses rather than the written work as a whole, and the focus was on the nature of oral presentations of the two oral defenses, where previous studies of oral presentations are usually based on the written work, specifically, on how the structure of a written work impacts on the choice of structure in oral presentations (He & Pramoolsook, 2022). In addition, because of the time constraints of delivering a presentation, thesis and research article are two different genres, so it was uncertain which genre would be more relevant or appropriate to the oral presentations of the two oral defenses. Thus, the two frameworks, Chen and Kuo's framework (2012) and Amnuai's framework (2012) were both consulted. The reason why Scott's model (2022) was also used is that Scott (2022) examined the generic organization of doctoral research proposal presentations, which is very relevant to the current study based on the presentation genre. However, Scott (2022) analyzed the organization of doctoral research proposal presentations from a systematic-functional linguistics (SFL) perspective, while the present study is based on an ESP perspective. The SFL and ESP schools both view genre as a goal-oriented process (Martin, 1992; Swales, 1990). Thus Scott (2022) was used as a supplementary reference.

As a result, in Appendix A and Appendix B, two analytical frameworks for coding moves and steps for OPPDs and OPTDs were offered. These frameworks were adapted from Chen and Kuo's framework (2012), Amnuai's framework (2012), and Scott's model (2022). Moves and steps for OPPDs were coded using the analytical

framework in Appendix A, while moves and steps for OPTDs were coded using Appendix B.

3.3.1.2 Move analysis procedure

For identification and easier access, the 13 OPPD files were coded as PD19-PD31, and the 18 OPTD files were coded as TD01-TD18. Move analysis typically comprises three main steps: Step 1 involves coding the rhetorical moves and steps present in a set of texts, reflecting the genre's communicative purposes they fulfill. Step 2 entails assessing the conventionality of moves/steps, determining which are obligatory, conventional, or optional based on their frequency of occurrence. Step 3 is to outline the order in which moves and steps can be arranged to form a prototypical rhetorical structure (Zhang, 2015).

First of all, to code the moves and steps, an initial coding scheme based primarily on Chen and Kuo's framework (2012) was adopted. Scott's model (2022) and Amnuai's framework (2012) were also used for reference when modification of moves/steps of Chen and Kuo's framework were required. In this study, texts were coded and inter-coder reliability was calculated at the step level, since the step is the most useful level at which to investigate the function-form gap than the move (Moreno & Swales, 2018). Consequently, the length of the move was varied. As long as a sentence or a group of sentences had a communicative purpose to realize, it was considered as a move. During the process of coding, on the one hand, there was the possibility of encountering move embedding, where more than one communicative purpose was realized in a single sentence, and the most dominant communicative purpose was identified as a single move (Hirano, 2009; Holmes, 1997; Ozturk, 2007; Pho, 2008). On the other hand, some new codes were added to accommodate new moves and steps arising from the data. Initial coding schemes provided a good starting point for the analysis, but throughout the process, new categories of functional units emerged and coding schemes were modified as necessary. Several iterations were required during the coding process. Thus, the scheme was always open to refinement until all the transcripts had been coded before all the functional units were identified for the move.

Then, to determine the conventionality of moves/steps, different studies were used with different cut-off frequencies to assess whether a move or step was conventional or not. In Kanoksilapatham's (2005) study, the cut-off point was 60%. If its frequency reached lower than 60%, a move was considered to be an optional move, and if its frequency ranged from 60% to 99%, it was classified as a conventional move, and if it was 100% as an obligatory move. Amnuai (2019) raised the cut-off to

75% with the aim of identifying more conventional moves which had pedagogical implications. Deng (2019) lowered the cut-off point to 50% after taking into account the real-time nature of lectures in his study. Unlike written academic texts, which can be carefully planned, revised, and edited, spoken language, especially in oral presentations, is more spontaneous and flexible. Presenters may adapt their speech in response to their audience, context, and the flow of the presentation. This flexibility can result in greater variability in the structure and content of spoken communication, thus necessitating a lower cut-off point to account for the natural deviations and improvisations that occur in real-time speech. Therefore, the present study also set the cut-off point to 50% for the real-time oral presentations. Thus, moves were categorized as optional when their occurrence was lower than 50% and as conventional when they occurred in the range from 50-99%. Furthermore, moves were regarded as obligatory only when they appeared in all the oral presentations (100%).

3.3.1.3 Inter-coder and intra-coder reliability

Move analysis has faced criticism for its inherent subjectivity, which is often unavoidable in text analysis studies (Paltridge, 1994; Yang & Allison, 2003). To bolster reliability in move identification, inter-coder reliability and intra-coder reliability checks were undertaken. These checks occurred both before finalizing the coding scheme and during the process of identifying moves and steps using the finalized scheme.

The inter-coder procedures included coder selection, coder training, independent coding and assessment of inter-coder agreement (Shi & Wannaruk, 2014). In the study, a doctorate student with an extensive background working as an inter-coder in the field of movement analysis was invited to participate. To determine the number of texts for inter-coder reliability, the present study followed the criteria used in previous studies (He & Pramoolsook, 2022; Parkinson, 2017; Shi & Wannaruk, 2014), which typically use at least 20% of the total corpus. Accordingly, the present study randomly selected four OPPDs (31% of the OPPD corpus) and six OPTDs (33% of the OPTD corpus) for inter-coder reliability checking. These texts were coded separately by the researcher and the inter-coder. The descriptions of the moves, move examples, and textual boundary signs were all covered in training for the second coder before the coding began. Case-by-case disagreements were discussed and settled, resulting in additional modifications to the coding system and a re-coding of the applicable moves.

Intra-coder reliability, a method to assess the consistency of coding by a coder when identifying moves/steps, was also employed (Jalilifa, 2010; Mahzari & Maftoon, 2007). For this purpose, a sample of the same eight texts used for checking

inter-coder reliability was re-analyzed by the researcher two months after the initial coding (Amnuai, 2012).

    To calculate the Inter-coder reliability and Intra-coder reliability, the percentage agreement rate instead of Cohen's Kappa was used in the present study. As Rau and Shih (2021) suggested, percentage agreement is the only valid measure in checking inter-coder reliability for move analysis, while Cohen's Kappa was not appropriate for the move analysis because it requires that the units under analysis are predetermined, fixed, and independent. However, new categories of functional units emerged throughout the coding process, which shows the units under analysis were not predetermined. Moreover, because it is relatively simple to interpret, percentage agreement has been widely used. It can be computed by using the formula A/(A+D) x 100 where A= the number of agreements and D= the number of disagreements.

3.3.2 Formulaic sequences

    This study explored the formulaic sequences in oral presentations of oral defenses. The following sections show the process of how the formulaic language was identified which involves the criteria for formulaic language and how it connects with moves and steps. What are the formulaic sequences used in each rhetorical move of two sub-corpora? What are the potential connections between formulaic language and rhetorical move structure? An attempt was made to explore the answers to these questions in this study.

3.3.2.1 Analytical approach

    To identify the formulaic language, the current study used intuition along with a corpus-driven approach. According to Wray (2002), formulaic language can be identified using a variety of methods, including intuition, corpus-based approaches, structural approaches, and pragmatic/functional approaches (Read & Nation, 2004; Wray, 2002). However, it's crucial to acknowledge that none of the mentioned approaches alone is sufficient for identifying formulaic sequences. Researchers often need to employ multiple types of analysis to ensure valid results, as emphasized by Wray (2002). In this context, the concept of triangulation, which has become fundamental in qualitative research, is highly relevant.

    Intuition is a psychological approach to the identification of formulaic sequences, which focuses on the efficient mental processing and storage of word strings. Intuition was primarily used to identify formulaic sequences in this study for the following reasons.

    Firstly, the specialized corpora with around 100,000 words constructed in the current study are relatively small and they may not have been large

enough to warrant a frequency-based strategy compared with the larger corpora of more than one million words. Also, frequency measurement is not a reliable predictor of formulaicity (Wray, 2002). There are several obvious formulaic word strings, yet they occur infrequently. For example, "the purpose of the present study is to" is an 8-word bundle, which is an important formulaic sequence that may not occur frequently. Thus, intuition is more appropriate for the current study, especially for a relatively small corpus.

Moreover, intuition can help identify targeted formulaic sequences more accurately compared with automatic identification by a corpus tool. This is because a corpus tool alone is insufficient for picking out the formulaic sequences of interest. Such discontinuous formulaic sequences (i.e., not only...but also) cannot be discovered by utilizing the corpus program. In addition, the tools used in corpus analysis do not help decide where the borders between formulaic sequences fall so well as native speaker judges. In addition, the automatic identification employed by the corpus tool retrieves many structural fragments without a clear meaning or function such as "to be the," "will give," "is not a," in terms of the pedagogical implications, so such fragments are not regarded as useful. Thus, they were excluded from the present research. In certain instances, automatically identified sequences (e.g., "so that we may," "in the previous") may encompass more elements than necessary for a complete semantic unit (e.g., "we may" in "so that we may") or only represent part of a semantic unit (e.g., "in the previous case") (Martinez & Schmitt, 2012; Buerki, 2016). Given these issues, the current study relied mainly on intuition to identify formulaic sequences.

Thirdly, Wray (2002) proposed that intuition can be employed in a small data set. The relatively small size of this corpus made it possible for the researcher to identify the formulaic sequences.

Nonetheless, intuition has its limitations as an investigative procedure. For example, intuition makes identification time-consuming compared with automatic identification, so sometimes important formulaic sequences may have been overlooked. To improve the effectiveness of identification, the corpus-driven approach served as a supplementary method and was combined with intuition in the identification of formulaic sequences. The corpus-driven approach makes fewer theoretical assumptions, beginning with simple word forms. Three formulaic sequence lists served as formulaic sequence candidates. They were the Academic Formulas List (AFL) (Simpson-Vlach & Ellis, 2010), the PHRASal Expressions (PHRASE) List (Martinez & Schmitt, 2012) and the Opaque Formulaic Sequences (OFS) List (Hsu, 2014). These

three frequently cited lists were selected because they share similar pedagogical purposes to those of the current study. Furthermore, the formulaic sequences on the selected lists cover or mostly cover the formulaic sequences in the academic spoken and written genres. The details of the three lists are presented in Table 3.2 below.

Table 3.2 Basic information of three frequently cited formulaic sequences lists

The FS list	Author	The total No.	The corpus	The purpose
Academic formulas List (AFL)	Simpson-Vlach and Ellis (2010)	A total of 607 most common formulaic sequences of 3-5 words in academic English	Compiled from the corpora with 2.1 million words, including MICASE, BNC, and Hyland's (2005b) RA corpus.	In order to marshal the AFL for inclusion in English for Academic Purposes instruction
The PHRASal Expressions (PHRASE) List	Martinez and Schmitt (2012)	A list of the 505 most frequent non-transparent multiword expressions of 2-4 words in English	Compiled from BNC	To provide a basis for the systematic integration of multiword lexical items into teaching materials, vocabulary tests, and learning syllabuses
Opaque Formulaic Sequences (OFS) List	Hsu (2014)	A total of 475 opaque formulaic sequences of 2-5 words	Compiled from a corpus containing 20 million running words of two hundred college textbooks across forty subject areas	To serve as a reference for EAP teaching.

Meanwhile, intuition may be limited, particularly among non-native speakers (Cornell, 1999; Wray, 2002). When studying second language acquisition, researchers often rely on native speaker intuitions to elucidate language production by learners, despite potential differences in intuitive understanding of the second language. Wray (2002) suggests that recognition of formulaic language may not be universal but rather contingent on shared knowledge within a speech community. To bolster confidence in identified formulaic sequences, the researcher enlisted two additional English teachers for validation: one native speaker and one non-native speaker, both holding doctorates in English language studies. The judges were briefed on the identification procedure and criteria for formulaic speech and moves, following which they were provided with a list of selected formulaic sequences for verification.

To sum up, the current study combined the strengths of using both intuition and a corpus-driven approach to identify the formulaic sequences.

3.3.2.2 Criteria for identification of formulaic sequences

        The present study adopted a mixed criteria approach based on Deng's (2019) screening criteria that involve a series of diagnostics adapted from Wray (2008) and Namba (2008), which are: 1) Grammatical irregularity and/or semantic opacity; 2) Morpheme Equivalent Unit (MEU) rule; 3) Formal approximation and functional equivalence; and 4) Underlying frame. Since the present study is similar to Deng's (2019) study which also examined the formulaic sequences used in spoken genre and an ELF context. In the present study, a hybrid approach is taken on the grounds that "most examples will be captured one way or another" (Wray, 2008: 110). In other words, for the purpose of capturing as many formulaic sequences as possible, any string of words meeting any of the following criteria is considered formulaic. The details for the criteria are presented in Table 3.3 below.

Table 3.3 Criteria for identification of formulaic sequences (Adapted from Deng, 2009)

Criteria	Description	Example
Grammatical irregularity and/or semantic opacity	As long as some aspect of the form or meaning of a word sequence is not strictly predictable from its component parts or from regular grammar, the expression is an FS.	e.g., *on the other hand, at least, for example, in terms of*
Underlying frame	This refers to a formulaic frame that links parallel structures or involves open slots to be filled, often by items of similar characteristics.	e.g., *not only. but also, in Figure N* (N stands for a number).
Situation/register/genre-specific formula	The term is defined by, among others, Wray (2008) and Buerki (2016), to refer to FSs that are considered idiomatic not because of their internal semantics or syntax, but rather the fact that they are the normal ways (judged by the frequency of occurrence) of saying things in a particular situation.	e.g., *as we can see, which is to say*
Morpheme Equivalent Unit (MEU) rule	Though it does not strictly meet the semantic opacity criterion. MEU, heteromorphic in itself, may refer to a word or word string processed like a morpheme without recourse to any form-meaning matching of its sub-parts (Wray, 2008)	e.g., *at this time*
Formal approximation and functional equivalence	Deviations from standard FS usage were also considered formulaic when they have corresponding standard-formed structures and serve similar functions in the context.	e.g., *in other word* instead of *in other words*

There are some key issues that should be noted during the process of identifying the formulaic sequences.

First of all, the present study examines at least two-word sequences that occur together to obtain as many formulaic sequences as possible. It should be noted that contracted forms are treated as two words. For example, the FS "let's" is considered as a two-word FS. And the FS "I've found that" is considered as a four-word FS. This follows previous studies' conventions on counting contractions (Yoon & Choi, 2015; Zipagan & Lee, 2018).

Second, formulaic sequences must be presented in at least three different oral presentations in order to avoid the idiosyncrasies of the speaker. This is suggested by Hyland (2008a) who set the criterion of a text dispersion rate at 10% to avoid the effects of speaker idiosyncrasies.

Third, in this study, frequency cut-off points of 70, 40, 20 times per million words are employed for two-, three-, four- and over four-word FSs respectively. The rationale behind using different frequency cut-off points stems from the observation that the frequency of lexical bundles tends to decrease as they contain more words (Cortes, 2013). The selection of these cut-off points is based on an examination of the data in the present study, as well as consideration of criteria established in previous research. For instance, Cortes (2013) set cut-off points of 20, 10, 8, and 6 times per million words for four-word bundles, five-word bundles, six- and seven-word bundles, and eight- and nine-word bundles, respectively.

Fourth, it is necessary to point out that even though in many cases a longer bundle contains a shorter bundle (Cortes, 2013), for example, the formulaic sequence *Let's move on to...*contains a shorter formulaic sequence *Let's...* If the longer bundle was found in three or more than three different oral presentations, then the longer bundle was identified as a formulaic sequence instead of the shorter one, since the longer bundle was considered to contain more information (Li et al., 2020), which will be more likely to be genre specific. Overlapping bundles, such as *can be concluded that, be concluded, or can be concluded, were* merged *into one bundle, for example, as it can be concluded that* if the longer bundle met the dispersion rate.

Fifth, structural fragments without a clear meaning or function such as *to be the, will give, is not a, we have a* were excluded.

Sixth, topic- or task-dependent bundles were excluded in the current study, as suggested by Staples et al. (2013). For example, in the present study, topic-dependent bundles such as *oral presentations of proposal defenses*, *move structure*, and *formulaic sequences* were excluded.

Seventh, those linguistically incomplete fragments containing the definite article "the" and the indefinite article "a" or "an" were deleted from the whole word strings, for example, in terms of the, based on the, part of a, the importance of the, are formulaic sequences which were modified in the present study as in terms of, based on, part of, the importance of. This modification was taken because the pedagogical usefulness of these articles is uncertain. Those fragments containing the definite article "the" and the indefinite article "a" or "an" often appeared as formulaic sequences due to the frequency-based approach used by the corpus tool for automatic extraction.

3.3.2.3 Procedure for identification of formulaic sequences

The procedure for the identification of formulaic sequences involved four stages (See Figure 3.2): Initial manual identification, initial automatic extraction with pre-selected candidates, manual filtering and modification, and inter-reliability checking.

First, manual identification was the main approach to identifying formulaic sequences in the study, so it was necessary for the researcher to keep the criteria for the identification of formulaic sequences in mind. Then, the researcher identified formulaic sequences from all of the texts.

Figure 3.2 Procedure for identification of formulaic sequences

During the process of manual identification, the three formulaic expression lists mentioned before which are AFL list (Simpson-Vlach & Ellis, 2010), the PHRASE List (Martinez & Schmitt, 2012) and OFS List (Hsu, 2014) were constantly consulted to decide on the appropriate formulaic sequences.

Next, a list of potential formulaic sequences was identified manually. The formulaic sequences should appear in at least three different texts to be identified as a formulaic sequence in the present study. Any potential formulaic sequences which met any one of the criteria for identification were included in the list. To improve the effectiveness of the identification and to include as many formulaic sequences as possible, Antconc, a freeware concordance program developed by Professor Laurence Anthony, was used for verifying and calculating the frequency and range of individual

formulaic sequences in the current study since identifying FSs using hand-tagged analysis led to possible mistakes (Amnuai, 2012) and was also time-consuming.

All the word strings from a list of potential formulaic sequences identified manually and the other three formulaic expression lists were copied to the Antconc (version 3.5.9) by using the advanced search to search for terms from the four lists to retrieve potential formulaic sequences. Figure 3.3 is an example of advanced search in Antconc, and Figure 3.4 shows an example of results by the advanced search in Antconc.
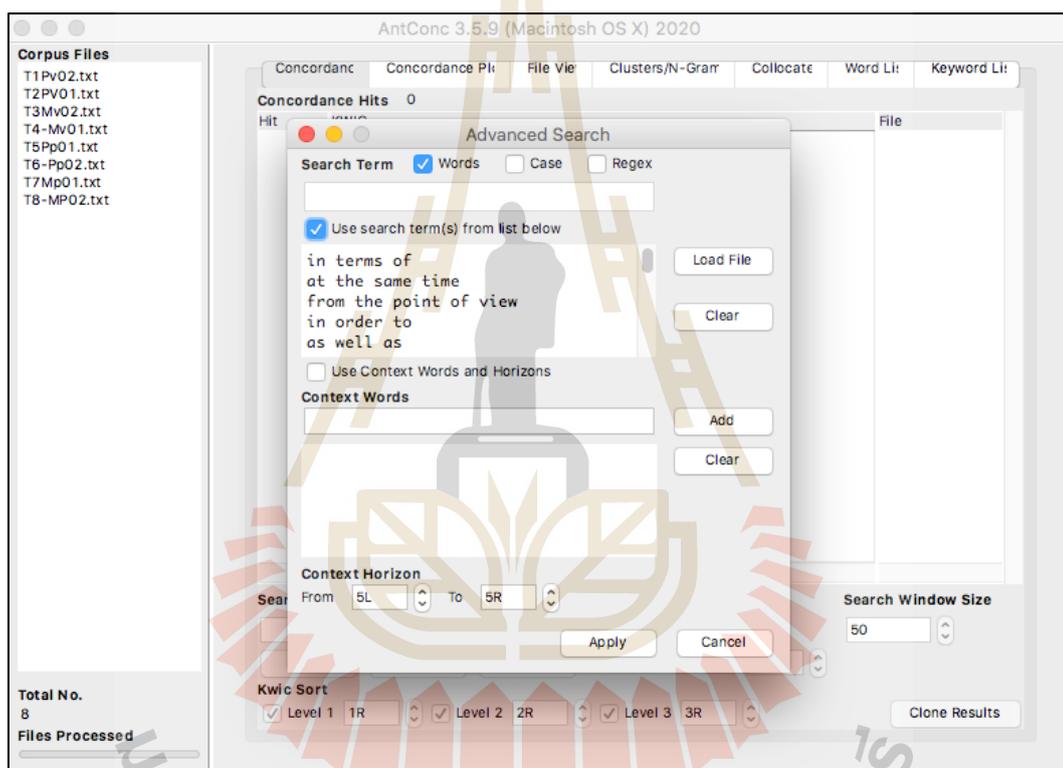
Figure 3.3 An example of advanced search in Antconc
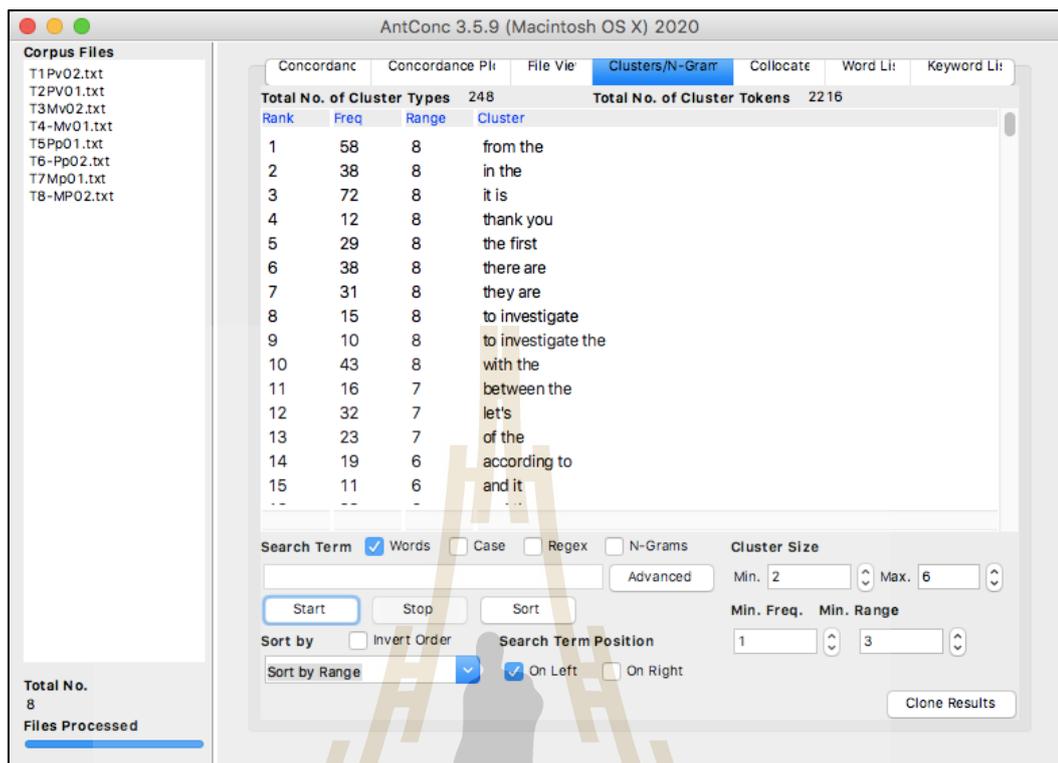
Figure 3.4 An example of results by the advanced search in Antconc

After using the feature of advanced search and setting the minimum range to 3 in Antconc, the researcher clicked the "start" button to obtain a list of word strings in the "Clusters/N-gram", which were called the list of formulaic sequence candidates. The candidate list required manual scrutiny to exclude or modify formulaic sequences that did not meet the criteria for identification in the present study. For example, word strings like *and it, with the, in the* were excluded from the candidate list. Word strings like to *investigate the, if you look at the*, were modified, for example, to *investigate, if you look at*. After all the manual filtering was completed, we obtained the modified list of formulaic sequences. These were then used as a modified list of formulaic sequences for use as the search terms to identify the formulaic sequences in each move.

3.3.2.4 Inter-rater reliability of the identification of formulaic sequences

Following the identification of a list of formulaic sequences, two experts of English linguistics, were recruited as raters. They independently judged all entries identified by the researcher. Entries coded as "yes" were included as formulaic sequences, while those coded as "no" were excluded. Any disagreements were resolved through discussion, considering the context of the entries. Entries where consensus couldn't be reached or were marked as "not sure" were tentatively included

after further discussion (Hsu, 2014). Finally, the percentage agreements were calculated.

3.3.2.5 Structural analysis of formulaic sequences

To better explore the potential connections between formulaic sequences and the moves/steps, a structural and functional analysis of the formulaic sequences were analyzed.

The structural analysis of formulaic sequences in this study was based on the classifications of Biber et al. (2004) and Wang (2017). Biber et al. (2004) identified three main structural types: (1) lexical bundles incorporating verb phrase fragments (e.g., "that's one of the," "is based on the"), (2) lexical bundles incorporating dependent clause fragments (e.g., "that this is a," "to come up with"), and (3) lexical bundles incorporating noun phrase and prepositional phrase fragments (e.g., "at the end of," "at the same time"). Each main type had several sub-types. Wang (2017) proposed five broad categories, with additional categories such as clausal fragments. Table 3.4 provides detailed information on these classifications.

Table 3.4 Structural categories of formulaic sequences (Adapted from Biber et al., 2004 and Wang, 2017)

Structural category	Example
Noun Phrase fragment (NP-based)	*my point of view, the amount of*
Prepositional phrase fragment (PP-based)	*in the center of, as a result of*
Adjective phrase fragment (AdjP-based)	*quite a few, more and more, is equal to*
Clausal fragment (NP/pronoun+verb/adj; if-clauses; anticipatory it+verb/adj; there be; independent clause, etc.) fragment (Clause-based)	*I don't know if, I will show you, it was possible to, there is*
Verb phrase fragment (VP-based)	*has to do with, to start with*
Adverbial phrase fragment (AdvP-based)	*first of all, and so on, as well, later on*
Conjunction phrase fragment (ConjP-based)	*so that, if...then, not only...but (also)*

3.3.3 Metadiscourse analysis

3.3.3.1 Analysis of metadiscourse function of identified formulaic sequences

In order to further study the use of formulaic sequences and explore the relationship between formulaic sequences and metadiscourse devices, the formulaic sequences which conveyed a metadiscourse function were further analyzed. Metadiscourse pertains to how language is employed with consideration for the audience, aiming to aid their comprehension (Hyland, 2017). The study aimed to

analyze various types of metadiscourse among identified formulaic sequences in spoken academic English, particularly in oral presentations during graduate oral defenses, encompassing proposal and thesis defenses. Those formulaic sequences which conveyed a metadiscourse function were given more pedagogical attention. It was hoped that an analysis of the metadiscourse function of the identified formulaic sequences would boost an awareness of formulaic sequence usage for novice researchers in particular discourse and communicative functions.

3.3.3.2 Analytical framework

There are five widely cited models proposed by Vande Kopple (1985), Crismore et al. (1993), Mauranen (1993), Hyland (2005a, 2019) and Ädel (2006). The present study adopted Hyland's (2005a, 2019) model because Hyland's (2005a, 2019) model was regarded as the most comprehensive and updated metadiscourse model (Li et al., 2017) compared with the models proposed by the early versions of Vande Kopple (1985) and Crismore et al. (1993) which reflected the earlier development of metadiscourse models. Hyland's (2005a, 2019) model can be also applied to the spoken genre (Hyland & Zou, 2022). Hyland's interpersonal model of metadiscourse consists of two broad categories: interactive and interactional metadiscourse. The details of the model are shown in Table 3.5.

Table 3.5 Interpersonal model of metadiscourse (Based on Hyland, 2005a, 2019)

Category	Function	Example
Interactive	help to guide listener though the text	
Transitions	express relations between main clauses	*On the other hand*
Frame markers	refer to discourse acts, sequences or stages	*First of all*
Endophoric markers	refer to information in other parts of the text	*The results of*
Code glosses	elaborate propositional meanings	*In other words*
Evidentials	refer to information from other texts	*According to*
Interactional	involve the listener in the text	
Hedges	withhold commitment and open dialogue	*It is possible that*
Boosters	emphasize certainty or close dialogue	*It is clear that*
Attitude markers	express speaker's attitude to proposition	*It is important that*
Self-mentions	explicit reference to speaker	*In my study*
Engagement markers	explicitly build relationship with listener	*Let's have a look at*

When analyzing the metadiscourse function of formulaic sequences, a list of metadiscourse items in Hyland's study (2005a, pp. 218–224) was consulted when there were ambiguous formulaic sequences with metadiscourse functions. Antconc (Version3.5.9) was also used as a supplementary tool for calculating the

frequencies of metadiscourse formulaic sequences and comparing the two sub-corpora (the OPPD corpus and the OPTD corpus) by running them through the concordance function.

3.3.3.3 Inter-rater reliability of the identification of metadiscourse function

To enhance the reliability of identifying metadiscourse functions attributed with FSs, two graduate students specializing in English language studies and possessing expertise in genre analysis were recruited as raters. Initially, the researcher conducted training sessions with the raters, familiarizing them with the criteria for assigning metadiscourse functions to FSs. Subsequently, the researchers provided each rater with two distinct lists of FSs accompanied by examples sourced from the corpora (OPPD and OPTD). Independently, the raters evaluated the metadiscourse functions assigned by the researcher to each FS. Any discrepancies between the raters' assessments were addressed through thorough discussion, taking into account the contextual nuances of the entries. Instances where a consensus could not be reached regarding the metadiscourse function were marked as having multiple possible functions. Finally, the percentage agreement between the raters were calculated, providing a measure of inter-rater reliability.

3.4 Pilot Study

To assess the applicability of the proposed framework and the viability of research design of the current study, as well as to help enhance the main study, eight oral presentations of oral defenses are chosen for the pilot study, accounting for 26% of the sample in the main study. To obtain reasonably precise estimates for all subgroups, two oral presentations are chosen at random from each subgroup including OPPDs given by MA students, OPPDs given by PhD students, OPTDs given by MA students, and OPPDs given by PhD students. Following repeated readings of the oral presentations' transcripts, the researcher developed a tentative scheme of move and step codes, drawing on the frameworks proposed by Chen and Kuo (2012), Amnuai (2012), and Scott (2022). Two independent coders, the researcher and a doctoral researcher in applied linguistics, collaborated on the move/step coding process. Two coders coded eight texts independently and any discrepancies in move/step assignments were resolved through discussion until a consensus was achieved, including decisions on the inclusion/exclusion of move/step types. Furthermore, definitions and descriptions of each move and step were refined. Ultimately, separate

coding schemes for OPPDs (See Appendix A) and OPTDs (See Appendix B) were formalized.

Results of the pilot study and considerations for developing the main study are provided in the following subsection.

3.4.1 Results of the pilot study

For the move analysis, the applicability and consistency of the coding schemes were demonstrated by 95% intra-coder agreement and 85% inter-coder agreement on moves, steps, and their boundaries. The results of inter-coder and intra-coder reliability show that the coding frameworks are reliable and applicable. The high consistency validates the coding framework used in the pilot study, ensuring that the identified moves and steps are clearly defined and replicable. Specifically, most of the moves and steps in the frameworks of Chen and Kuo (2012) and Amnuai (2012) fit the moves and steps coding in the present study. Additionally, some moves and steps were adapted from Scott (2022) for the Initiation Phase and Termination Phase. In the pilot study of OPPDs, there are 17 moves and 29 steps, which can be divided into five phases: the Initiation Phase, the Worth-Establishing Phase, the Method and Procedure Phase, the Pilot Study Phase, and the Termination Phase. In the pilot study of OPTDs, there are 19 moves and 37 steps, which can be divided into six phases: the Initiation Phase, the Worth-Establishing Phase, the Method and Procedure Phase, the Results and Discussion Phase, the Conclusion Phase, and the Termination Phase. Since the move analysis for the pilot study was based on a small amount of data, it is possible that some new moves and steps may be added to the main study.

For the formulaic sequence identification, in the pilot study, 24 FSs were identified in OPPDs and 22 in OPTDs, most of which were in 2-3 words. Longer FSs were infrequent, likely due to the criterion requiring FSs to appear in at least three different oral presentations and the small sample size. This criterion may have limited the number and length of identified FSs. In the initiation phase, only two FSs ("my name is" and "there are") met the criteria in OPPDs, with none in OPTDs. For example, in M1S1 (Identifying oneself and making greetings) of OPPDs, "my name is" was the only qualifying FS. Potential FSs (e.g., "let me share my screen," "I'd like to," "the title of," "is about," "divided into") not identified in the pilot study may appear frequently enough to be included in the main study. In the pilot study, a new category of metadiscourse function, termed "condition markers," was identified. For example, the FS "In terms of" serves as a condition marker by framing or qualifying statements. This finding is consistent with Li et al. (2017).

In conclusion, the pilot study demonstrates the feasibility and applicability of the analytical frameworks for move analysis, the procedures of identifying formulaic sequences, and the metadiscourse functions of FSs in OPPDs and OPTDs. The pilot study provides a solid foundation for the main study, ensuring that it will be able to build on these initial findings effectively.

3.4.2 Considerations for developing the main study

Following the pilot study, it was decided that a few points should be considered for the main study. First of all, there are key points that should be noted for the identification of moves/steps. On the one hand, it is likely that new steps/moves will be discovered. Thus, when analyzing oral presentations in the main study, the researcher should pay attention to emerging steps and moves. Furthermore, for a better understanding of the communicative purposes of particular moves/steps in the oral presentations, the video recordings of the oral presentations should be consulted during the process of coding. On the other hand, move identification is likely to be subjective. The move analysis should be conducted with the assistance of a coder in the main study in order to enhance its reliability.

Secondly, the frequency of a formulaic sequence appearing in different oral presentations will affect the length and number of formulaic sequences identified. For example, short formulaic sequences (e.g., *Let's*) will appear more frequently than the longer formulaic sequences (e.g., *Let's move on to*). It has been shown that a longer word string often contains a shorter word string. In the main study, the longer word strings will be identified as formulaic sequences instead of the short ones if they meet the criteria for identifying formulaic sequences for the longer formulaic sequences will be more useful and genre specific than 2-word formulaic sequence. Thirdly, formulaic sequences are context-dependent, therefore, context of the formulaic sequences identified should be checked. Since intuition-oriented criteria may also have its limitations, in order to ensure the reliability of the identification of formulaic sequences, two English teachers, one of whom will be a native speaker and the other will be a non-native speaker were invited to verify the formulaic sequences identified in the main study.

Lastly, it is important to note that the formulation of questions for the semi-structured interview is heavily reliant on the findings of the study. In the event that the results of the pilot study differ significantly from those of the main study, the questions must be adjusted accordingly. For example, if the pilot study indicates that there are only a limited number of formulaic sequences with short length, this would require alterations to the interview questions. Consequently, it was deemed

unnecessary to conduct the semi-structured interview during the pilot study. Nonetheless, it is recommended that the semi-structured interview be conducted during the main study as it serves to triangulate the data and enhance understanding of the move structure, formulaic sequences and metadiscourse functions.

3.5 Summary

This chapter provides a full overview of the methodology used in the current study. It begins with a description of the overall design of the research, followed by the specific research questions. It then discusses the principles and procedures used in the creation of specialized corpora of OPPDs and OPTDs. After that, it offers a justification for using a top-down approach and a bottom-up approach to move analysis in the present study. The identification and structural categories of formulaic sequences as well as metadiscourse function of identified formulaic sequences were then elaborated. Lastly, the chapter ends with a report on the preliminary results of the pilot study.

CHAPTER 4
RESULTS AND DISCUSSION FOR OPPDs

This chapter examines the results and discussions stemming from the analysis of rhetorical move structures in OPPDs. It also scrutinizes the formulaic sequences within each move or step and explores metadiscourse function of identified formulaic sequences.

4.1 Rhetorical move structure of OPPDs

The following subsections provide an overview of identified rhetorical moves, their distribution across thirteen online OPPDs, findings for each move and step, including a typical move structure specific to online OPPDs. Additionally, the chapter discusses the formulaic sequences used within each move/step and analyzes the metadiscourse functions exhibited by these sequences within the rhetorical move structure of online OPPDs. During the move identification phase, an 87% inter-coder agreement was attained for the move identification of four (31% of the total) OPPDs at the step level, demonstrating substantial consistency. Additionally, a 95% intra-coding agreement indicated strong coding consistency. Any discrepancies that arose during both inter-coder and intra-coder processes were deliberated upon by the present researcher and the inter-coder until a final consensus was reached.

4.1.1 Overview of results of macro structures of OPPDs

To address the first research question regarding the rhetorical move structure of online OPPDs, an analysis was conducted on thirteen OPPDs, amounting to 43,016 words and spanning 6.5 hours. The average length of these thirteen OPPDs was found to be 3,309 words, with the longest presentation containing 5,561 words and the shortest comprising 2,641 words. The analysis revealed that OPPDs exhibited a structure reminiscent of that commonly found in academic written proposals, as reported by Ghane et al. (2021). However, it's worth noting that, unlike the move structure reported by Ghane et al. (2021), the current study included a pilot study phase. This difference may be attributed to institutional expectations that necessitate the inclusion of a pilot study phase in graduate proposal writing.

Interestingly, it is worth noting that only two main macro-structural patterns are found in OPPDs. They are Ini-Intr-LR-M-PS-C-T, where "Ini" represents "Initiation", the starting point of the presentation, where the presenter makes greetings with the

audience and introduces the topic. "Intr" stands for Introduction. This section sets the stage for the research, contextualizing the research, and outlining objectives. "LR" is short for "Literature Review", which justifies the value of the research, and indicates the research gap, provides the theoretical foundation for the research. "M" is "Method and Procedure", where the research methods and procedures are explained. "PS" represents the Pilot study, which is a small-scale research project conducted before the final full-scale study. A PS helps researchers to test in reality how likely the research process is to work, in order to help them decide how best to conduct the final research study (Ismail et al., 2017). "C" stands for "Conclusion", and "T" stands for "Termination" which signals the ending of the presentation by expressing gratitude after the Conclusion Phase which summarizes the main findings and implications of the research. Another macro-structural pattern is Ini-Intr-LR-M-PS-T, in which the C Phase is absent. In the C Phase, the presenter includes a specific section summarizing the research's main findings and implications before concluding the presentation. The inclusion of phases like Introduction, Methods, and Conclusions is consistent with the traditional move structure of research articles or theses/dissertations, as discussed in the previous studies (Kanoksilapatham, 2005; Swales, 1990; Shi & Wannaruk, 2014; Ye, 2019). These two patterns are similar to each other, with the only difference being the inclusion of a Conclusion (C) before Termination (T).

It can be shown in Figure 4.1. that the structure with Ini-Intr-LR-M-PS-C-T accounts for 46% while the structure with Ini-Intr-LR-M-PS-T pattern occupies 54% in OPPDs. It can be found that the second pattern excludes a specific Conclusion Phase before Termination. There are three possible reasons accounting for the difference between the two patterns. One of the possible reasons for the slight preference for the second pattern is that the Conclusion Phase is integrated into the Pilot Study Phase. Additionally, the choice between the first Pattern and the second pattern may depend on individual presenters' preferences and institutional expectations, but both serve the purpose of presenting graduate research proposals. Another possible reason for selecting the first pattern is because of the time constraints of oral presentations, or since this study has yet to be completely conducted. The results show that all presenters choose to involve a separate Introduction and Literature Review phases. All the presentations start with an Initiation Phase and end with a Termination Phase. Interestingly, in contrast to the conventional structure of research articles or dissertations, all OPPDs in our study contained both an Initiation Phase and a Termination Phase which is different from the traditional structure in the written academic genre, as discussed in previous studies (Chen & Kuo, 2012; Amnuai, 2012; X.

Yang, 2014). This unique feature can be attributed to the nature of oral presentations, which involve real-time speech and direct interaction with the audience on a specific topic. Typically, these presentations commence with self-introduction and greetings, concluding with expressions of gratitude or invitations for comments and suggestions.
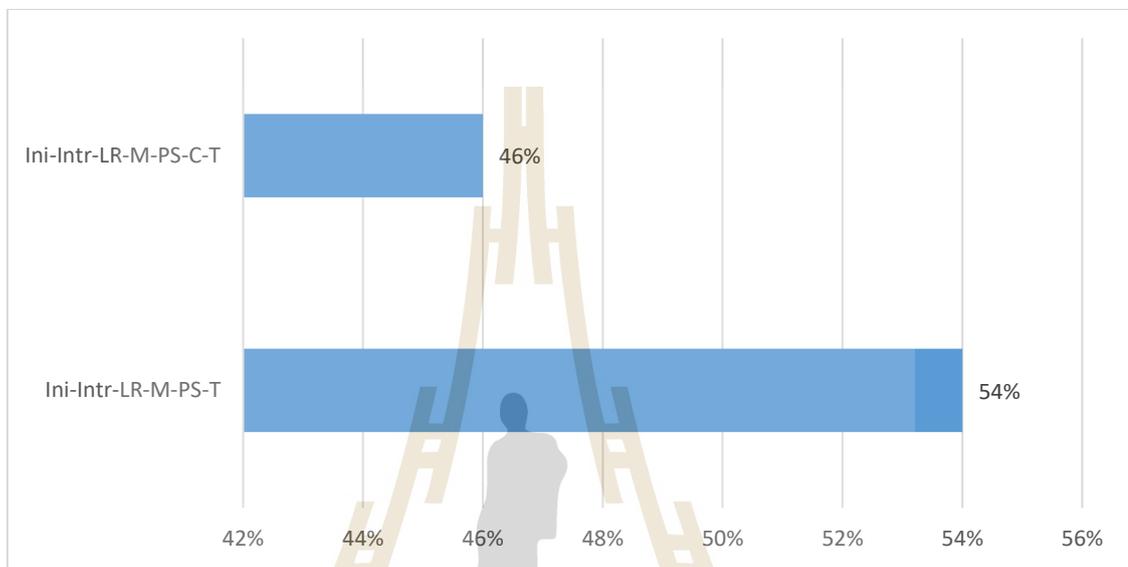
Figure 4.1 The macro-structural patterns of OPPDs

In summary, the data suggests that the majority of OPPDs follow either of the two patterns shown in Figure 4.1 with a slight preference for Ini-Intr-LR-M-PS-T pattern, which excludes a Conclusion Phase before the final Termination. These patterns provide a macrostructure to presenting research, which may help presenters convey their research ideas to the audience.
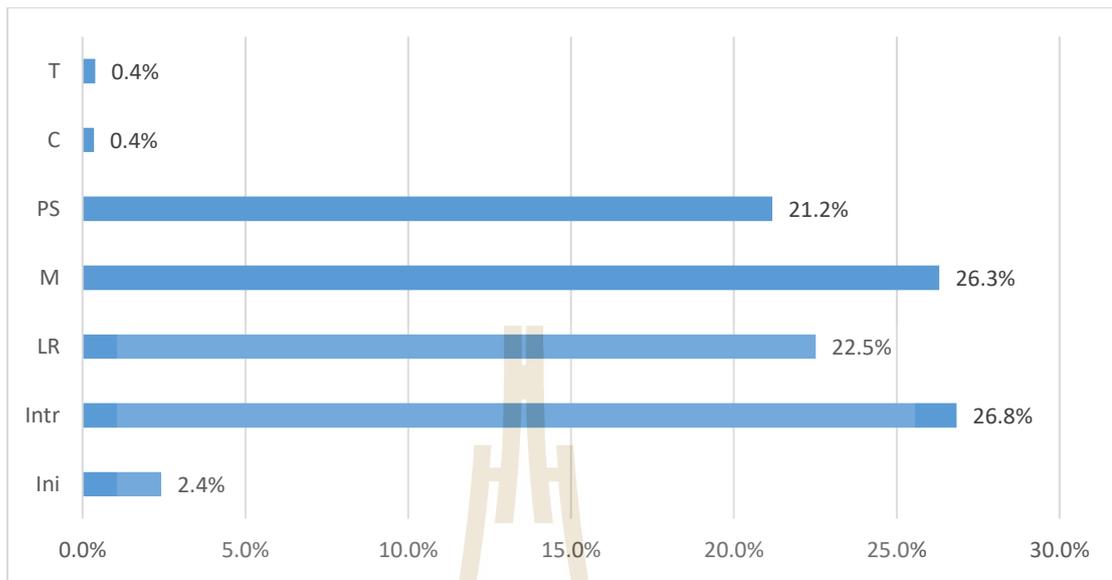
Figure 4.2 The distribution of each phase in the whole text of OPPDs

Figure 4.2 above displays the word count for each phase within the OPPDs. The distribution of word count percentages across the different phases in the text of OPPDs reveals valuable insights into the structure and emphasis of these presentations. The largest portion of the text is dedicated to the "Introduction" and "Method and Procedure" phases, comprising approximately 26.8% and 26.3% of the word count, respectively. This prominence underscores the significance of providing comprehensive context and a detailed research methodology explanation. These sections serve as the foundation for the entire proposal defense. The "Literature Review" and "Pilot Study" sections also contribute significantly, constituting about 22.5% and 21.2% of the content, respectively. This demonstrates the importance of reviewing existing research and presenting preliminary findings, emphasizing the need for grounding the research in existing scholarship and showcasing initial research outcomes. In contrast, the "Conclusion" and "Termination" phases are notably concise, each representing only 0.4% of the total word count. This suggests that OPPDs may prioritize delivering succinct conclusions and closing remarks, potentially due to time constraints inherent in oral presentations.

Overall, the distribution of word count percentages in OPPDs strongly emphasizes establishing context, explaining research methodology, reviewing relevant literature, and presenting preliminary findings. Presenters should be mindful of this distribution to effectively allocate time and content in their graduate proposal defenses, ensuring that the core elements are appropriately emphasized.

As for the results of move structure in OPPDs, there are 27 moves and 64 steps in OPPDs, which can be divided into seven phases. They are the Initiation Phase, the Introduction Phase, the Literature Review Phase, the Method and Procedure Phase, the Pilot Study Phase, the Conclusion Phase, and the Termination Phase. The frequency and status of moves/steps in each phase are presented in order in the following sections.

To enhance clarity in the description, the moves and steps are accompanied by examples extracted directly from the OPPDs corpus, incorporating two specific modifications. Firstly, ellipses "..." have been used within the examples to replace specific portions of content. This serves a dual purpose: it provides more comprehensive examples while conserving space in the dissertation, and it also respects the privacy of the presenters. Secondly, distinctive lexical cues for individual moves and steps have been bolded. Furthermore, the number enclosed in brackets at the end of each example corresponds to the file ID, which spans from PD19 to PD31, encompassing all the OPPDs.

4.1.2 Moves and steps of OPPDs

4.1.2.1 Moves/steps in the Initiation Phase

In OPPDs, three moves were found in the Initiation Phase: M1 (Starting the presentation), M2 (Announcing the topic) and M3 (Outlining the presentation). These three moves in the Initiation Phase were all found obligatory. The frequency and status of each move/step in this phase are shown in Table 4.1.

Table 4.1 Frequency and Status of moves/steps in the Initiation Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M1 Starting the presentation	13 (100%)	**Obligatory**
S1 Identifying oneself and making greetings	13 (100%)	Obligatory
S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)	7 (54%)	conventional
M2 Announcing the topic	13 (100%)	**Obligatory**
M3 Outlining the presentation	13 (100%)	**Obligatory**

It can be seen from Table 4.1 that in terms of the step level, M1S1 was found obligatory, and M1S2 was found conventional in the corpora. Moves/steps in the Initiation phase are shown as follows:

M1 Starting the presentation

This move signals the official start of an oral presentation and orients the hearers, and it is often realized by a combination of greetings and/ or expressing gratitude.

S1 Identifying oneself and making greetings

This step serves to introduce the presenter himself or herself and make greetings to the audience.

Examples:
1) Good morning everyone, I'm XXX. (PD19)
2) Good morning, dear Ajarns. (PD21)

S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)

This step aims to express thanks for the presence of the audience and/or make an acknowledgment of committee members and/or supervisor(s) for their help and support.

Examples:
1) Here I would like to express my heartfelt thanks to my supervisor as well as all the committee members for their efforts on this proposal defense, they are Assoc.Prof.Dr. XXX, Asst.Prof.Dr.XXX, Assoc.Prof.Dr. XXX, Asst.Prof.Dr. XXX. (PD27)
2) First, I'd like to give my thanks to the distinguished examination committee members, Associate professor Dr. XXX from …University, Dr. xxx from … and my advisor, assistant professor Dr. XXX. Thanks for your coming to my proposal defense. (PD28)

M2 Announcing the topic

M2 is to introduce the topic of the research. Some linguistic signals include "The title of my presentation is…." and "I'm going to talk about…".

Examples:
1) Today I will present my proposal on the topic of…, which I work under the supervision of Associate Professor Dr. XXX.(PD25)
2) My topic is …. (PD26)

M3 Outlining the presentation

This move serves to introduce the outline of the presentation. There are some linguistic signals such as "(be) divided into" and "the outline of…".

Examples:
1) There are three parts in my today's presentation: Introduction, literature review and research methodology. (PD21)

2) I've divided my talk into four parts: Introduction, Literature Review, Methodology, and Pilots Study. (PD25)

4.1.2.2 Moves/steps in the Introduction Phase

In the Introduction Phase, three moves were found in the Introduction section, including M4 (Establishing a territory), M5 (Establishing a niche) and M6 (Occupying the niche). M4 and M5 are conventional moves, and M6 is obligatory. Table 4.2 presents the frequency and status of each move/step in this phase.

Table 4.2 Frequency and status of moves/steps in the Introduction Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M4 Establishing a territory	**12 (92%)**	**conventional**
S1 Outlining the current part	3(23%)	optional
S2 Providing topic generalization/background	8(62%)	conventional
S3 Indicating the centrality/importance of the topic	8(62%)	conventional
M5 Establishing a niche	**12 (92%)**	**conventional**
S1 Indicating problem(s) and/or need(s) and/or motivation	12 (92%)	conventional
S2 Reviewing/Summarizing previous studies	2 (15%)	optional
S3 Indicating the research gap in previous research	7 (54%)	conventional
M6 Occupying the niche	**13 (100%)**	**obligatory**
S1 Indicating the scope of research	8 (62%)	conventional
S2-Indicating theoretical position	2 (15%)	optional
S3 Indicating research aims/objectives/ purposes	13 (100%)	obligatory
S4 Proposing research questions or hypothesis	12 (92%)	conventional
S5 Defining key terms/concept	5 (38%)	optional
S6 Showing the significance/value of the present study	10 (77%)	conventional
S7 Indicating findings /results	1 (8%)	optional
S8 Indicating limitations of the study	1 (8%)	optional

Descriptions and examples of this phase were shown as follows:

M4 Establishing a territory

This move aims to establish the significance of the research within this field. To achieve this communicative function, three steps were used below:

S1 Outlining the current part

This step guides the audience by clarifying what to expect or focus on within the immediate context, helping them navigate through the information or content effectively.

Examples:

1) Let's move on to the introduction part. It is composed of five components, including a background of the study, a statement of the problem and significance of the study, and purposes of the study. The last part is the research questions. (PD22)

2) Chapter one provides an overall description of this study, providing research background, statement of the problem, rationale of the study, research purposes, research questions and significance of this study. (PD28)

S2 Providing topic generalizations/background

The function of S1 aims to generalize the topic or provide a background of the topic. It usually reports on a broad topic.

Examples:

1) And for Chapter 1, I would like to start with the background and context of the study. First, for the background and context we circle around English speaking skills of the EFL students in Vietnamese context based on the context that English speaking in the modern education focuses on the technological competence and among the, among the technologies we can use for the education, they are AI, AR, VR, AI techs and digital readers and etc. (PD30)

2) Let's start by the Introduction. As we all know, during MA study process students have to produce and use a lot of genres which will form a genre network. Among these genres, some will form a longer chain as well. For example, there is a genre chain of the thesis defense. Along this chain. It may thesis, thesis defense presentation slides and the oral commentary are involved. These three genres. Are you in a chronological order and interact with each other? (PD20)

S3 Indicating the centrality/importance of the topic

The function of S3 is to indicate the importance or show the centrality of the topic.

Examples:

*1) As for the background of the study, first, in china, English has been and will be **useful and important** for the Chinese learners in their study and future work.* (PD22)

*2) Academic communication is **vital** in academia. Academic oral presentations (AOPs) has been **playing a crucial role** and has (have) been an **important** spoken genre comprising ...two different genres in a genre chain, which are **important** for every student...graduate students to master.* (PD26)

M5 Occupying a niche

The communicative function of M5 is to draw audiences' attention by presenting some problems and focusing on the inadequacy of previous research that needs new investigation. M5 is realized by the following three steps:

S1 Indicating problem(s) and/or need(s) and/or motivation
Examples:

*1) In terms of the first genre MA thesis, its writing is **challenging** to students, but students have **insufficient knowledge** about … However, students **lack a clear framework** to produce it. Scant studies view it as a separate genre. These two genres …, but the students have **difficulties** in selecting content and representing it in the slides ….* (PD20)

*2) There are **five problems** related to my topic for Chinese University ELF learners, **they lack the knowledge** of social norms and pragmatic rules of English outside China. They tend to make pragmatic **mistakes** in real life communication with foreigners. …For college English teachers in China, they have **inadequate** intercultural pragmatic competence, **have few opportunities** to interact with foreigners in real life. They **do not have enough** class time, …* (PD23)

S2 Reviewing/Summarizing previous studies

The function of this step is to pave the way for indicating the research gap by reviewing or summarizing the existing studies.

Examples:

*1) On the other hand, **another study** was also **conducted** in Thailand, which has looked also into the students' intercultural, uh, competence as well as … Um, and the students **have been found that** they have built or be able to build relationship with people inside the academic settings as well as outside.* (PD31)

*2) **Previous studies** show that move analysis, the use of formulaic sequences and the use of metadiscourse strategies can …* (PD26)

S3 Indicating the research gap in previous research

The function of this step is to indicate a gap in previous research.

Examples:

*1) Thus, the genre transfer between them leaves a **research vacancy** in the field.* (PD20)

*2) While previous studies on move analysis **have focused more on** written academic discourse and previous studies on formulaic sequences **focus more on** experts' spoken discourse, **thus less attention** has been given to oral presentations of graduate proposal and thesis defenses.* (PD26)

M6 Occupying the niche

This move describes the present research being conducted and can be realized by the following five steps.

S1 Indicating the scope of research

The function of this step is to announce what will be conducted in the present study or to specify the boundaries of the present study. It involves providing clarity on what aspects of the topic were included in the research and what aspects were excluded.

Examples:
1) My study will only focus on the first two genres and the genre transfer between them. (PD20)
2) Um, in addition, the study itself is conducted on, on a small group, and I've only investigated the undergraduate level at this particular university ....(PD31)

S2 Indicating theoretical position

This step explicitly explains and adopts the theories, concepts and framework that guide the current research.

Example:
For GCE, I will adopt the Soft and the critical GCE which can provide the study with a critical lens to examine the inequality and injustice regarding GCE. Besides, I also adopt Akkari & Maleq's framework since it can make adaptation of GCE to the Chinese local context. For metrolingualism, I will adopt Pennycook & Otsuji's framework since the other... (PD21)

S3 Indicating research aims/objectives/ purposes

This step seeks to indicate the present study's research aims/objectives/purposes. Some linguistic signals, such as "to investigate..." "to explore..." and "to examine...", are deployed frequently in this step.

Examples:
1) So taking all the reasons into account, these thesis have **four research purposes**. *First,* **to uncover** *the dominant culture and moral values embedded into ... Then* **to examine** *whether there are differences in embedding and presenting ... Then* **to explore** *whether these values comply with the stipulations in the outline and the guide. And lastly,* **to investigate** *the relationships ...* (PD19)
2) So based on those theoretical frameworks, I will try to reach these **four research purposes**. *NO.1,* **to scrutinize** *the extent of ELT ... NO.2, to compare the similarities and differences of GCE and metrolingualism ... NO.3,* **to compare** *the similarities and differences of .... NO.4,* **to scrutinize** *stakeholders' perceptions toward ....*(PD21)

S4 Proposing research questions or hypothesis aims to show the research questions or hypothesis for the present study.

> Example:
>
> *1) In order to achieve the **three research objectives**, this study **aimed at** doing empirical study, trying to answer three research questions. Number one, to what extent does the IP-TBLT model enhance ...? Number two, what are Chinese ELF learners' perceptions of ...? Number three, what are the promoting and limiting ...?* (PD23)
>
> *2) And there are also **three questions** as well. So the first one I'm asking to what extend can the G-DINA model identify ... And the second question is what are ... and No. 3, to examine if the information.* (PD24)

S5 Defining key terms/concepts serves to provide working definitions in the author's own study.

> Examples:
>
> *1) The definitions, uh, **the definition of** key terms that I'll be using very often in my study, and I've already mentioned a few so far. And, uh, I'll begin with Cambodia students. ..., this is **an operational definition of** key term in which I've defined as the extension of Cambodian citizenship in, uh, ...*(PD31)
>
> *2) and in the... in this study, writer **refers to** the person who is citing the previous claims and the author is the person who is being cited.* (PD28)

S6 Showing the significance/value of the present study

The function of this step is to demonstrate how the present study is significant or valuable.

> Examples:
>
> *1) And the **significance** of the study can be displayed in six aspects. First, there's a new approach .... Second, in the field of ..., this study **fills the gap** by providing empirical evidence. Third, the study **would highlight** .... Fourth, in terms of the close relationship between language and brain, this study **would make a contribution to** exploring **how** tonal language speakers learn a non-tonal language ...* (PD22)
>
> *2) And it is believed that this thesis can **not only enrich** the theoretical knowledge, **but also provide implications for pedagogy**. So in terms of the **theoretical significance**, it can improve the scarcity of information ..., this study can **shed light on** Chinese college English teachers, students, on Chinese universities of selecting the appropriate textbooks for students....* (PD19)

S7 Indicating findings/results

The primary goal of this step is to succinctly and clearly present the significant findings or results. It helps the intended audience to grasp the essence and significance of the undertaken work, thus fostering a deeper understanding and appreciation of the niche occupation's contributions and implications.

Example:

*I found out very **interesting results** that normally when we talk about reading comprehension, we assume that ... But actually, for L2 readers, it's on the contrary, the student by lower level skills more difficult to achieve...* (PD24)

S8 Indicating limitations of the study

This step refers to the constraints, boundaries, or restrictions that affect the scope, validity, and generalizability of the research findings. These limitations typically arise from various factors, such as the study design, data collection methods, sample size, resources, time constraints, and potential biases. Identifying and acknowledging the limitations of a study is essential for transparency and helps readers and researchers understand the extent to which the findings can be applied or generalized to broader contexts. It also highlights areas where future research or improvements can be made.

Example:

*And, finally, the last part of the introduction section is the scope and **limitations of** my study. So, uh, apparently the, I, so due to the nature of the qualitative studies, um, my study cannot be generalized and cannot be used to generalize every Cambodian student studying in Thailand because ...* (PD31)

4.1.2.3 Moves/steps in the Literature Review Phase

In the Literature Review Phase, three moves were identified, including M7 (Establishing one part of the territory of one's research), M8 (Creating a research niche in response to M7), and M9 (Occupying the niche). These moves exhibit resemblances to those found in the Introduction Phase. However, it's crucial to emphasize that these two phases differ in their focal points and communicative purposes. The Introduction Phase primarily involves establishing the broader research landscape and identifying general research gaps. In contrast, the Literature Review Phase serves to recognize and refine the research space initially delineated in the Introduction Phase, which lays the foundation for the subsequent Method and Procedure Phase (Yang & Allison, 2003; Kwan, 2006). Despite the differences in genre associated with this study, the results indicate that presenters utilize similar moves and steps in the Literature Review Phase of OPPDs as those identified in the Literature

Review section of written work in the previous studies (Kwan, 2006; Neupane Bastola & Ho, 2023).

In this phase, M7 and M8 were found obligatory, which account for 100%, respectively. M9 is a conventional move, which accounts for 62%. Table 4.3 presents the details for the frequency and status of each move/step in this phase. The high prevalence of M7 and M8 being categorized as obligatory moves underscores their fundamental importance in the Literature Review Phase. Researchers consistently find it necessary to establish a clear research territory and subsequently carve out a unique niche to address within the existing body of literature.

On the other hand, the employment of M9 identified as a conventional move in the majority of cases (62%) suggests that while it is an integral part of the phase, there may be some variations or flexibility in how researchers approach occupying the established niche. Given the similarity of M9 to M6 in the Introduction Phase, presenters may find it more beneficial to place greater emphasis on M7 and M8 which have yet to be extensively elaborated upon during the Introduction Phase. This can help avoid redundant restatements of research aims or questions in the Literature Review Phase.

Table 4.3 Frequency and status of moves/steps in the Literature Review Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M7 Establishing one part of the territory of one's own research	13 (100%)	obligatory
S1 Outlining the current part	5 (38%)	optional
S2 Surveying the non-research-related phenomena or knowledge claims	13 (100%)	obligatory
S3 Claiming centrality	4 (31%)	optional
S4 Surveying research-related phenomena	5 (38%)	optional
M8 Creating a research niche (in response to Move 7)	13 (100%)	obligatory
S1 Counter-claiming	5 (38%)	optional
S2 Gap-indicating	9 (69%)	conventional
S3 Making confirmative claims	6 (46%)	optional
S4 Claiming relevancy	3 (23%)	optional
S5 Synthesizing the theoretical framework/position	2 (15%)	optional
M9 Occupying the research niche	**8 (62%)**	**conventional**
S1 Announcing research aims, focus, questions or hypotheses	3 (23%)	optional
S2 Announcing theoretical positions/theoretical frameworks	5 (38%)	optional
S3 Announcing interpretations of the terminology used in the study	3 (23%)	optional

M7 Establishing one part of the territory of one's own research

The communicative purpose of this move is achieved through the following three steps: S1 (Outlining the current part), S2 (Surveying non-research-related phenomena or knowledge claims), and S3 (Claiming centrality). In contrast to prior studies reported by Kwan (2006) and Chen and Kuo (2012), our analysis reveals the emergence of a new step, S1, within this move. The definitions and examples of the steps under this move are shown as follows:

S1 Outlining the current part

This step serves to guide the audience by clarifying what to expect or focus on within the immediate context, helping them navigate through the information or content effectively.

Examples:
*1) Next is a literature review part, which **includes** seven sections.* (PD19)
*2) OK! Let's move on to the literature review part, which **is composed of** four components ...* (PD22)

S2 Surveying the non-research-related phenomena or knowledge claims

According to Kwan (2006), this move shows impartial descriptions that predominantly align with the semantic characteristics of M4S1 (Providing topic generalization/background) in the Introduction Phase. The following contents will be coded as this step, such as definitions or explanations of terminology, constructs and theories, experts' views, and the beliefs and characterizations of non-research practices or phenomena associated with the themes. It's worth noting that in our current study, we expanded upon this step by also summarizing prior research, which is considered accepted knowledge. Consequently, this additional dimension is integrated into this particular step. This is a conventional step, which enjoys the highest frequency under M7. This is consistent with the previous study conducted by Chen and Kuo (2012).

Examples:
*1) First, **genre-based approach or GBA**. GBA makes use of genre analysis focusing on the interrelation between text and context or in form and functions of language use. Through GBA, learners are encouraged to be aware of communicative purpose, conventionalized structures, linguistic patterns and contextual elements. The key to success of GBA is raising genre awareness. To maximize the effectiveness of GBA, Bhatia (1993) suggested using authentic input, authentic assessment and specific text and tasks. Text authenticities and specifications motivate learners, so that, I mean, they're given opportunity to*

deal with text which are relevant to their future needs. So they kind of like according to Bhatia, they will be more motivated. (PD25)

*2) In Speaking of the **intertextuality** and **interdiscursivity**, let's have a brief look at what they are. The intertextuality means one text is related implicitly or explicitly to other texts. It's a textual level phenomenon, and text-internal resources are involved, while the interdiscursivity means characteristics of ...* (PD20)

S3 Claiming centrality

This step explicitly emphasizes the significance of reviewing the themes within the presenter's own thesis or dissertation, or it demonstrates the importance, interest, or relevance in some way (Kwan, 2006). Linguistic features commonly associated with this step include FSs such as "It is important to", "It is significant to", "widely accepted" and "growing interest over", among others.

Examples:
*1) In Conclusion, intercultural awareness, formulaic expressions and intercultural pragmatics strategies are **important** subject for ELF learners.* (PD23)
*2) So, in terms of the **importance** of Reporting verbs, it have(has) gained a lot of researchers' attention.* (PD28)

S4 Surveying research-related phenomena

This step pertains to sections in which presenters examine diverse aspects of prior studies to show what has been done by the previous studies. These aspects encompass procedures, materials, subjects, and findings, reflecting the semantic attributes of researchers, the research action of discovery, and the identified phenomena. This step is typically realized through linguistic elements such as 'studies,' 'research,' or equivalent terms, when used in conjunction with reporting verbs like "X found...". The primary distinction between S4 and S2 lies in the fact that S4 exhibits at least one of the following semantically related characteristics: research emphases, findings, research methodologies, or individuals engaged in the research (Bastola & Ho, 2023; Kwan, 2006). S4 involves the examination of relevant prior studies with more details, whereas S2 concentrates on summarizing these studies, offering a broader review.

Examples:
*1) The study by Puspawati (2012) **found** the participant in this study reported that they had been tested on unfamiliar materials, ...* (PD29)
*2) As to SFL elemental genre analysis on research articles, Hood **explored** SFL elemental genres employed in the research article Introductions of three different disciplines. The study is*

*from ... Lai and Wang, two Chinese scholars, **explored** the use of SFL elemental genres ...* (PD27)

M8 Creating a research niche (in response to Move7)

This Move is to assess the state of the field and critically identify a problem or weakness in the ongoing intellectual endeavors (You & Li, 2021). The communicative objectives of this move are achieved through the following four steps: S1 (Counter-claiming), S2 (Gap-indicating), S3 (Making confirmative claims), S4 (Claiming relevancy) and S5 (Synthesizing the theoretical framework/position). This move in the present study was found to be obligatory. The following sections present the definitions and illustrative examples of the steps encompassed within this particular phase:

S1 Counter-claiming

This step serves the purpose of scrutinizing the epistemological and ontological shortcomings present in current efforts to understand the topic, as well as issues associated with existing research or non-research practices (Kwan, 2006). Counterarguments have been raised concerning the credibility of past studies, conflicting findings, methodological constraints, or the utilization of inappropriate theoretical frameworks (Bastola & Ho, 2023).

Examples:
1) However, it is still unknown that extend to which the metrolingual practice in Chinese local context of ethnic minority enclaves have been reflected in the ELT materials and curriculum. And this issue will be also addressed in this study. (PD21)
2) But today there's still no clear consensus on the reading subskills or the skills. (PD24)

S2 Gap-indicating

This step involves highlighting the absence or insufficiency (gaps) of epistemic and non-epistemic practices, a deficiency in comprehending a specific phenomenon, or the need for research or non-research action.

Examples:
1) Nevertheless, few studies have explored whether neoliberal phenomena have been presented in Chinese College English textbooks. (PD19)
2) However, those previous studies show that the gap between language of school and language of life has rarely been scrutinized from ELT materials and curriculum analysis. So this gap will be also addressed in this study. (PD21)

S3 Making confirmative claims

As Bastola and Ho (2023) reported, this step seeks to make affirmations regarding the knowledge or research practices that have been examined. These affirmations fall under the category of affirmative strategies, representing positive assessments that validate the accuracy of the citation. In Kwan's (2006) research, this concept has been expanded to encompass assertions about the significance, value, or impact of the citation and the contribution it makes.

> Examples:
> 1) *This study is expected it to* **make positive effect on** *the speaking proficiency of Chinese learners, both the overall speaking proficiency and to check the development of accuracy and fluency.* (PD22)
> 2) *So here's the reasons for me to select the Hyland's classification framework. First,* **it is widely acknowledged and extensively applied** *in previous research for analyzing reporting verbs. In addition,* **it is comprehensive** *in terms of its denotative potentials and evaluative functions of reporting verbs. And it is also* **a clear taxonomy** *to distinguish...to distinct between author and writer in identifying the source of their evaluation.* (PD28)

S4 Claiming relevancy

The function of this step is to make explicit affirmations by claiming the applicability or relevancy of the surveyed items to their own research (Kwan, 2006).

> Examples:
> 1) *Thus, these two concepts can be borrowed into my study.* (PD20)
> 2) *And the PhD defenses and doctoral proposal presentation has been two...has been the two most relevant speech event to the present study.* (PD26)

S5 Synthesizing the theoretical framework/position

Following Kwan's (2006) viewpoint, the function of this step involves abstracting or synthesizing knowledge claims to establish a theoretical position or framework. Within this step, a new perspective or theoretical framework is introduced, derived from the works cited in Move 7, signaling the presenter's acceptance of these works. This step is optional and only one presentation is found to employ this step in the present study.

> Examples:
> 1) *Let's have a look how they can be borrowed into my study. In the previous studies of the intertextuality and interdiscursivity, there is often a focused genre. It's mainly a mixed genre. This one is interrelated with other genres in genre network. The texts and characteristics of other genres can be identified in the*

focused genre. While in my study there are two focused genres, they are in a genre chain. The majority of Genre B is transferred from Genre A. Thus the texts and the characteristics of Genre A could be anticipated in Genre B. (PD20)

2) This is because ESP approach is more linguistic than NR, since NR prefer Ethnographic methods and meanwhile, the primary focus of ESP and SFL are on discourse structure and features, however, the education context of ESP and SFL are different. ESP focus more on occupational and academic training, while SFL approach focus more on the first language schools and adult migrants. (PD26)

M9 Occupying the research niche

This move is to introduce the present study, which is achieved by the following four steps. They are S1 (announcing research aims, focus, questions or hypotheses), S2 (announcing theoretical positions/theoretical frameworks), and S3 (announcing interpretations of the terminology used in the study). M9 is identified as a conventional move. The steps under M9 are defined and exemplified as follows:

S1 Announcing research aims, focus, questions or hypotheses

In this step, the presenter restates the research aims, focus, research questions or hypotheses of the present study.

Examples:
1) So the aim of this study is to explore to what extent this most central dotting circle can reflect its altar circles. (PD21)
2) Therefore, we decided to consider AI voice chatbots as our tools to help the students. (PD30).

S2 Announcing theoretical positions/theoretical frameworks

This step aims at naming the concept(s)/perspective/theory to be employed, combined or discussed.

Examples:
1) Thus, these two theories can be borrowed into my study. The focus genre in previous studies could be the first genre in my study. (PD20)
2) So to sum up, in combination with Verbotonal theory and the functionally divided brain concept, this study **constructs a new model** *using dichotic listening for which it is expected that the optimal input to the optimal hemisphere of the brain would entail an optimal perception and achieve ultimately unexpected production in speech.* (PD22)

S3 Announcing interpretations of the terminology used in the study

This step is to announce the adoption of terms or definitions of terms.

Examples:
*1) Then in this study, text **refers to** the Chinese textbooks that are the pictures and verbal tests in the textbooks ...* (PD19)
*2) And in my study Reporting verbs **is defined as** a verb or a verb phrase used in reporting clauses in English academic discourses, in which ...* (PD28)

4.1.2.4 Moves/steps in the Method and Procedure Phase

In the Method and Procedure Phase, four moves were identified: M10 (Preparatory information for presenting method and procedure), M11 (Presenting an overview of the methodological approach), M12 (Describing data collection method and procedure(s)), and M13 (Describing data analysis method and procedure(s)). The communicative purpose of this phase is primarily to demonstrate how the research method is chosen and how the procedure is carried out based on the research design. Within this phase, it's important to note that M12 is an obligatory move, while the remaining three moves (M10, M11, M13) are identified as conventional moves, which occupied 69%, 92%, and 92%, respectively. The conventionality of M10, M11, M12 and M13 may reveal that presenters/researchers frequently employ these moves to bolster the credibility of their forthcoming findings in the Results & Discussion Phase. This strategic use of these moves helps preempt potential criticisms, navigate expected challenges to their research designs, and mitigate doubts regarding both their results and their associated interpretations, as expounded by Lim (2006). Notably, M12 emerges as the most frequently utilized move within this phase, underscoring its central role in shaping the Method and Procedure Phase.

The details regarding the frequency and status of each move/step in this phase are shown in Table 4.4.

Table 4.4 Frequency and status of moves/steps in the Method and Procedure
Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M10 Preparatory information for presenting method and procedure	9 (69%)	conventional
S1 Outlining the current part of presentation	6 (46%)	optional
S2 Providing background information	3 (23%)	optional
M11 Presenting an overview of the methodological approach	12 (92%)	conventional
M12 Describing data collection method and procedure(s)	13 (100%)	obligatory
S1 Describing the sample (participants, location, time, etc.)	13 (100%)	obligatory
S2 Describing the selection criteria	5 (38%)	optional
S3 Describing methods and steps in data collection	11 (85%)	conventional
S4 Justifying data collection procedure(s)	7 (54%)	conventional
M13 Describing data analysis method and procedure(s)	12 (92%)	conventional
S1 Explaining specific method(s) of data analysis	7 (54%)	conventional
S2 Recounting data analysis procedure(s)	9 (69%)	conventional
S3 Justifying the data analysis procedure(s)	6 (46%)	optional
S4 Previewing results	1 (8%)	optional

M10 Preparatory information for presenting method and procedure

This move functions to prepare background information for introducing data collection and data analysis, including the outline of this part, the research questions, purposes or background knowledge. This move is realized by the following two steps:

S1 Outlining the current part of the presentation

In OPPDs, based on the data, this move was realized only by outlining the current part of the presentation. Namely, this move mainly describes what will be presented in the method and procedure phase to tell the audience what to expect in the following presentation.

Examples:

*1) Now let's come to the third part research methodology **including** seven subsections.* (PD21)
*2) Ok let's move on to the methodology part, which **is composed of** five components, including research design, instruments, research procedure, data collection and analysis and the pilot study.* (PD22)

S2 Providing background information

This step offers essential details and context regarding the methods and procedures employed in the present study. These details may involve restating

the research questions, hypotheses, aims, and any other pertinent information introduced earlier in the research. They serve to provide the foundational knowledge required for a comprehensive understanding and informed decision-making regarding the methods and procedures.

Examples:

1) And for the last part, I would like to present about our research methodology starting from the research design. For the research design, we make a hypothesis that using AI voice chatbots can help EFL students in Vietnamese tertiary context to improve their English-speaking skill. (PD30)

2) However, due to the Covid-19 pandemic, it cannot collect the data of metrolingual interaction in people's daily life. So for this part, I only studied LLs in stress views through collecting the data from Baidu map. Since the panoramas in Baidu map are photographed from stress views in people's daily life and this part will be elaborate more in their data collection section. Besides, I'll also studied metrolingualism values in curriculum and teaching plans. (PD21)

M11 Presenting an overview of the methodological approach

The purpose of this move is to provide a broad overview of the research design or the general approach employed in the present study. This move is normally given before describing procedure of data collection.

Examples:

*1) Now let's move to how I plan to address my...my proposed research questions. My study is **an exploratory case** study which is in the bounded system Guizhou University. It's designed by **mixed methods**. Both the qualitative data and the quantitative data are involved. As for the qualitative data, the texts, functional approach, move analysis, constant comparison will be used. As for the quantitative data, the frequency and the occurrence, the corpus analysis will be used.* (PD20)

*2) My research is a **Quasi-experimental design case** study. This is my research design. In phase one, I do the literature review, need analysis, develop and reviewed the instructional model. In phase two, I will implement and evaluate the instructional model. Then I will finalize the model after the pilot study and the main study based on the feedback from the students and the data connection and data analysis.* (PD23)

M12 Describing data collection method and procedure(s)

This move provides the method and procedure(s) for collecting data. The following four steps realized this move.

S1 Describing the sample

The function of this step is to describe the sample of the research conducted by describing participants, location, size, time, and other related characteristics of the sample.

Examples:
1) And it is planned to conduct 12 semi-structured interviews, six with the teacher and students who have used NHC2 and 6 with teaching students who have learning experience or teaching experience of NPCI 2. (PD19)
2) The participants are 80 students from the Guangdong University of Petrochemical Technology. (PD22)

S2 Describing the selection criteria

The function of S2 is to provide the predetermined rules or conditions that researchers/presenters establish to guide the process of choosing participants or elements from a population for inclusion in a research study.

Examples:
1) So here are five criteria for sample selection. All the data will be collected with the following five criteria. (PD26)
2) And these are the criteria for the interviewees. (PD21)

S3 Describing methods and steps in data collection

This step details the related methods and procedures for collecting data. Sampling techniques, the instruments, intervention and experiment procedure are included in this step. There are some lexical signals describing procedures such as "First..." "next..." and "then..." "Finally..."

Examples:
*1) Then after the selection 30 complete Bachelor's Thesis and 30 complete Master's Thesis, corpus management is facilitated handle the texts to ensure the region and success of the further data analysis. **First,** it is necessary to convert the format of the 30 Master's Thesis from ".caj " into ".docx". **Then** I will code the data and then clean up the text by deleting the irrelevant components ... **Then** I will divide those clean-up texts ... **Finally,** all texts are copied and passed it onto a separate ...* (PD28)
*2) And our research will be conducted in seven steps. **The first step** that will be the, that was the instrument, instrumental decide. And **after that,** we conducted the pilot study. And after the pilot study, we came with the pre speaking test. And here we will have 60 students, 60 participants, to pack the pre speaking test here...* (PD30)

S4 Justifying data collection procedure(s)

The aim of this step is to evaluate the process of data collection. It indicates the reasons for selecting a sample.

Examples:
1) The sample size 20 is considered sufficient and meaningful when compared...according **to the practical justification and the theoretical justification**, *the sample size 20 is considered as manageable and sufficient.* (PD20)
2) **Here's the reasons for the selection of** *the two different corpora. First, XXX University is a local comprehensive higher education institution. ... And* **here's the reasons for** *the selection of 60 cities corpus size. Reviewing the previous studies, ...* (PD28)

M13 Describing data analysis method and procedure(s)

The function of this move is to elucidate the data analysis procedures by analyzing data, testing the research hypotheses, and seeking answers to the research questions formulated. This move is realized by the following steps:

S1 Explaining specific method(s) of data analysis

This step aims to convey to the audience the particular method(s) employed for data analysis in the study. It is worth noting that this step, classified as optional, is a new step under M13, distinguishing it from the model proposed by Chen and Kuo (2012).

Examples:
1) And meanwhile, content analysis is utilized to analyze the values and interviews. (PD19)
2) For the analysis of the quantitative data, it is to analyze them using the tools of independent samples t-test, paired samples t-test and Pearson correlation coefficient. (PD22)

S2 Recounting data analysis procedure(s)

The function of this step is to switch the focus to the steps taken in the process of analyzing data which are usually recounted in chronological order.

Examples:
1) And this is my data analysis procedures. **First,** *I'll use the coding system of open coding, axial coding and select coding to analyze ...* **Second,** *I'll compered ....* **Next,** *I'll use the code preference analysis to ...* (PD21)
2) There are eight procedures for me to analyze the data. **First,** *I will convent the format of the text from ".docx" into "txt" ... into "txt." because the Antconc can only identify the text in this format.* **Then** *I will upload the two corpora into the Antconc separately.* **Step three** *is to recheck Reporting verbs. ...*

And then I will distinguish... *Step five* is to classify .... *Then* I will report... (PD28)

S3 Justifying the data analysis procedure(s)

This step provides the rationale for selecting specific analysis procedures to ensure that the data have been analyzed appropriately. This step is optional in this phase.

Example:
*1) For the qualitative data, it is to **follow what Creswell suggests** from collecting the raw data, organizing and preparing until the last step of interpreting.* (PD22)
*2) Since there are no ready-made frameworks for identifying the data... to code the data. and **according to He & Pramoolsook in 2022**, The structure of a written work impacts on the choice of structure in an oral presentation of an oral defense.* (PD26)

S3 Previewing results

This step aims to present the preliminary results that can be further interpreted to produce specific findings.

Example:
*As for successful data analysis and accurate identification of Reporting verbs. Based on Swales' study, **I identified** four reporting situations in which Reporting verbs may mean occurred and it is planned as follows.* (PD28)

4.1.2.5 Moves/steps in the Pilot Study Phase

Within the Pilot Study Phase, nine distinct moves have been identified, denoted as M14 (Preparatory information for introducing the pilot study), M15 (Describing data collection method and procedure of the pilot study), M16 (Describing data analysis method and procedure of the pilot study), M17 (Reporting pilot results), M18 (Commenting on pilot results), M19 (Summarizing the pilot findings), M20 (Evaluating the feasibility/applicability/reliability of the pilot study), M21 (Presenting the difficulties/problems/challenges during the study), and M22 (Providing considerations/suggestions/revisions for developing the main study). Notably, M15, M17, M20, and M22 exhibit the highest frequencies in this phase, accounting for 77%, 77%, 54%, and 69% respectively. These findings highlight the central role of this phase, which primarily involves describing the data collection method and procedure, reporting preliminary results, evaluating feasibility/applicability/reliability, and offering considerations, suggestions, or revisions for the development of the main study.

It's worth noting that the moves and steps within the Pilot Study Phase bear a resemblance to a combination of moves from both the Method and

Procedure Phase and the Results and Discussion Phase. Specifically, M14 to M16 align with the elements found in the Method and Procedure Phase of OPTD, while Moves M17 to M20 correspond to the components typically encountered in the Results and Discussion Phase of OPTD. This similarity can be attributed to the nature of a pilot study; given its small scale, presenters often touch upon specific details like sample size, instruments used, or data analysis methods to provide context to the audience, thereby enhancing the audience's comprehension and ultimately increasing the feasibility and reliability of the study.

It should also be noted that the Pilot Study Phase exclusively occurs in OPPDs and does not appear in OPTD. The inclusion of the pilot study phase in OPPDs but its omission in OPTD stems from the distinct objectives of these presentations. In OPPDs, the primary goal is to present and defend a research proposal to a committee, seeking approval and feedback on the research plan and methodology, focusing on factors like feasibility, significance, and soundness. Thus, a pilot study holds significant importance in proposals as it allows for the testing and refinement of research methods, procedures, and instruments on a smaller scale, aiding in issue identification and overall research quality improvement-this aligns with the committee's focus. Conversely, OPTD center on presenting completed research results and defending the thesis itself. Here, the committee assesses the quality and validity of research findings and the overall thesis. The absence of the Pilot Study Phase in OPTD may be attributed to their distinct focus and time constraints. Presenters may opt to omit pilot study details to deliver an effective oral presentation in OPTD, given the primary emphasis on the completed research and thesis defense.

The details regarding the frequency and status of each move/step in this phase are shown in Table 4.5.

Table 4.5 Frequency and status of moves/steps in the Pilot Study Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M14 Preparatory information for introducing the pilot study	6 (46%)	optional
M15 Describing data collection method and procedure of the pilot study	10 (77%)	conventional
S1 Describing the sample for the pilot study	10 (77%)	conventional
S2 Describing methods and/or steps in data collection	5 (38%)	optional
S3 Justifying data collection procedure(s)	2 (15%)	optional
M16 Describing data analysis method and procedure of the pilot study	4 (31%)	optional

Table 4.5 Frequency and status of moves/steps in the Pilot Study Phase (Cont.)

Move/Step	OPPD (N=13)	
	Frequency	Status
S1 Explaining specific method(s) of data analysis	2 (15%)	optional
S2 Recounting data analysis procedure(s)	3 (23%)	optional
S3 Justifying the data analysis procedure(s)	1 (8%)	optional
S4 Previewing results	1 (8%)	optional
M17 Presenting pilot results	10 (77%)	conventional
S1 Introducing graphics	2 (15%)	optional
S2 Reporting preliminary findings	9 (69%)	conventional
M18 Commenting on pilot results	4 (31%)	**optional**
S1 Interpreting the pilot results	1 (8%)	optional
S2 Comparing results with literature	2 (15%)	optional
S3 Accounting for results	3 (23%)	optional
M19 Summarizing the pilot findings	1 (8%)	**optional**
M20 Evaluating the feasibility/applicability/reliability of the pilot study	7 (54%)	conventional
M21 Presenting the difficulties/problems/challenges during the pilot study	3 (23%)	**optional**
M22 Providing considerations/suggestions/revisions for developing the main study	9 (69%)	conventional

Descriptions and examples of moves/steps in this phase are shown as follows:

M14 Preparatory information for introducing the pilot study

The use of this move provides background information for the presentation of results by acting as a reminder and connector between sections, indicating how results are presented in general and showing methods used or statistical procedures applied. Preparatory information includes research questions, purposes, procedures, justification and other related information generally introduced earlier in the research. This move is designed to preclude the presentation of the research results. This move was found to be optional with approximately 46% of the frequency.

Examples:
1) I combine these four research questions together at the moves level, steps level and the linguistic feature level. Let's have a look at them one by one. (PD20)
2) For textbook scapes analysis for metrolingualism, Since there is no data of metrolingual interaction in textbooks for grade six. So I only studied linguistic landscapes in textbooks. (PD21)

M15 Describing data collection method and procedure of the pilot study

In this step, the presenter provides an overview of how data was collected for the pilot study, including the methods used, the procedures followed, and any relevant instruments or tools employed. In the current study, a substantial 77% of the presentations included a description of the data collection method and procedure used in the pilot study. This move was considered conventional and widely adopted. The following steps realize this function of this move:

S1 Describing the sample for the pilot study

The function of this step is to describe the sample of the pilot study conducted by describing participants, location, size, time, and other related characteristics of the sample.

Examples:
1) I choose the introduction parts of these 20 pairs to conduct my pilot study. (PD20)
2) The pilot study was conducted in Autumn semester of 2019 in one of my college English classes in China. (PD23)

S2 Describing methods and/or steps in data collection

This step details the related methods and procedures for collecting data of the pilot study. Sampling techniques, the instruments, intervention and experiment procedure are included in this step. There are some lexical signals describing procedures such as "First..." "next..." and "then..." "Finally..."

Examples:
*1) And we also use the same, the same instruments for the pilot studies ..., the pretest, **and then** the instruction, **and then** in-class teaching, **and then** post test, **and then** questionnaire and interview responses.* (PD30)
*2) Data **was collected from** survey and semi structure interview and analyze both quantitatively and qualitatively. This is the, this is how I rate student paper in the pilot study.*(PD25)

S3 Justifying data collection procedure(s)

The aim of this step is to evaluate the process of data collection for the pilot study. It indicates the reasons for selecting a sample.

Example:

The sample size of the pilot study of each group. According to Connelly (2008), extant literature suggests that a pilot study sample should be 10% of the sample projected. So, group one should to be 15. (PD29)

M16 Describing data analysis method and procedure of the pilot study

The function of this move is to elucidate the data analysis procedures during the pilot study by analyzing the pilot study data, testing the research hypotheses, and seeking answers to the research questions formulated within the pilot study. Approximately 31% of the presentations provided details about the data analysis method and procedure for the pilot study. This move was found to be optional and less commonly utilized to introduce the pilot study. This move is realized by the following steps:

S1 Explaining specific method(s) of data analysis

This step aims to convey to the audience the particular method(s) employed for data analysis in the study. It is worth noting that this step, classified as optional, is a new step under M13, distinguishing it from the model proposed by Chen and Kuo (2012).

Examples:
1) I used two statistics specifically the first one is the Q-matrix validation and the absolute fit indices at the test level. (PD24)
2) And then for the data analysis, I'm doing thematic analysis. (PD31)

S2 Recounting data analysis procedure(s)

The function of this step is to switch the focus to the steps taken in the process of analyzing the pilot study data which are usually recounted in chronological order.

Examples:
*1) For Phase 2 is the Q-matrix construction. We analyze the reading section **first**. **And then** define attributes according to ...* (PD24)
*2) So, for the research question, number one and number two, the data were analyzed through which, um, manually by having predetermined themes. **And then** for the research question number three, I got the data from .... Um, **and then** I use ...* (PD31)

S3 Justifying the data analysis procedure(s)

This step provides the rationale for selecting certain analysis procedures in order to ensure that the data of the pilot study have been analyzed in appropriate ways. This step is optional in this phase.

Example:

*The first one is the construct measured, according to the related literature. And the G-DINA is perfect...um..not perfect, sorry, it is appropriate for reading comprehension. So I **choose this model because of** these two...(PD24)*

S4 Previewing results

This step aims to present the preliminary results that can be further interpreted to produce specific findings during the pilot study.

Example:

***So after pilot study now there are 4 codebooks**. The codebook of Chinese language policy values which includes eight themes and some of them have sub themes ... (PD19)*

M17 Reporting pilot results

This move is to present what has been found in the pilot study. Results with relevant evidence are shown in this move. A significant 77% of the presentations included the presentation of pilot study results. This move was considered conventional and a fundamental part of the presentation.

S1 Introducing graphics

This step refers to the practice of incorporating visual elements, such as charts, graphs, or diagrams, into a report or presentation to enhance data representation and aid in the effective communication of findings. This step commonly appeared before step S2, reporting preliminary results for the pilot study.

Examples:

*1) **Let's have a look at** this strategy through an example. **The left column** is the definition of the strategy. **The middle column** is the ...(PD20)*

*2) To answer my research questions two about formulaic sequences in the two corpora, so **this table shows** that the formulaic sequences identified in the OPPDs.(PD26)*

S2 Reporting preliminary findings

The aim of this step is to display the results of the pilot study. The results are normally presented with relevant evidence, such as statistics and examples.

Examples:

*1) **Now let's have a look, what I've found from my pilot study**. Through the overview of the micro structure of the 20 pairs of the MTs and the PSs, **it can be seen that** it was optional*

*to transfer the literature review to the slides. **And moreover,** there's a new section Review's Comments and Revision was found in the slides...* (PD20)

2) And for teachers' interviews towards GCE, five things have been found. (PD21)

M18 Commenting on pilot results

The function of this move is to make comments on results by interpreting the results of the pilot study, comparing results with literature, evaluating results and giving reasons for the results. This move allows the presenter to express their ideas regarding their results of the pilot study. Around 31% of the presentations included comments on the pilot study results, indicating their optional nature.

S1 Interpreting pilot results

This step aims to make claims or generalizations based on the results of a study.

Examples:

This case shows that our coding is not mechanical, but instead we take the social purpose and the coherence of the text into full consideration. (PD27)

S2 Comparing results with literature

This step compares the pilot study's findings to the outcomes of previous research studies.

Examples:

1) So this is...this result is consistent with the previous study showed in Li (2017). (PD26)

2) Comparison with the previous studies, I found four things ... that's similar to previous studies ... that's also similar to previous studies... (PD31)

S3 Accounting for results

This step allows the presenter to explain or give reasons for differences or unexpected findings in the pilot study.

Examples:

*1) **This is because** I was given too much details in the test and students copy down the given phrases and sentences.* (PD25)

*2) **This is likely due to** the corpus size of the pilot study, and also with the..uhm...frequent.....(PD26)*

M19 Summarizing the pilot findings

This move is to make a summary of the results of the pilot study. A mere 8% of the presentations included a summary of pilot findings, which was found to be an optional move.

Example:

*So now **let's draw the Conclusion from** the pilot study. From the first layer analysis of the present study, three new steps **were found**: M2S2 Indicating a problem, M2S3 Presenting positive justification, M3S5 Making a hypothesis. ... that **were identified** in the Introduction section. Report and recount are playing a major role, while argument and exposition play a minor role...(PD27)*

M20 Evaluating the feasibility/applicability/reliability of the pilot study

This move aims to evaluate whether the pilot study's methods, procedures, and findings are feasible, applicable, and reliable. This move contributes to the overall quality and credibility of the research. Approximately 54% of the presentations evaluated the feasibility, applicability, and reliability of the pilot study. This move was considered conventional and important for assessing the pilot study's quality.

Examples:

*1) Now let's move to the final mark...remarks. To sum up, the research design is **tentatively feasible and manageable,** and offers interesting findings. The pilot study indicates the **applicability** of the adopted framework for the identification of moves and steps...* (PD20)

*2) Based on their feedback, the experiment is an innovative in method and interesting in perception. So the procedure proves to be smooth as well. So the pilot study shows that the structure of the experiment is **technically feasible** and **methodologically viable**.* (PD22)

M21 Presenting the difficulties/problems/challenges during the pilot study

In this move, the presenter identifies and describes specific difficulties or challenges that arose during the pilot study. These could include technical problems, unexpected participant responses, or any other obstacles that impacted the research process. About 23% of the presentations discussed difficulties, problems, or challenges encountered during the pilot study, making this move optional.

Examples:

*1) And During the pilot study, I encountered one **problem** that is one concern of the identification of reporting work was raised. So the problem was raised..was solved by discussion between the invited inter-rater and me. So later a cleaner guidelines for the identification of Reporting verbs is established.* (PD28)

*2) And now finally we found **some problems** after the pilot study. That's about the words and the structure we use for the questions in part 1 and part 3 of the speaking test. Because they were so high rather than the current level of the students. So we decided to adjust the words and downgraded the structure. **And the second problem is** about the speaking practice time. At first we requested them to practice speaking with the AI voice chatbots like about five to 10 minutes a week. But they told me that it was so hard for them because they need to attend so many subjects in that semesters.* (PD30)

M22 Providing considerations/suggestions/revisions for developing the main study

This move involves offering recommendations, insights, and potential adjustments based on the experiences and findings of the pilot study. This step aims to inform and guide the development of the main study, ensuring that it is well-prepared and addresses any identified shortcomings or areas for improvement. A significant 69% of the presentations included considerations, suggestions, or revisions for developing the main study, which was considered conventional and valuable for future research plans.

Examples:

*1) From the pilot study. I could list four **suggestions** for the main study as presented here. First, more time should be given for each unit ... Second, the design of pretest and post test must be done more carefully unless students may copy down the phrases and sentences from the test ... Third, semi structure interview should be conducted after the qualitative analysis of students' paper so that it ... And **the last suggestion is** research questions need to be modified so that the researcher can understand each of the teaching approach more clearly.* (PD25)

2) Based on the pilot study, I still need to do some of adjustments, for example, I'll further polishing those themes and improved interview questions as well as increase the time of virtual tour. (PD21)

4.1.2.6 Moves/steps in the Conclusion Phase

In the current study, this phase comprises four distinct moves: M23 (Indicating limitations of the study), M24 (Summarizing the study), M25 (Presenting the references), and M26 (Reporting the progress of the current study). It's noteworthy that all these moves within this phase are considered optional, suggesting that only a minority of presenters choose to incorporate them into their presentations. For instance, M23, M24, and M26 each have an exceedingly low frequency, with only one presentation including these moves. The infrequent utilization of M23 may imply that some presenters do not prioritize discussing the weaknesses or constraints of their

research during their proposal defenses. Similarly, M24, which was included in only 1 out of 13 presentations, also constitutes 8% of the sample and is classified as an optional move. This scarcity of inclusion suggests that summarizing the entirety of the study's content may not be a common practice among presenters. Regarding M25, which involves presenting references, it is likewise an optional move. However, it is relatively more prevalent, with four presentations (31%) incorporating references into this phase. This finding implies that certain presenters opt to include a reference section to acknowledge prior research and sources that have informed their work. Lastly, M26, like the aforementioned moves, is categorized as optional. The limited inclusion of this move indicates that presenters may not consistently provide updates on the ongoing aspects of their research during a proposal defense. The details of the frequency and status of moves/steps in the Conclusion Phase are presented in Table 4.6.

Table 4.6 Frequency and status of moves/steps in the Conclusion Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M23 Indicating limitations of the study	1 (8%)	optional
M24 Summarizing the study	1 (8%)	optional
M25 Presenting the references	4 (31%)	optional
M26 Reporting the progress of the current study	1 (8%)	optional

Descriptions and examples of the moves and steps are shown as follows:

M23 Indicating limitations of the study

This move aims to indicate those characteristics of design or methodology that impacted or influenced the interpretation of the findings from the research conducted.

Example:

However, this study is very much exploratory so that limitations had to be acknowledged here, such as the samplings is not may not sufficient enough so it cannot be generalized to other context. And another limitation is lack of data from metrolingual interaction in people's daily life. (PD21)

M24 Summarizing the study

The function of this move is to make a brief summary of the study, including the pilot findings of the study.

Example:
Let me just recap a little bit about my proposal. As you can see from this picture, it's about the genre transfer. From the MA theses to the thesis defense presentation slides. (PD20)

M25 Presenting the references

This move provides a list of the sources and references that were consulted and cited in a research presentation. It typically appears at the end of the Conclusion Phase of a presentation.

Example:
1) And here are some references. (PD21)
2) These are the main references of my study. (PD23)

M26 Reporting the progress of the current study

This move involves providing an update on the status and progress of the ongoing research within the context of a research presentation.

Example:
already finished because I selected the G-DINA model. So for the first 2,3 and 4, I will ...(PD24)

4.1.2.7 Moves/steps in the Termination Phase

In the Termination Phase, there is a singular move encompassing three distinct steps. These steps are identified as M17S1 (Signaling the end of the presentation), M17S2 (Expressing thanks), and M17S3 (Inviting comments and questions). Within this phase, only S3 is considered optional, while the remaining two, S1 and S2, are regarded as conventional steps. Notably, M17 is classified as an obligatory move, signifying that all presenters consistently incorporated this step into their proposal defenses.

Table 4.7 Frequency and status of moves/steps in the Termination Phase

Move/Step	OPPD (N=13)	
	Frequency	Status
M27 Ending the presentation	13 (100%)	obligatory
S1 Signaling the end of the presentation	8 (62%)	conventional
S2 Expressing thanks	12 (92%)	conventional
S3 Inviting comments and questions	6 (46%)	optional

Descriptions and examples of moves/steps in this phase are shown as follows:

M27 Ending the presentation

The function of M27 is to terminate the presentation by the following three steps.

S1 Signaling the end of the presentation

This step signals the end of the presentation. There are some linguistic signals such as "That's all" and "the end of". S1, a step often used for transition, was employed in 8 out of 13 presentations, representing 62% of the OPPDs. It is considered a conventional move.

> Examples:
> 1) *So that's all for my...that's all for my presentation.* (PD26)
> 2) *That's all for my presentation.* (PD23)

S2 Expressing thanks

The function of this step is to express thanks to the audience for their attention. This step is different from M1S2 whose function is to signal the opening of the presentation. S2 was a common move, found in 12 out of 13 presentations, making up 92% of the OPPDs. It is also categorized as a conventional move.

> Examples:
> 1) *And thank you very much for your attention and listening. Thank you very much.* (PD19)
> 2) *Thank you very much.* (PD21)

S3 Inviting comments and questions

The communicative function of this step is to engage the audience further by inviting comments and/or questions from the committee members. This step is classified as an optional step observed in 6 out of 13 presentations, accounting for 46% of the OPPDs.

> Examples:
> 1) *And all the questions from committee members are welcome.* (PD27)
> 2) *Your comments and suggestions are welcome.* (PD28)

4.1.3 Summary

In OPPDs, there are 27 moves and 64 steps divided into seven phases: Initiation, Introduction, Literature Review, Method and Procedure, Pilot Study, Conclusion, and Termination. Notably, two main macro structure patterns emerge: one with phases of Initiation, Introduction, Literature Review, Method and Procedure, Pilot Study, Conclusion, and Termination (Ini-Intr-LR-M-PS-C-T), accounting for 46%, and another with Termination omitted (Ini-Intr-LR-M-PS-T), comprising 54% of OPPDs. This two macro structure patterns differ from that of traditional written academic genres,

as all OPPDs include both an Initiation and Termination Phase, reflecting the real-time speech and interactive nature of oral presentations. The distribution of word count percentages across phases highlights a heavier emphasis on Introduction and Method phases compared to Literature Review and Pilot Study phases, offering guidance for graduate students on time allocation.

While move structures may vary across disciplines and universities due to factors like institutional regulations, time constraints, and disciplinary differences, understanding the frequency and status of moves and steps in OPPDs provides valuable guidance for novice researchers preparing proposal defenses. Moreover, this analysis serves as useful material for ESP teachers designing academic spoken classes.

4.2 Formulaic sequences in each move/step of OPPDs

This section presents the results and discussion in respond to the RQ2 centering on OPPDs: What are the formulaic sequences used in each move/step of the rhetorical structures in the online oral presentations of graduate proposal defenses? An overview of formulaic sequences in OPPDs is shown to provide a comprehensive understanding of the findings. In order to be clearly presented, the results and discussion pertaining to the RQ2 are given phase by phase, taking into account the lengthy list of FSs and the rich information they represented.

4.2.1 Overview of formulaic sequences in OPPDs

After the application of retrieval criteria and manual checking as well as inter-coder checking, a 97% inter-coder agreement was achieved in the FS identification phase. In total, 385 types of FSs with varying lengths were remained from OPPDs after inter-coder checking, amounting to 2,565 occurrences. In other words, these 385 types of FSs are used 2,565 times in total. In line with the recommendation from a prior study (Li et al., 2017) and acknowledging the varied sizes of the corpora compared to previous research, the frequencies of FSs in both OPPDs and OPTDs corpora were standardized to 1,000,000 words for a robust comparison. Therefore, the normalized frequency of FSs is 59,628 FSs per 1,000,000 words in OPPDs with a total number of 43,016 running words. This suggests that FSs are prevalent in OPPDs. This finding is substantiated by several scholars (Biber, 2004, 2007; Deng, 2019), indicating that FSs are not only commonly found in written discourse but are also widespread in spoken discourse. Furthermore, previous studies have consistently pointed out that formulaic language tends to be more abundant in spoken discourse than in written discourse (Biber et al., 2004).
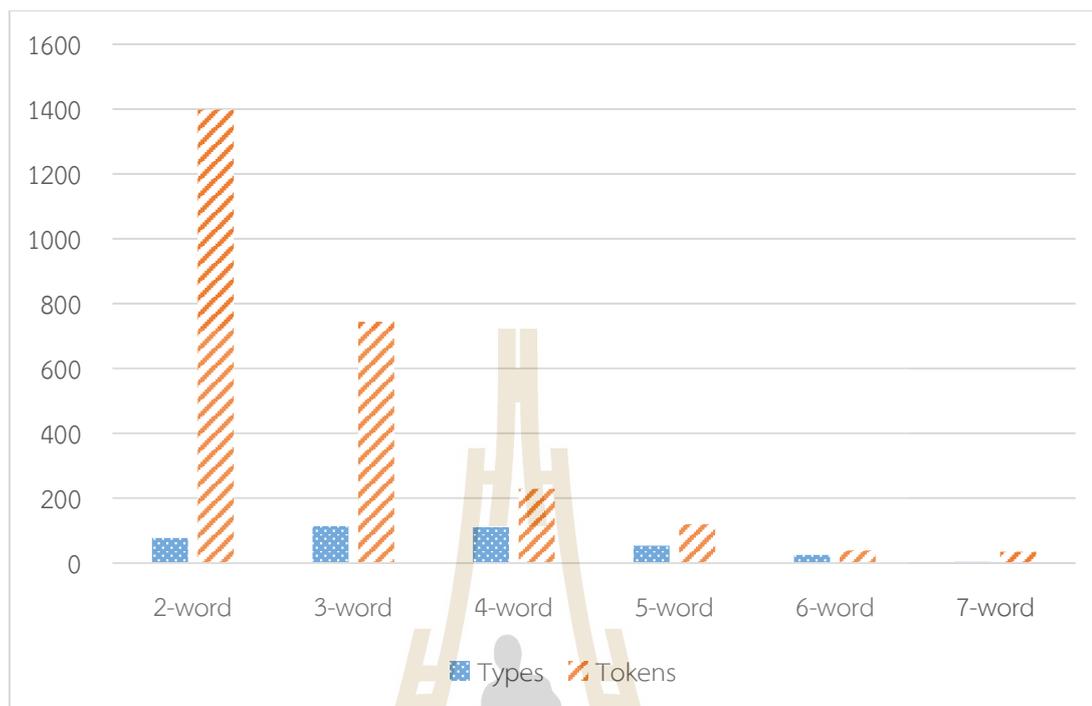
Figure 4.3 The types and tokens of FSs in OPPDs

From Figure 4.3, in terms of FS types, the majority of FS type is in three-word and four-word. Specifically, there are 114 types of three-word sequences and 111 types of four-word sequences, constituting 30% and 29% of the total, respectively. While in terms of tokens, the majority of FSs is in two-word and three-word. There are 1,398 tokens of two-word FSs and 744 tokens of three-word FSs, accounting for 55% and 29% respectively. In the context of tokens, the findings of the present study align with previous research, indicating that compared with written discourse, FSs tend to be shorter in spoken discourse, primarily consisting of two-word and three-word sequences, as highlighted by Deng (2019).

Interestingly, in contrast to the common finding of FSs in prior studies that only four-word FSs are included (Biber et al., 2004; Hyland, 2008b), the analysis of the present reveals the presence of longer FSs, ranging from five to seven words, as well as shorter two-word FSs. The discrepancy arises from variations in criteria for identifying and excluding FSs, potentially influencing the results, as acknowledged by scholars (Bestgen, 2020; Biber et al., 1999; Pan et al., 2020). Unlike many previous studies that normally focused on four-word FSs, the present study included FSs of varying lengths, spanning from two to seven words.

The findings in the present study also highlight the presence of valuable two-word FSs, such as "based on" and "according to", along with longer FSs like "to the

best of my knowledge". Unfortunately, these have been overlooked in previous studies' compilations. Though shorter FSs may seem to expand into longer ones, it is crucial to recognize that their structural and functional characteristics can undergo changes during expansion (Nasrabady et al., 2020). Meanwhile, not all shorter FSs can be expanded into longer ones due to differences in preceding or following words (Conrad & Biber, 2005). Consequently, the results of this study support Nasrabady et al.'s (2020) conclusion that considering FSs shorter or longer than four words is crucial for comprehensive results.

It's important to note that several other factors can also impact the results of the types and tokens of FSs in OPPDs. Corpus size and cut-off points for frequency in formulaic language, as highlighted by Biber et al. (1999), can significantly influence outcomes. Pan et al.'s (2020) research also demonstrated that both corpus size and the number of texts in sub-corpora strongly affect claimed differences in bundle use across groups, even with closely matched registers and topics. Additionally, differing results may stem from the treatment of contracted forms (e.g., let's, it's) as two words, consistent with previous studies' conventions on counting contractions (Yoon & Choi, 2015; Zipagan & Lee, 2018).
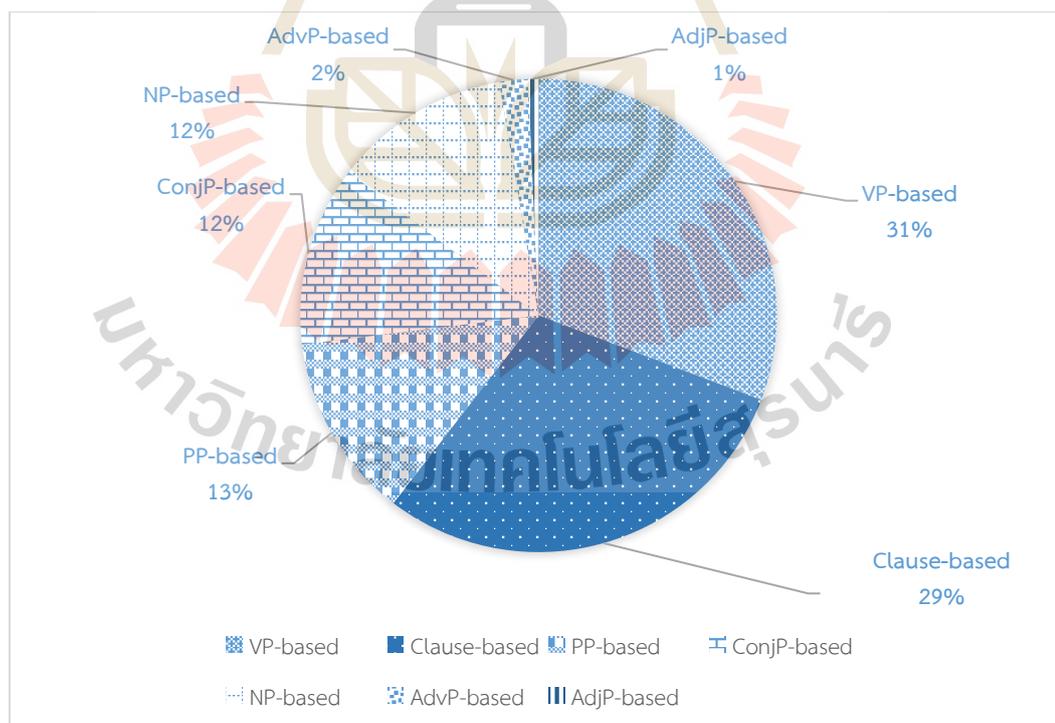
Figure 4.4 Distribution of structural classification of FSs

In Figure 4.4, seven structural patterns are identified. Among these, most FS types in OPPDs are Clause-based and Verb Phrase based (VP-based) fragments in OPPDs. The analysis of FSs within the corpus reveals a diverse distribution across various structural classifications. Notably, VP-based FSs (e.g., "aim to", "move on to") account for a significant 31%, suggesting a substantial reliance on FSs involving verbs, possibly contributing to the overall coherence and syntactic variety of the language employed. Furthermore, Clause-based FSs (e.g., "I'd like to" and "I found that") emerge as the second top category, constituting a substantial 29% of the identified FSs. This finding aligns with Biber et al.'s (1999) research in conversation and Deng's (2019) research in lecture, highlighting Clause-based and VP-based fragments as fundamental building blocks. Furthermore, a previous study (Wang, 2017) on FSs in spoken academic English as a Lingua Franca (ELF) also reported the dominance of Clause-based FSs in the seminar setting. This prevalence may indicate a tendency for participants to utilize complex sentence structures in their discourse. However, it differs from Biber et al.'s (1999) conclusion that most lexical bundles in academic prose are NP-based and PP-based. This discrepancy may emphasize the contextual nuances influence FS usage.

Additionally, there are relatively lower percentages for AdvP-based FSs (2%) and AdjP-based FSs (1%). This result aligns with Deng's (2019) research on lectures. One of possible reason contribute to this is that AdvP-based FSs (e.g., "and so on", "first of all", "in addition") are normally used to indicate relationships between ideas and provide context or detail to support the overall message of a sentence or discourse. Moreover, AdjP-based FSs (e.g., "be very vital to", "a few") enhance language by adding descriptive details, qualifying nouns, and expressing opinions or evaluations. Since OPPDs often require a more formal and structured language, with an emphasis on clarity, precision, and objectivity. Thus, AdvP-based and AdjP-based FSs might be less common in these settings than other discourse types.

Table 4.8 Top 20 frequently used FSs with varying lengths in OPPDs

No.	Two-word FS	Token	Three-word FS	Token	Four-word FS	Token	>Four-word (5-word, 6-word, 7-word) FS	Token
1	there are/is	168	as well as	36	I'd like to/ I would like to	31	it can be concluded that	11
2	will be	135	be able to	33	the first one is	11	it can be found that	10
3	and then	115	the use of	25	in the present study	9	let's move (on) to	8
4	based on	80	in terms of	22	I'm going to	7	as we (all) know (that)	7
5	according to	65	will be conducted	22	let's come to	7	the significance of the study	7
6	it is	50	in order to	20	we can see that	7	thank you (so/very much) for your attention	6
7	this is	50	of the study	20	from the pilot study	6	be intended to/ intend to	5
8	and for	41	you can see	18	so that's why	6	let's move (on) to	5
9	and also	36	and there are/is	17	from the perspective of	5	let's have a look (at)	5
10	should be	34	in my study	14	from the previous studies	5	it is still unknown that	3
11	focus on	31	(be) used to	12	I will talk about	5	it should be mentioned that	3
12	to answer	24	be going to	12	on the basis of	5	any/your comments and suggestions are welcome	3
13	can be	23	be regarded as	12	as you can see	4	the title of my thesis is	3
14	as well	22	(be) adapted from	11	for the sake of	4	express my sincere gratitude to	2
15	have to	22	I found that	11	it has to be	4	it is planned as follows	2
16	contribute to	20	(the) lack of	10	it is written with	4	the end of my presentation	2
17	due to	20	a lot of	10	the last one is	4	there are three parts in	2
18	for example	19	the result(s) of	10	you can see from	4	this is the example (of)	2
19	refer to	19	we have to	10	as I mentioned before	3	from this table we can see	2
20	in addition	18	so this is	9	at the same time	3	the first research question is about	2

As depicted in Table 4.8, the most frequent two-, three-, four-, and four+-word FSs are presented. The lists exhibit substantial similarities in the most frequently used three-word FSs with those found in Hyland's (2008) research on a 3.5 million-word corpus of academic writing in articles, PhD dissertations, and master's theses. Examples include "in order to," "in terms of," and "as well as." However, for longer FSs, variations in the most frequently used ones become evident. There is only one common four-word FS, "on the basis of," and no overlapping FSs exceeding four words are found with Hyland's (2008) FS list.

The results emphasize that many of the three-word most frequent FSs in OPPDs align with those in the academic writing corpus. In other words, academic spoken discourse may share many common three-word FSs with academic written discourse. Meanwhile, it is evident that frequencies drop significantly as strings extend to four words and beyond. This result aligns with Cortes' (2013) conclusion that longer FSs tend to exhibit lower frequencies.

There are also some FSs only frequently occur in the spoken discourse such as "I'd like to/ I would like to", "I'm going to", "let's move (on) to" and "let's have a look (at)". The FS "I'd like to/ I would like to" is also one of the most frequent FS in academic spoken discourse, as reported by Wang (2017). Those frequently used FSs in spoken discourse contribute to an informal and engaging style, fostering a connection between the speaker and the audience or interlocutor.

Interestingly, the top FSs identified in the present study show limited overlap and extension with different lengths. In contrast, previous studies (Cortes, 2004; Hyland, 2008b) reported that many three-word bundles (e.g., "on the other") frequently expanded into five-word bundles (e.g., "on the other hand the"). In other words, many four and five-word strings contain three-word bundles in their structure. This discrepancy can be attributed to the empirical identification purely based on frequency in the earlier studies, while the present study employed a combined approach of frequency-based and intuitive methods.

4.2.2 Formulaic sequences in different phases of OPPDs

This section provides the results of the FSs identified in seven phases in order from the Initiation Phase to the Termination Phase, discussions on the results are also provided.

4.2.2.1 FSs in the Initiation Phase

During the Initiation Phase of OPPDs, 43 FSs occurred, totaling 1,604 instances per million words, illustrated in Table 4.9. Predominantly, as can be seen in Figure 4.5, Clause-based FSs constituted 58% of the identified FSs in this phase, with no instances of AdvP-based or AdjP-based FSs. Clause-based FSs are preferred in the Initiation Phase of presentations because they offer a more comprehensive and structured way to introduce the speaker, establish the context, and provide initial information, aligning well with the communicative purpose of this phase.
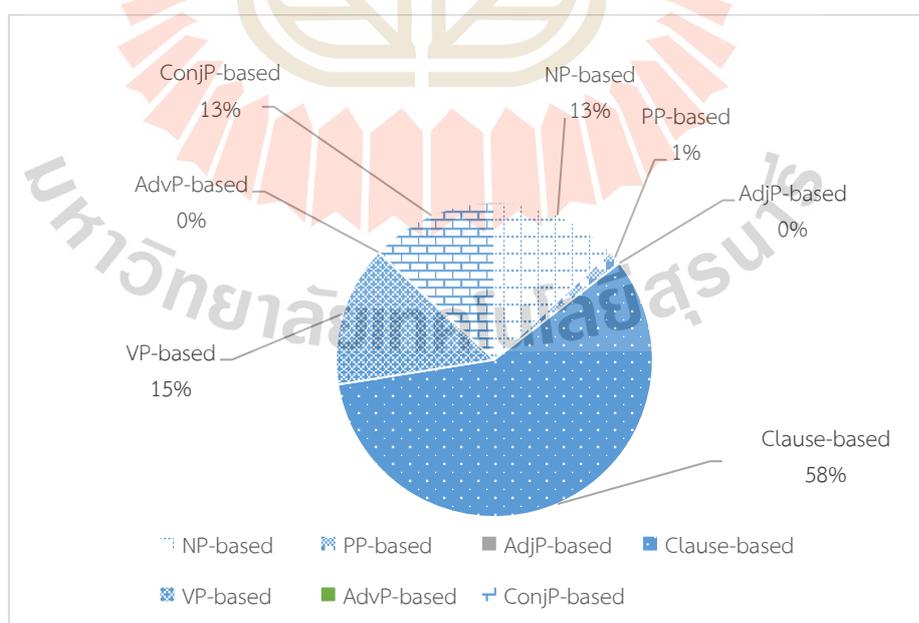
Figure 4.5 Distribution of structural category of FSs in the Initiation Phase

Table 4.9 FSs in the Initiation Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M1S1 (Identifying oneself and making greetings)		**15**	**349**
	my name is	7	163
	good morning	5	116
	let me share my screen	1	23
	it is an honor to	1	23
	I'd like to/ I would like to	1	23
M1S2 (Thanking the committee members or/and audience)		**16**	**372**
	I'd like to/ I would like to	3	70
	please allow me to	2	46
	express my sincere gratitude to	2	46
	thank you for your time	1	23
	thank you for your presence	1	23
	thank you for attending	1	23
	send my sincere thanks to	1	23
	I also want to thank	1	23
	give my thanks to	1	23
	express my heartfelt thanks to	1	23
	before I get started	1	23
	as well as	1	23
M2 (Announcing the topic)		**14**	**325**
	this is	3	70
	the title of my thesis is	3	70
	the topic of my presentation is	1	23
	the title of my presentation is	1	23
	please allow me to	1	23
	on the topic of	1	23
	my thesis title is	1	23
	my proposal is about	1	23
	is called	1	23
	I'd like to/ I would like to	1	23
M3 (Outlining the presentation)		**24**	**558**
	and then	5	116
	there are three parts in	2	46
	the outline of	2	46
	the result(s) of	1	23
	the first one	1	23
	my presentation will be structured into	1	23
	my presentation will be divided into	1	23
	my presentation includes three parts	1	23
	move on to	1	23
	let me guide you	1	23
	in my study	1	23

Table 4.9 FSs in the Initiation Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	I'm going to	1	23
	I will be briefly presenting	1	23
	as well	1	23
	and then	1	23
	and also	1	23
Grand Total		69	1,604

As illustrated in Table 4.9, in M1S1, the most frequently used Clause-based FS was "my name is," appearing 163 times per million words. Additionally, the NP-based FS "good morning" was frequently employed. This confirms the communicative function of M1S1 which is to introduce themselves and extend greetings. The VP-based FS "I'd like to/I would like to" was present in both M1 and M2, with a total of 116 occurrences per million words. In M1S2, the identified FSs were primarily associated with expressing gratitude, such as "express my heartfelt thanks to," "express my sincere gratitude to," "give my thanks to," "send my sincere thanks to," and "thank you for your time." This aligns with the communicative purpose of M1S2, which involves expressing gratitude to the committee members or the audience.

In M2 (Announcing the topic), the two most frequently used Clause-based FSs are "the title of my thesis is" and "this is". "the title of my thesis is" serves to foreshadow the information the presenter will provide next. The majority of FSs in this step are to help achieve the communicative purpose of announcing the topic. Other relevant FSs are "my proposal is about", "my thesis title is", "on the topic of", "the title of my presentation is" and "the topic of my presentation is".

In M3, numerous FSs contribute to fulfilling the function of outlining the presentation. Examples include the Clause-based FSs "my presentation includes three parts," "my presentation will be divided into," "my presentation will be structured into," and "there are three parts in," as well as the NP-based FS "the outline of," which is notably frequent compared to other FSs in this step. This prevalence aligns with the primary communicative purpose of M3, which is to outline the presentation.

It is interesting to note that during the Initiation Phase, a majority of the Clause-based FSs are more likely to appear at the beginning of a sentence, signaling a move or step. For instance, the FS, such as "my name is," is closely associated with introducing oneself at the start of a presentation. Similarly, the FS "the title of my thesis is" serves to announce the topic, while "my presentation will be structured into" acts as a signpost for outlining the presentation.

In summary, the Initiation Phase predominantly features longer FSs including many 5-word and 6-word FSs, which serve as triggers for the move/step. This finding is consistent with Cortes' (2013) research, emphasizing that certain FSs, particularly those exceeding five words, act as triggers by initiating the move and being positioned at the beginning of the clause that activates the move/step. Additionally, numerous FSs identified in this phase effectively convey the purpose of the respective move or step. This observation aligns with the findings of Li et al. (2020), highlighting that particular FSs play a role in achieving the communicative purpose of moves or steps, and sentence initial FSs are more likely to be identified as move indicators.

4.2.2.2 FSs in the Introduction Phase

Table 4.10 depicts the findings of the Introduction Phase, where a total of 194 FS types were identified, occurring 14,367 times per million words (pmw). As shown in Figure 4.6, VP-based and Clause-based FSs were the most commonly utilized, constituting 31% and 26%, respectively. Notably, 57% of VP-based FSs were observed in M6 (Occupying the niche). The preference for VP-based and Clause-based sentences aligns with the communicative needs of the Introduction Phase. Presenters need to announce the importance of the field, establish a research need, and introduce the present study. VP-based and Clause-based FSs enable clear and concise expression of ideas, particularly crucial when conveying information about the presentation's purpose, scope, and value in M6. In this context, VP-based and Clause-based FSs facilitate the effective transmission of information without unnecessary elaboration. On the other hand, AdjP-based and AdvP-based FSs were found to be the least frequently used in this phase.
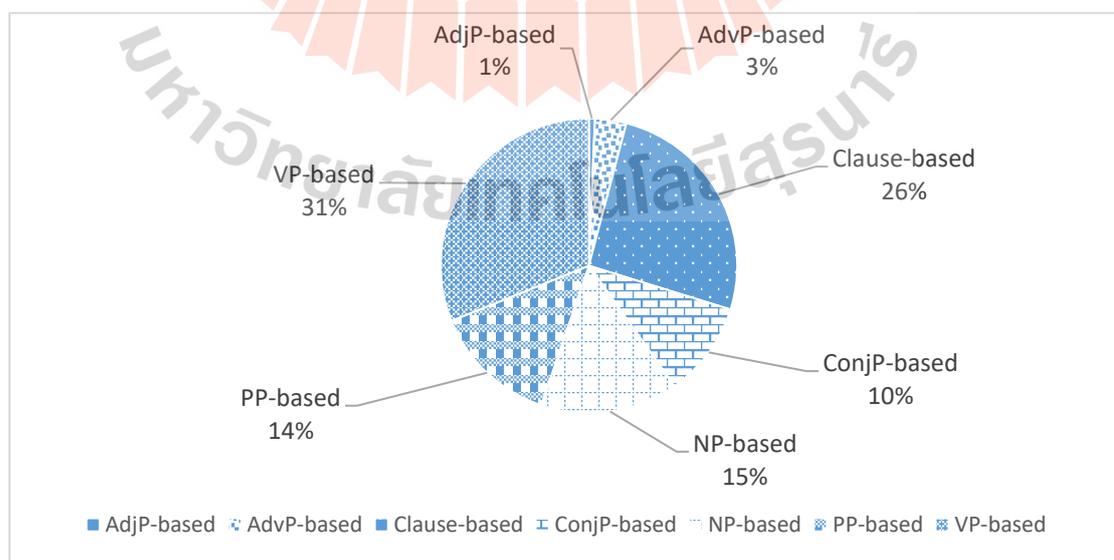
Figure 4.6 Distribution of structural category of FSs in the Introduction Phase

Table 4.10 FSs in the Introduction Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M4S1 (Outlining the current part)		**14**	**325**
	of the study	7	163
	the significance of the study	2	46
	and then	2	46
	the purpose(s) of	1	23
	the background of	1	23
	it is	1	23
M4S2 (Providing topic generalization/background)		**113**	**2,627**
	there are/is	7	163
	one of	4	93
	I'd like to/ I would like to	4	93
	be able to	4	93
	it is	3	70
	is called	3	70
	in order to	3	70
	in addition	3	70
	focus on	3	70
	can be	3	70
	between...and...	3	70
	as well as	3	70
	and for	3	70
	a lot of	3	70
	this is	2	46
	the use of	2	46
	the number of	2	46
	stated that	2	46
	start from	2	46
	pay attention to	2	46
	one is for	2	46
	of the study	2	46
	in this case	2	46
	each other	2	46
	be regarded as	2	46
	as well	2	46
	according to	2	46
	we can see that	1	23
	try to	1	23
	this kind of	1	23
	this can be implied that	1	23
	the reliability of	1	23
	the relationship between	1	23
	the outline of	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the development of	1	23
	the background of	1	23
	talk about	1	23
	so that	1	23
	rely on	1	23
	rather than	1	23
	on the basis of	1	23
	let's start with	1	23
	let's start from	1	23
	let's start by	1	23
	let's see	1	23
	let's come to	1	23
	lead to	1	23
	it's about	1	23
	it means that	1	23
	it is difficult for/to	1	23
	it is also	1	23
	interact with	1	23
	I will talk about	1	23
	have to	1	23
	for example	1	23
	come from	1	23
	because of	1	23
	be intended to/ intend to	1	23
	based on	1	23
	at least	1	23
	as we (all) know (that)	1	23
	and from	1	23
	and also	1	23
	aim to	1	23
	(be) related to	1	23
M4S3 (Indicating the centrality/importance of the topic)		27	628
	as well as	3	70
	the use of	2	46
	of the study	2	46
	between...and...	2	46
	try to	1	23
	this is	1	23
	the process of	1	23
	the number of	1	23
	the background of	1	23
	more than	1	23
	make use of	1	23
	let's see	1	23
	it is vital for	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	I will talk about	1	23
	due to	1	23
	can be	1	23
	be adopted	1	23
	as to	1	23
	as for	1	23
	all of	1	23
	a lot of	1	23
	(be) adapted to	1	23
M5S1 (Indicating problems and/or needs and/or motivation)		**152**	**3,534**
	there are/is	11	256
	have to	8	186
	(the) lack of	8	186
	in addition	4	93
	due to	4	93
	according to	4	93
	such as	3	70
	look at	3	70
	I'd like to/ I would like to	3	70
	for example	3	70
	carry out	3	70
	and also	3	70
	you can see from	2	46
	we need to	2	46
	we found that	2	46
	want to	2	46
	try to	2	46
	to look at	2	46
	this is	2	46
	they do not have	2	46
	the use of	2	46
	tend to	2	46
	should be	2	46
	most of	2	46
	lead to	2	46
	it's about	2	46
	in terms of	2	46
	I want to	2	46
	found that	2	46
	depend on	2	46
	be able to	2	46
	as well as	2	46
	as we (all) know (that)	2	46
	and for	2	46
	you can see	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	will be	1	23
	to select	1	23
	this kind of	1	23
	the summary of	1	23
	the result(s) of	1	23
	the importance of	1	23
	the first problem is	1	23
	the first part	1	23
	the fact that	1	23
	the background of	1	23
	studies have shown that	1	23
	so this is	1	23
	so that's why	1	23
	should be taken into account	1	23
	rely on	1	23
	one of	1	23
	of the study	1	23
	need to	1	23
	make use of	1	23
	let's come to	1	23
	It seems as though	1	23
	it is still unknown that	1	23
	it is driven by	1	23
	it is apparent that	1	23
	it is also	1	23
	it is	1	23
	it can be inferred that	1	23
	it can be concluded that	1	23
	interact with	1	23
	in the slides	1	23
	in order to	1	23
	in general	1	23
	have the difficulty to	1	23
	even though	1	23
	especially for	1	23
	because of	1	23
	at least	1	23
	as well	1	23
	as I've mentioned that	1	23
	as for	1	23
	and there are/is	1	23
	and then	1	23
	and on top of	1	23
	and from	1	23
	an example of	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	a few	1	23
	(the) definition of	1	23
	(be) related to	1	23
M5S2 (Reviewing/Summarizing previous studies)		**8**	**186**
	the use of	2	46
	be able to	2	46
	as well as	2	46
	this one is	1	23
	on the other hand	1	23
M5S3 (Indicating the research gap in previous research)		**16**	**372**
	to the best of my knowledge	1	23
	there are/is	1	23
	the connection between...and...	1	23
	tend to	1	23
	let me tell you	1	23
	I found that	1	23
	have/has been conducted	1	23
	focus on	1	23
	even though	1	23
	carry out	1	23
	can be	1	23
	and also	1	23
	all of them	1	23
	a scarcity of study	1	23
	a few	1	23
M6S1 (Indicating the scope of research)		**20**	**465**
	of the study	3	70
	focus on	3	70
	based on	2	46
	will be	1	23
	we/I hope that	1	23
	the quality of	1	23
	the last one is	1	23
	the first two	1	23
	tend to	1	23
	so I will	1	23
	rather than	1	23
	on the basis of	1	23
	in addition	1	23
	because of	1	23
	as well	1	23
M6S2 (Indicating theoretical position)		**8**	**186**
	and for	2	46
	this kind of	1	23
	there are/is	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	later on	1	23
	in general	1	23
	I'm going to	1	23
	focus on	1	23
M6S3 (Indicating research aims/objectives/ purposes)		**76**	**1,767**
	based on	8	186
	to explore	7	163
	to investigate	6	139
	the effect(s) of	5	116
	it is to	4	93
	to find out	3	70
	to examine	3	70
	there are/is	3	70
	their structure of	3	70
	aim to	3	70
	to be specific	2	46
	I'd like to/ I would like to	2	46
	from the perspective of	2	46
	contribute to	2	46
	and then	2	46
	this is	1	23
	the use of	1	23
	the third objective is to	1	23
	the purpose of this study is to	1	23
	the last purpose is	1	23
	the last one is	1	23
	the first objective is to	1	23
	of the study	1	23
	my second objective is to	1	23
	my first research objective is to	1	23
	in this field	1	23
	in terms of	1	23
	i need to find out	1	23
	each of	1	23
	due to	1	23
	can be	1	23
	as for	1	23
	aim to investigate	1	23
	(be) used to	1	23
	(be) embedded into	1	23
M6S4 (Proposing research questions or hypothesis)		**54**	**1,256**
	based on	10	232
	there are/is	7	163
	to answer	3	70
	their structure of	3	70

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	focus on	3	70
	the use of	2	46
	the first research question is about	2	46
	in my study	2	46
	I'd like to/ I would like to	2	46
	contribute to	2	46
	try to	1	23
	to examine	1	23
	the last question is	1	23
	the first one	1	23
	the first aspect is about	1	23
	the effect(s) of	1	23
	start from	1	23
	of the study	1	23
	in relation to	1	23
	in order to	1	23
	in general	1	23
	I'm going to	1	23
	from the perspective of	1	23
	each of	1	23
	due to	1	23
	as well	1	23
	and there are/is	1	23
	and for	1	23
M6S5 (Defining key terms/concept)		29	674
	refer to	3	70
	as for	3	70
	this is	2	46
	the significance of the study	2	46
	as well as	2	46
	(the) definition of	2	46
	the use of	1	23
	the connection between...and...	1	23
	lead to	1	23
	it is	1	23
	it can assist in	1	23
	interact with	1	23
	in this study	1	23
	in this case	1	23
	in the present study	1	23
	in my study	1	23
	have to	1	23
	contribution to	1	23
	as to	1	23
	a few	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	to a great extent	1	23
M6S6 (Showing the significance/value of the present study)		**85**	**1,976**
	contribute to	10	232
	I'd like to/ I would like to	7	163
	we/I hope that	6	139
	based on	4	93
	the significance of the study	3	70
	contribution to	3	70
	be going to	3	70
	and for	3	70
	will be	2	46
	to find out	2	46
	so that	2	46
	in terms of	2	46
	in addition	2	46
	be able to	2	46
	at the same time	2	46
	as well as	2	46
	and then	2	46
	very few studies	1	23
	to examine	1	23
	this study can shed light on	1	23
	this is	1	23
	there are/is	1	23
	the use of	1	23
	the last one is	1	23
	so this is	1	23
	rely on	1	23
	of the study	1	23
	later on	1	23
	it would help boost the attention	1	23
	it will be beneficial to	1	23
	it is believed that	1	23
	in the field of	1	23
	in order to	1	23
	I'm going to	1	23
	have/has been conducted	1	23
	from the student's perspectives	1	23
	from the perspective of	1	23
	compare with	1	23
	come up with	1	23
	claim that	1	23
	can be	1	23
	and this study is to	1	23
	and from	1	23

Table 4.10 FSs in the Introduction Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	(be) embedded into	1	23
M6S7 (Indicating findings /results)		**10**	**232**
	talk about	2	46
	be going to	2	46
	move on to	1	23
	I'm going to	1	23
	I found that	1	23
	have to	1	23
	from the pilot study	1	23
	and also	1	23
M6S8 (Indicating limitations of the study)		**5**	**116**
	there are/is	1	23
	due to	1	23
	as well as	1	23
	as well	1	23
	(be) used to	1	23
Grand Total		**618**	**14,367**

In M4, 78 FS types are identified. The top ten FSs, determined by normalized frequency, include "of the study", "there are/is", "as well as", "between...and", "a lot of", "I'd like to/I would like to", "it is", "focus on", "is called" and "can be". Each of these sequences occurs over 70 times per million words (pmw). These formulaic sequences play a significant role in clarifying and providing background information and knowledge. Based on Grabowski's (2018) classification of frequency bands, FSs can be categorized into three groups: top-frequency (more than 200 pmw), medium-frequency (199–100 pmw), and bottom-frequency (fewer than 100 pmw). Only one FS "of the study" is in a top-frequency band.

In M5, there is one FS "there are/is" in a top-frequency band, two FSs which are "(the) lack of" and "have to" in a medium-frequency band, and the remaining 93 FSs are in a bottom-frequency band. The top FSs occurring over 70 times pmw are "there are/is", " (the) lack of", "have to", "according to", "and also", "as well as", "be able to", "carry out", "due to", "in addition", "the use of", "for example", "I'd like to/ I would like to", "look at", "such as" and "tend to". It is interesting to note that the FS "(the) lack of" occurred only in M5S1 with 186 times pmw. This may be due to the communicative purpose of M5S1, that is, to indicate the problems and needs or motivation. The examples are shown as follows:

> *1) And the second problem is **the lack of** ELF-oriented coursebook. (M5S1-PD5)*

2) For example, unclear content organization of contents, and ***(the) lack of fluency, (the) lack of*** *delivery skills and stress and anxiety. (M5S1-PD26)*

The FS "(the) lack of" in the two examples above shows that it is preferred to be used to describe the statement of the problem so that the presenter can prove the need to do the present research.

In M6, there are four FSs in a top-frequency band: "based on," "contribute to," "there are/is," and "I'd like to/I would like to." The high frequency of using the FS "contribute to" is likely due to one of the communicative purposes in M6, which is to demonstrate the significance or value of the present study. Various FSs contributing to this function in M6 include "contribution to," "the significance of the study," "it can assist in," "it will be beneficial to," "it would help boost attention," and "this study can shed light on." Fourteen FSs are found in a medium-frequency band. They include "focus on," "to explore," "we/I hope that," "and for," "of the study," "the effect(s) of," "their structure of," "to investigate," "as well as," "be going to," "the significance of the study," "the use of," "to examine," and "to find out." The remaining 269 FSs are in a bottom-frequency.

It is worth noting that in M6, there are a variety of FSs expressing purposes/aims/objectives, with most of them in Clause-based and VP-based FSs. For example, VP-based FSs like "focus on," "to explore," "to investigate," "to find out," and "aim to," as well as Clause-based FSs like "the first research question is about," "and this study is to," "my first research objective is to," "my second objective is to," "the purpose of this study is to," and "the last purpose is."

In summary, the Introduction Phase revealed a notable increase in both the variety and frequency of FSs compared to the Initiation Phase. VP-based and Clause-based FSs were the most commonly employed during the Introduction Phase. It's noteworthy that certain FSs were unique to specific steps within this phase, for instance, "the first objective is to" only appeared in M6S3, indicating the study's objectives. Moreover, some FSs primarily occurred in one step but also appeared in others; for instance, "contribute to" was mainly in M6S6, denoting the significance of the study, yet it also occurred elsewhere. Additionally, a significant portion of FSs in this phase spanned across multiple steps without a clear association with any particular step.

4.2.2.3 FSs in the Literature Review Phase

Table 4.11 shows that during the Literature Review Phase, 171 FS types were identified. they appeared 1,032 times with a normalized frequency of 23,991 times pmw. Among the FS structure, Clause-based and VP-based FSs rank the

top two in this phase, which accounts for 31% and 33%, respectively. AdjP-based and AdvP-based FSs are the least frequently used FSs in this phase which occupies 0% and 1%. Similar to the Introduction phase, most Clause-based and VP-based FSs occurred in M7 (Establishing one part of the territory of one's own research). Two reasons account for this; one is because in this phase, there are more FS types in M7 than M8 and M9. Another reason is that when establishing the territory of one's own research, the presenter might need to give explanations of terminology, constructs, and theories, the beliefs and characterizations of non-research practices or phenomena that are associated with the themes. VP-based and Clause-based FSs help build a clear and concise expression of ideas and facilitate the effective transmission of information, so there are more occurrences of VP-based and Clause-based FSs in this phase.
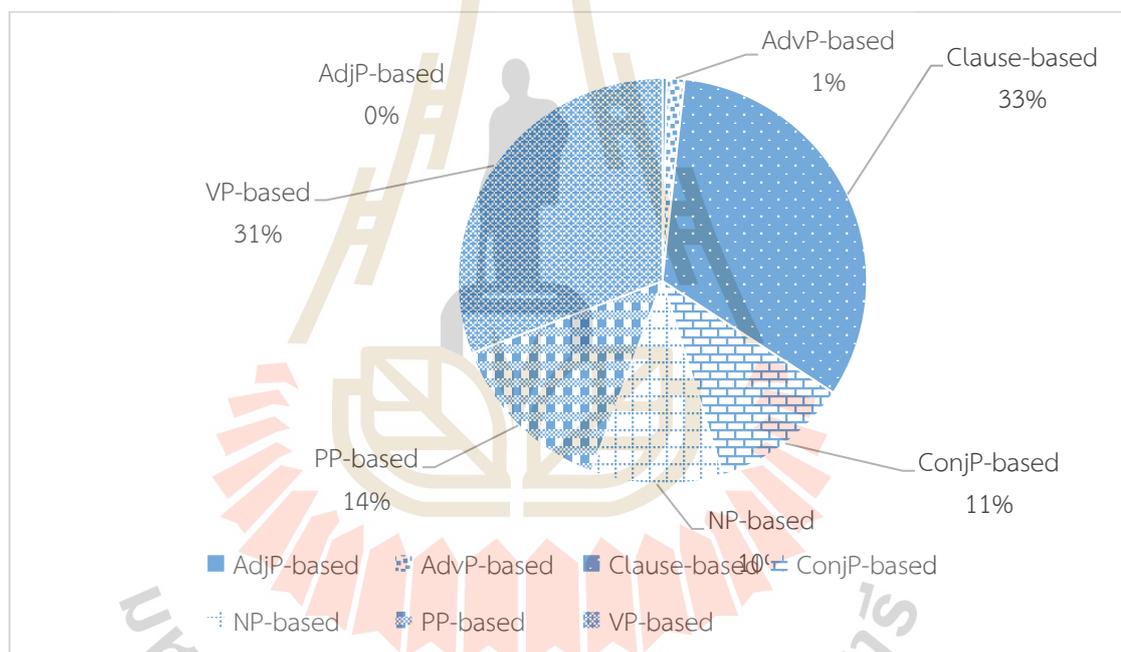
Figure 4.7 Distribution of structural category of FSs in the Literature Review Phase

Table 4.11 FSs in the Literature Review Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M7S1 (Outlining the current part)		36	837
	refer to	4	93
	need to	3	70
	let's move (on) to	3	70
	due to	3	70
	there are/is	2	46

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	it would be	2	46
	you can see	1	23
	the next part of my talk	1	23
	the first part	1	23
	tend to	1	23
	take a look at	1	23
	make use of	1	23
	lead to	1	23
	It is	1	23
	in the present study	1	23
	I'd like to/ I would like to	1	23
	have to	1	23
	for example	1	23
	focus on	1	23
	compare with	1	23
	be very vital to	1	23
	be going to	1	23
M7S2 (Surveying the non-research-related phenomena or knowledge claims)		**798**	**18,551**
	there are/is	156	3,627
	It is	39	907
	between...and...	33	767
	be able to	27	628
	should be	24	558
	and then	23	535
	for example	21	488
	the purpose(s) of	18	418
	you can see	15	349
	this is	15	349
	refer to	15	349
	can be	15	349
	will be	12	279
	in order to	12	279
	I'd like to/ I would like to	12	279
	focus on	12	279
	based on	12	279
	such as	9	209
	start from	9	209
	now let's	9	209
	let's move (on) to	9	209
	due to	9	209
	be going to	9	209
	according to	9	209
	as well as	8	186

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	we have to	6	139
	we can see that	6	139
	try to	6	139
	to investigate	6	139
	this one is	6	139
	this kind of	6	139
	the use of	6	139
	the last one	6	139
	the first one is	6	139
	stated that	6	139
	rely on	6	139
	one of	6	139
	look at	6	139
	it's about	6	139
	in this field	6	139
	in addition	6	139
	have to	6	139
	could be	6	139
	be regarded as	6	139
	as we (all) know (that)	4	93
	and there are/is	4	93
	you can see from	3	70
	to sum up	3	70
	to examine	3	70
	this is why	3	70
	there is no	3	70
	the relationship between	3	70
	the process of	3	70
	the next one is about	3	70
	the first step	3	70
	the field of	3	70
	the example of	3	70
	the effect(s) of	3	70
	the development of	3	70
	some of	3	70
	so that	3	70
	rather than	3	70
	pay attention to	3	70
	one of them	3	70
	need to be	3	70
	most of	3	70
	more than	3	70
	make use of	3	70

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	let's see	3	70
	let's come to	3	70
	lead to	3	70
	it should be implemented	3	70
	is called	3	70
	in terms of	3	70
	in my study	3	70
	I will talk about	3	70
	I will	3	70
	have/has been conducted	3	70
	from the previous studies	3	70
	for the first three studies	3	70
	even though	3	70
	depend on	3	70
	compare with	3	70
	claim that	3	70
	carry out	3	70
	both of them	3	70
	aim to	3	70
	(the) lack of	3	70
	as well	2	46
	and from	2	46
	and for	2	46
	and also	2	46
	a variety of	2	46
	a little bit	2	46
	(be) adapted from	2	46
	a lot of	1	23
	a few	1	23
	(be) related to	1	23
	(be) adapted to	1	23
M7S3 (Claiming centrality)		11	256
	to sum up	1	23
	the use of	1	23
	talk about	1	23
	one of	1	23
	need to be	1	23
	in terms of	1	23
	I will talk about	1	23
	I will	1	23
	especially for	1	23

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	compare with	1	23
	claim that	1	23
M7S4 (Surveying research-related phenomena)		**16**	**372**
	some of	2	46
	will be	1	23
	used for	1	23
	there are/is	1	23
	the use of	1	23
	the first one is	1	23
	talk about	1	23
	some of them	1	23
	so that	1	23
	most of	1	23
	in this study	1	23
	I will	1	23
	compare with	1	23
	between...and...	1	23
	be intended to/ intend to	1	23
M8S1 (Counter-claiming)		**9**	**209**
	rather than	2	46
	it is still unknown that	2	46
	will be	1	23
	there are/is	1	23
	none of them	1	23
	in this case	1	23
	come from	1	23
M8S2 (Gap-indicating)		**64**	**1,488**
	it can be concluded that	8	186
	there are/is	7	163
	the use of	4	93
	have/has been conducted	4	93
	focus on	4	93
	should be	3	70
	look at	3	70
	will be	2	46
	very few studies	2	46
	in previous studies	2	46
	in addition	2	46
	contribute to	2	46
	can be	2	46
	to sum up	1	23

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	to find out	1	23
	this is	1	23
	the fact that	1	23
	the differences in	1	23
	some of	1	23
	pay attention to	1	23
	none of them	1	23
	let's move (on) to	1	23
	It is	1	23
	in this field	1	23
	in terms of	1	23
	in other words	1	23
	I found that	1	23
	from the previous studies	1	23
	from the perspective of	1	23
	for example	1	23
	carry out	1	23
	(the) size of	1	23
M8S3 (Making confirmative claims)		22	511
	It is	3	70
	contribute to	2	46
	two types of	1	23
	to select	1	23
	there are/is	1	23
	the development of	1	23
	such as	1	23
	so that	1	23
	it is widely acknowledged	1	23
	it is far more	1	23
	it is effective to	1	23
	it can contribute to	1	23
	in terms of	1	23
	in addition	1	23
	here's the reasons for	1	23
	from the previous studies	1	23
	carry out	1	23
	can be seen from the study	1	23
	be adopted	1	23
M8S4 (Claiming relevancy)		2	46
	can be borrowed into	1	23
	because of	1	23
M8S5 (Synthesizing the theoretical framework/position)		27	628

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	there are/is	4	93
	this is because	3	70
	focus on	2	46
	contribute to	2	46
	be regarded as	2	46
	we can see that	1	23
	want to	1	23
	to sum up	1	23
	this one is	1	23
	let's have a look (at)	1	23
	lead to	1	23
	it is possible to	1	23
	It is	1	23
	in my study	1	23
	from this table we can see	1	23
	could be	1	23
	can be borrowed into	1	23
	can be	1	23
M9S1 (Announcing research aims, focus, questions or hypotheses)		**3**	**70**
	to explore	1	23
	this is	1	23
	so that's why	1	23
M9S2 (Announcing theoretical positions/theoretical frameworks)		**19**	**442**
	based on	3	70
	refer to	2	46
	in my study	2	46
	we need to	1	23
	to sum up	1	23
	so this is why	1	23
	it is supported by	1	23
	it is expected that	1	23
	It is	1	23
	in previous studies	1	23
	in addition	1	23
	each of	1	23
	could be	1	23
	carry out	1	23
	can be borrowed into	1	23
M9S3 (Announcing interpretations of the terminology used in the study)		**25**	**581**
	can be	4	93
	be regarded as	4	93
	in order to	3	70

Table 4.11 FSs in the Literature Review Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	2	46
	refer to	2	46
	to be specific	1	23
	the relationship between	1	23
	talk about	1	23
	such as	1	23
	need to	1	23
	let's wrap up	1	23
	in the context of	1	23
	in my study	1	23
	due to	1	23
	compare with	1	23
	both of them	1	23
	(be) used to	1	23

In M7, a total of 123 FS types were identified. Seven FS types fall into the top-frequency band, including "there are/is," "it is," "and then," "between...and...," "according to," "be able to," and "refer to." Twelve FSs are in a medium-frequency band, such as "as well as," "for example," "should be," "due to," "the use of," "you can see," "can be," "focus on," "I'd like to/I would like to," "Let's move (on) to," "this is," and "will be." Most of these top and medium-frequency FSs are two-word expressions. The remaining 104 FS types are in a bottom-frequency band.

M8 has 73 FS types, with only one FS, "there are/is," in the top-frequency band. Five FS types are in the medium-frequency band, including "it can be concluded that," "contribute to," "focus on," "as well," and "it is." The remaining 67 FS types are in the bottom-frequency band.

In M9, all 38 FS types are in the bottom-frequency band. Examples include "based on," "be regarded as," "can be," and "refer to," each appearing 93 times pmw.

In summary, during the Literature Review Phase, M7 dominates with the highest number of FS types and occurrences. Notably, an interesting parallel is observed with the top FSs echoing those of the Introduction Phase. For instance, the most frequently used two-word FSs in M7, namely "there is/are" and "it is," exhibit a similarity with M4 in terms of FS types. Additionally, it is noteworthy that the top two-word FS in M8 mirrors the one in M5.

4.2.2.4 FSs in the Method and Procedure Phase

Table 4.12 displays the FSs identified during the Method and Procedure Phase of the OPPDs. A total of 185 FS types have been identified, amounting to 535 occurrences and totaling 12,437 times per million words (pmw). In this phase, VP-based FSs are predominant, constituting 41%, followed by Clause-based FSs at 23%, as shown in Figure 4.8. The dominance of VP-based FSs in this phase can be attributed to the primary communicative purpose, which is to elucidate the methods and procedures employed in data collection and analysis. In this specific context, VP-based FSs play a crucial role in describing the methodological approach. The frequent use of VP-based and Clause-based FSs mirrors the findings of Liu and Chen (2023) regarding the structure of FSs used in the method sections of medical research articles. They discovered that VP-based FSs constitute a greater proportion of both types and tokens compared to NP-based and PP-based bundles. AdjP-based and AdvP-based FSs each contribute only 1%, indicating infrequent use of these structural types in OPPDs.
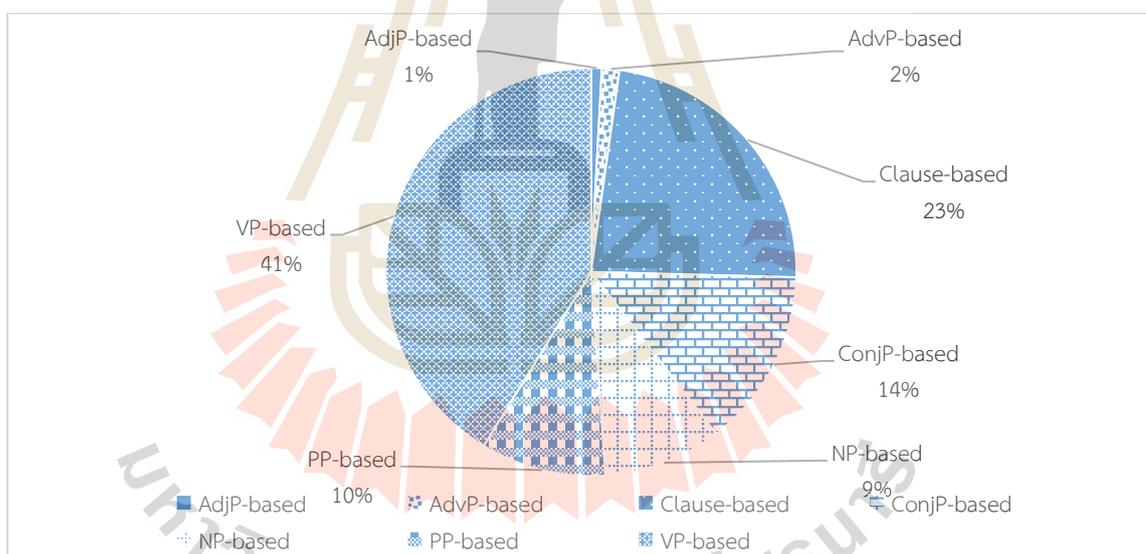
Figure 4.8 Distribution of structural category of FSs in the Method and Procedure Phase

Table 4.12 FSs in the Method and Procedure Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M10S1 (Outlining the current part of presentation)		**6**	**139**
	let's move (on) to	2	46
	the third part of my talk	1	23
	move on to	1	23
	let's come to	1	23
	begin with	1	23
M10S2 (Providing background information)		**8**	**186**
	will be conducted	2	46
	will be	2	46
	due to	2	46
	to find out	1	23
	I'd like to/ I would like to	1	23
M11 (Presenting an overview of the methodological approach)		**37**	**860**
	will be	5	116
	to answer	4	93
	this is	3	70
	such as	3	70
	there are/is	2	46
	the relationship between	2	46
	the example of	2	46
	the design of	2	46
	for the sake of	2	46
	based on	2	46
	to be specific	1	23
	the use of	1	23
	on the left side there are	1	23
	let's move (on) to	1	23
	let's come to	1	23
	it is believed that	1	23
	in the first place	1	23
	in order to	1	23
	I will	1	23
M12S1 (Describing the sample participants, location, time, etc.)		**31**	**721**
	will be	8	186
	there are/is	5	116
	will be conducted	2	46
	the number of	2	46
	in my study	2	46
	based on	2	46
	you can see	1	23
	two types of	1	23
	to select	1	23
	this is	1	23

Table 4.12 FSs in the Method and Procedure Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the title of the journal	1	23
	the summary of	1	23
	the structure of	1	23
	the first one is	1	23
	in the present study	1	23
	both of them	1	23
M12S2 (Describing the selection criteria)		**12**	**279**
	should be	3	70
	in order to	2	46
	will be	1	23
	the reliability of	1	23
	it means that	1	23
	have to	1	23
	for example	1	23
	even though	1	23
	based on	1	23
M12S3 (Describing methods and/or steps in data collection)		**191**	**4440**
	will be	43	1000
	this is	13	302
	based on	9	209
	there are/is	7	163
	will be conducted	6	139
	(be) adapted from	5	116
	you can see	4	93
	there will be	4	93
	then after	4	93
	listen to	4	93
	focus on	4	93
	compare with	4	93
	come up with	4	93
	to answer	3	70
	It is	3	70
	in the format of	3	70
	be intended to/ intend to	3	70
	two types of	2	46
	to select	2	46
	to examine	2	46
	this one is	2	46
	the next instrument is	2	46
	the first one is	2	46
	the first one	2	46
	so this is	2	46
	should be	2	46
	let's go to	2	46
	it should be mentioned that	2	46

Table 4.12 FSs in the Method and Procedure Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	I will	2	46
	begin with	2	46
	be going to	2	46
	we have to	1	23
	we expect to conduct	1	23
	vary in the middle	1	23
	this kind of	1	23
	this is how I	1	23
	the use of	1	23
	the summary of	1	23
	the last section of	1	23
	the last one is	1	23
	the last one	1	23
	the first step is	1	23
	the field of	1	23
	the example of	1	23
	the end of	1	23
	the development of	1	23
	the design of	1	23
	talk about	1	23
	such as	1	23
	so that	1	23
	so I will	1	23
	reach out	1	23
	one of	1	23
	on the left is	1	23
	on the left	1	23
	move on to	1	23
	lead to	1	23
	it means that	1	23
	it is necessary to	1	23
	in the present study	1	23
	in relation to	1	23
	in other words	1	23
	in order to	1	23
	I'm going to	1	23
	I will talk about	1	23
	go through three steps	1	23
	go through the intervention	1	23
	for the first time	1	23
	for the first corpus	1	23
	each of	1	23
M12S4 (Justifying data collection procedures)		30	697
	on the basis of	3	70
	this is because	2	46

Table 4.12 FSs in the Method and Procedure Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	there is no	2	46
	there are/is	2	46
	here's the reasons for	2	46
	based on	2	46
	will be	1	23
	what I want to	1	23
	want to	1	23
	to examine	1	23
	this is	1	23
	the number of	1	23
	should be	1	23
	one of	1	23
	need to be	1	23
	it is invisible for	1	23
	it is difficult for/to	1	23
	it is beyond my ability	1	23
	I found that	1	23
	compare with	1	23
	beyond my ability to	1	23
	(the) size of	1	23
M13S1 (Explaining specific methods of data analysis)		**31**	**721**
	will be	5	116
	will be conducted	2	46
	we have to	2	46
	to answer	2	46
	there is no	2	46
	some of	2	46
	It is	2	46
	in addition	2	46
	there are/is	1	23
	so I will	1	23
	move on to	1	23
	let's move (on) to	1	23
	it is to	1	23
	in the present study	1	23
	in my study	1	23
	I will	1	23
	from the previous studies	1	23
	for example	1	23
	come up with	1	23
	be adopted	1	23
M13S2 (Recounting data analysis procedures)		**148**	**3441**
	will be	46	1069
	will be conducted	10	232
	there are/is	8	186

Table 4.12 FSs in the Method and Procedure Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	to answer	7	163
	based on	6	139
	(be) adapted from	4	93
	this is	3	70
	the first step	3	70
	will be identified	2	46
	will be consulted	2	46
	to find out	2	46
	this is the example (of)	2	46
	then after	2	46
	the result(s) of	2	46
	the process of	2	46
	refer to	2	46
	more than	2	46
	be regarded as	2	46
	you can see	1	23
	we need to	1	23
	want to	1	23
	two types of	1	23
	to be specific	1	23
	there is no	1	23
	the reliability of	1	23
	the frequency of	1	23
	the first two	1	23
	the first step is	1	23
	the first one	1	23
	the example of	1	23
	the differences in	1	23
	so first let's look at	1	23
	should be	1	23
	please let me give you	1	23
	now please let me	1	23
	look at	1	23
	let's continue	1	23
	it should be mentioned that	1	23
	it means that	1	23
	it is worth noting that	1	23
	it is possible to	1	23
	it is also possible that	1	23
	It is	1	23
	it has to be	1	23
	in this study	1	23
	in this field	1	23
	in the present study	1	23
	in terms of	1	23

Table 4.12 FSs in the Method and Procedure Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	I will	1	23
	have to	1	23
	from the pilot study	1	23
	for the first genre	1	23
	for example	1	23
	focus on	1	23
	each other	1	23
	carry out	1	23
	can be	1	23
	begin with	1	23
M13S3 (Justifying the data analysis procedures)		**38**	**883**
	be able to	6	139
	will be	4	93
	should be	3	70
	based on	3	70
	there are/is	2	46
	it is to	2	46
	we can see that	1	23
	to explore	1	23
	to examine	1	23
	this is	1	23
	the value of	1	23
	the structure of	1	23
	the reason why I select	1	23
	the first two	1	23
	such as	1	23
	refer to	1	23
	It is	1	23
	interact with	1	23
	in terms of	1	23
	I found that	1	23
	focus on	1	23
	claim that	1	23
	because of	1	23
	(be) similar to	1	23
M13S4 (Previewing results)		**3**	**70**
	it is planned as follows	2	46
	based on	1	23
Grand Total		**535**	**12,437**

In the Method and Procedure Phase, "will be" emerges as the most frequently used FS, followed by "and then," "based on," "there are/is," "this is," "will be conducted," "according to," "and for," "to answer," "should be," "(be) adapted from," and "and also." These top 12 FSs are all in a high-frequency band in this phase. Analyzing these top-frequency FSs reveals a notable reliance on the future tense and passive voice in VP-based structures, such as "will be conducted". The use of future tense suggests that presenters often outline planned or anticipated actions and events in the future. In the context of describing data collection and procedures in a research proposal, presenters employ future tense to articulate their plans regarding research design, methodology, and data collection procedures. This strategic use aims to convince committee members or the audience of the reliability and feasibility of the proposed research. An example illustrating this point are provided below:

3) And our research **will be conducted** in seven steps. (M12S3-PD30)

The FS "will be conducted" shown in example 3) above indicate that the use of the future tense, especially with the passive voice ("will be conducted"), contributes to objectivity. It emphasizes the action of conducting the research rather than focusing on the individuals involved, maintaining a more neutral and unbiased tone. Another frequently used FSs in this phase are "based on" and "according to," with 907 times pmw and 408 times pmw, respectively. Examples are provided below:

4) Then I will finalize the model after the pilot study and the main study **based on** the feedback from the students. (M11-PD23)

5) **According to** Bruce, explanation, recount, report are the example of cognitive genres which relate to specific types of rhetorical purpose. (M11-PD27)

The examples above illustrate how presenters employ "based on" and "according to" to justify their chosen methods, showcase comprehension of pertinent theories or frameworks, or denote the foundation or source of their approach. The incorporation of these FSs aids the audience in grasping the logical or factual underpinnings of the research methods and procedures in data collection or analysis. By doing so, it reinforces the link between the presented information and the research process, bolstering the credibility and reliability of the study. The prevalence of these two FSs in this phase is indicative of their significant role in enhancing the overall coherence and justification within the research proposal.

In summary, the Method and Procedure Phase of OPPDs, characterized by its action- and procedure-oriented, predominantly utilizes VP-based and Clause-based FSs. Moreover, the presence of FSs indicating sequence, such as "and then," underscores the procedural essence of this phase.

4.2.2.5 FSs in the Pilot Study Phase

174 FS types were identified, with 403 occurrences, totaling 9,369 times pmw in the Pilot Study Phase. As can be seen in Figure 4.9, most of the FSs are Clause-based, occupying 34%. VP-based FSs are also employed frequently, whereas AdjP-based and AdvP-based FSs are utilized sparingly. In this phase, the following FSs are in a top-frequency band. They are "there are/is", "and then", "according to", "it is", "and also", "in terms of", "should be", "it can be found that" and "this is".
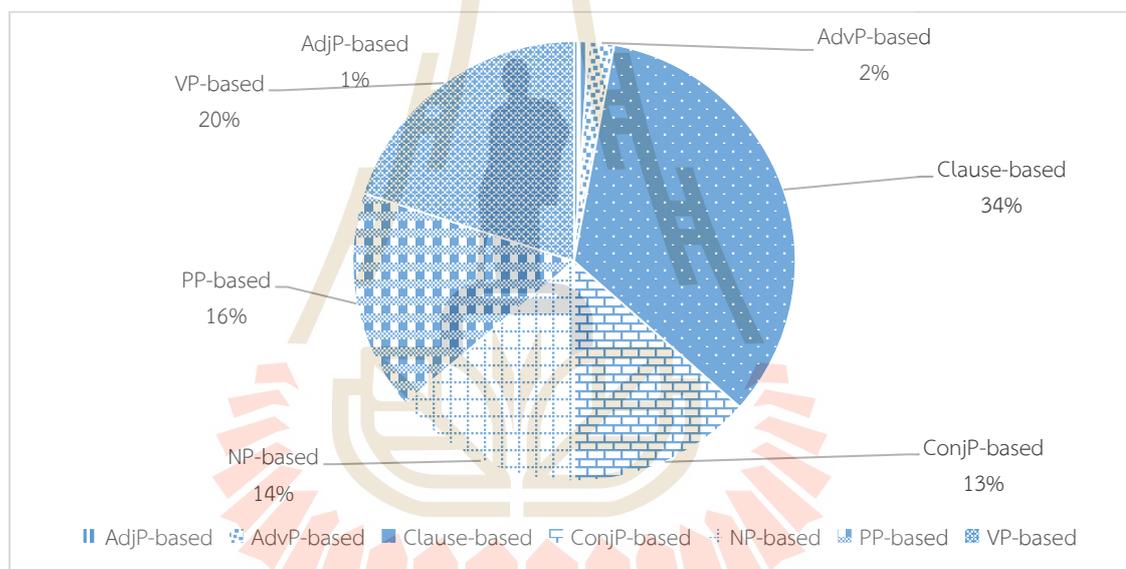
Figure 4.9 Distribution of structural category of FSs in the Pilot Study Phase

Table 4.13 FSs in the Pilot Study Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M14 (Preparatory information for introducing the pilot study)		42	976
	the result(s) of	4	93
	will be	2	46
	used for	2	46
	there are/is	2	46
	the summary of	2	46
	the quality of	2	46
	the effect(s) of	2	46
	in order to	2	46

Table 4.13 FSs in the Pilot Study Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M14 (Preparatory information for introducing the pilot study)		**42**	**976**
	the result(s) of	4	93
	will be	2	46
	used for	2	46
	there are/is	2	46
	the summary of	2	46
	the quality of	2	46
	the effect(s) of	2	46
	in order to	2	46
	for the sake of	2	46
	focus on	2	46
	based on	2	46
	you can see	1	23
	to explore	1	23
	to answer	1	23
	this kind of	1	23
	there is no	1	23
	the purpose(s) of	1	23
	some of them	1	23
	some of	1	23
	on the left	1	23
	need to	1	23
	look at	1	23
	let's have a look (at)	1	23
	I found that	1	23
	found that	1	23
	for the first research questions	1	23
	first of all	1	23
	especially for	1	23
	can be	1	23
M15S1 (Describing the sample for the pilot study)		**16**	**372**
	there are/is	6	139
	the last part of my talk	1	23
	the final part of the presentation	1	23
	one of them	1	23
	one of	1	23
	let's move (on) to	1	23
	let's come to	1	23
	it's about	1	23
	in the present study	1	23
	have/has been conducted	1	23
	due to	1	23
M15S2 (Describing methods and steps in data collection)		**20**	**465**
	we have to	2	46

Table 4.13 FSs in the Pilot Study Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	will be	1	23
	this is why	1	23
	this is how I	1	23
	this is	1	23
	the first part	1	23
	the first one is	1	23
	the first one	1	23
	so I will	1	23
	should be	1	23
	need to know that	1	23
	need to	1	23
	more than	1	23
	I have to tell you that	1	23
	for the second part	1	23
	for the second one	1	23
	for example	1	23
	fill in the questionnaire	1	23
	because of	1	23
M15S3 (Justifying data collection procedures)		**3**	**70**
	should be	1	23
	be going to	1	23
	(the) size of	1	23
M16S1 (Explaining specific methods of data analysis)		**2**	**46**
	the first one is	1	23
	for the first recitation	1	23
M16S2 (Recounting data analysis procedures)		**49**	**1,139**
	there are/is	6	139
	we have to	3	70
	this is	3	70
	so this is	3	70
	look at	3	70
	have to	3	70
	want to	2	46
	the first one	2	46
	be able to	2	46
	will be	1	23
	we do not need to	1	23
	two types of	1	23
	to answer	1	23
	this one is	1	23
	this kind of	1	23
	the first one is	1	23
	so that's why	1	23
	so that	1	23
	let me go back	1	23

Table 4.13 FSs in the Pilot Study Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	it turns out that	1	23
	it means that	1	23
	it is good that	1	23
	It is	1	23
	it has to be	1	23
	in the field of	1	23
	I'm going to	1	23
	focus on	1	23
	first of all	1	23
	even though	1	23
	could be	1	23
M16S3 (Justifying the data analysis procedures**)**		**12**	**279**
	this one is	1	23
	this is	1	23
	the number of	1	23
	the first one is	1	23
	so that's why	1	23
	more than	1	23
	lead to	1	23
	later on	1	23
	it is appropriate for	1	23
	it has to be	1	23
	depend on	1	23
	because of	1	23
M16S4 (Previewing results**)**		**3**	**70**
	there are/is	1	23
	some of them	1	23
	from the pilot study	1	23
M17S1 (Introducing graphics**)**		**6**	**139**
	we can see that	1	23
	to answer	1	23
	the middle column is	1	23
	look at	1	23
	let's have a look (at)	1	23
	in the slides	1	23
M17S2 (Reporting preliminary findings**)**		**171**	**3,975**
	there are/is	22	511
	It is	15	349
	it can be found that	10	232
	in terms of	10	232
	be able to	6	139
	(be) used to	5	116
	you can see	4	93
	in the slides	4	93
	want to	3	70

Table 4.13 FSs in the Pilot Study Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	the importance of	3	70
	such as	3	70
	most of	3	70
	it is written with	3	70
	interact with	3	70
	we found that	2	46
	this is	2	46
	there is no	2	46
	the value of	2	46
	the most frequently used	2	46
	the last one	2	46
	so that	2	46
	should be	2	46
	reach out	2	46
	pay attention to	2	46
	let's have a look (at)	2	46
	it was found that	2	46
	it can be concluded that	2	46
	in my study	2	46
	I found that	2	46
	found that	2	46
	come to	2	46
	because of	2	46
	will be	1	23
	what I've found from	1	23
	we can see that	1	23
	to answer	1	23
	this kind of	1	23
	the study shows that	1	23
	the result(s) of	1	23
	the purpose(s) of	1	23
	the process of	1	23
	the first two	1	23
	the first one	1	23
	so this is	1	23
	so that's why	1	23
	rather than	1	23
	one of them	1	23
	of the study	1	23
	need to	1	23
	my name is	1	23
	look at	1	23
	let's see	1	23
	let's come to	1	23
	I've found that	1	23

Table 4.13 FSs in the Pilot Study Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	it would be	1	23
	it is interesting to	1	23
	it is also worth noting that	1	23
	it is also	1	23
	it can be seen that	1	23
	in other words	1	23
	in order to	1	23
	have to	1	23
	from this table you can see	1	23
	from this table we can see	1	23
	for example	1	23
	due to	1	23
	depend on	1	23
	come from	1	23
M18S1 (Interpreting the pilot results)		**2**	**46**
	most of	1	23
	in terms of	1	23
M18S2 (Comparing results with literature)		**2**	**46**
	so this is	1	23
	I found that	1	23
M18S3 (Accounting for results)		**9**	**209**
	this is because	2	46
	this is likely due to	1	23
	should be	1	23
	one of	1	23
	more than	1	23
	it is written with	1	23
	in the present study	1	23
	due to	1	23
M19 (Summarizing the pilot findings)		**6**	**139**
	this is	1	23
	there are/is	1	23
	from the previous studies	1	23
	from the pilot study	1	23
	for the first layer analysis	1	23
	depend on	1	23
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)		**13**	**302**
	based on	2	46
	to sum up	1	23
	this is	1	23
	the structure of	1	23
	the result(s) of	1	23
	the procedure proves to be smooth	1	23
	the last one	1	23

Table 4.13 FSs in the Pilot Study Phase of OPPDs (Cont.)

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
	let's move (on) to	1	23
	in the present study	1	23
	I found that	1	23
	could be	1	23
	be adopted	1	23
M21 (Presenting the difficulties/problems/challenges during the pilot study)		8	186
	there are/is	1	23
	rather than	1	23
	need to	1	23
	it turns out that	1	23
	it has to be	1	23
	I found that	1	23
	have to	1	23
	each of	1	23
M22 (Providing considerations/suggestions/revisions for developing the main study)		38	883
	should be	6	139
	so that	3	70
	will be	2	46
	the design of	2	46
	need to be	2	46
	have to be	2	46
	from the pilot study	2	46
	can be	2	46
	based on	2	46
	there are/is	1	23
	the process of	1	23
	the number of	1	23
	the frequency of	1	23
	such as	1	23
	some of	1	23
	so that's why	1	23
	of the study	1	23
	need to	1	23
	it is likely that	1	23
	it is difficult for/to	1	23
	have to	1	23
	for example	1	23
	each of	1	23
	come from	1	23
Grand Total		403	9,369

Table 4.13 depicts the FSs identified in the Pilot Study Phase. It is worth noting that M17 (presenting pilot results) has the most FS types and the highest normalized frequency, with 92 FS types occurring 4,114 times pmw in total. Among the top-frequency FSs, the FS "it can be found that" shows only in M17S2 in this phase, occurring 232 times pmw, presenters use this FS to indicate the pilot findings very frequently. Some relevant FSs with similar functions in medium-frequency and bottom-frequency are also found, such as "I found that," "the result(s) of," "it can be concluded that," "it was found that," "we found that," "I've found that," "it can be seen that" and "what I've found from." The two FSs "it can be found that" and "I found that" shown in the example 6) and 7) below indicate the results the presenter found in the pilot study.

6) **It can be found that** *there is not a norm or a fixed convention to produce this kind of genre. (M17S2-PD20)*
7) *um,* **I found that** *the students are able to develop their intercultural citizenship differently. (M17S2-PD31)*

In M17, there are also some FSs used for describing the visuals when presenting the results, such as "as you can see", "let's have a look (at)", "and from this table", "we can see that" and "the right column is". These FSs act as linguistic signals to guide the audience through the presentation of visual information and facilitate transitions between verbal and visual elements. For instance, the FSs "as you can see" and "we can see that" shown in the example 8) and 9) below help the presenter direct attention to the slide and show context for the information being discussed.

8) **As you can see,** *the sentence was copied and pasted into the slides without any change. (M17S2-PD20)*
9) *and* **the right column is** *the text in the slides.* **We can see that** *the keywords and phrases from the sentences were extracted to be listed items in the slide. (M17S1-PD20)*

It is interesting to note that the two-word FS "should be" belongs to one of the top-frequency band occurring 256 times pmw in total in this phase, while in M22, "should be" occurred 139 times pmw, which is more frequent than other moves in this phase. This difference may be due to the communicative purpose of M22, which is to provide suggestions for developing the main study through the pilot study. An examples is listed as follows:

10) *uh, the interview questions* **should be** *adjusted, um, to decrease the duration time. (M22-PD31)*

In summary, the Pilot Study Phase emphasizes that M17 (presenting pilot results) exhibits the highest variety of FS types and the greatest normalized

frequency. Within the top-frequency band, the primary FSs in this phase are "there is/are," "and then," and "according to." Notably, the FS "it can be found that" exclusively appears in M17S2 during this phase.

4.2.2.6 FSs in the Conclusion Phase

Table 4.14 displays the FSs in each move within the Conclusion Phase. Unlike the earlier phases such as the Introduction Phase and the Literature Review Phase, the Conclusion Phase employs only 10 distinct FS types, indicating a reduction in the number of FSs used. The normalized frequency of these 10 FSs is 232 times pmw. The predominant FS type in this phase is Clause-based, as shown in Figure 4.10, constituting 47%, followed by CP-based FSs (20%), NP-based FSs (13%), VP-based FSs (13%), and PP-based FSs (7%). Notably, no AdjP-based and AdvP-based FSs were identified in this phase.
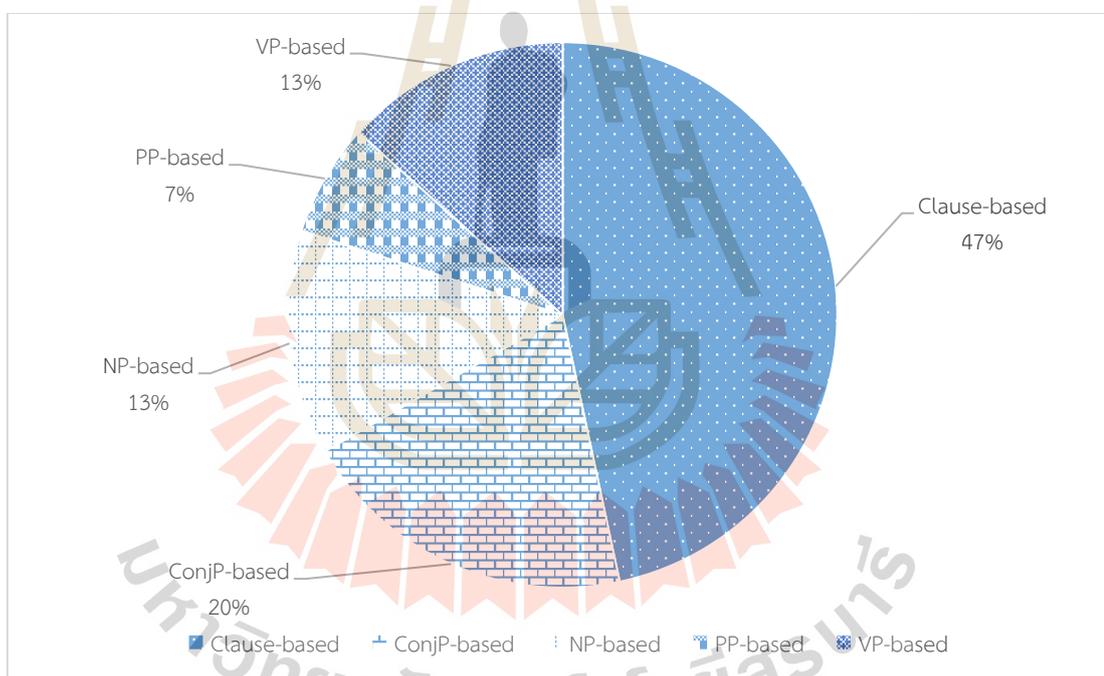
Figure 4.10 Distribution of structural category of FSs in the Conclusion Phase

Table 4.14 FSs in the Conclusion Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M23 (Indicating limitations of the current study)		4	93
	such as	1	23
	so that	1	23
	have to be	1	23
	(the) lack of	1	23
M24 (Summarizing the study)		3	70
	you can see from	1	23
	let me just recap a little bit	1	23
	it's about	1	23
M26 (Reporting the progress of the current study)		3	70
	will be	1	23
	the first one is	1	23
	I will	1	23
Grand Total		10	232

All the FSs identified in this Conclusion Phase fall within a bottom-frequency band, occurring fewer than 100 times per pmw. The relatively low frequency and limited variety of FSs in this phase may be attributed to the optional nature of the moves within the Conclusion Phase. Presenters likely have flexibility in choosing how to conclude their presentations, leading to a smaller and less frequent set of FSs in this phase, as noted by Cortes (2013), the frequency of individual FSs tends to increase when the corpus becomes more focused or restricted.

4.2.2.7 FSs in the Termination Phase

Table 4.15 reveals the presence of 9 FS types in the Termination Phase, with a total of 441 occurrences per million words (pmw). As noticed from Figure 4.11, VP-based FSs predominate in this phase, constituting 58% of the occurrences. Clause-based FSs, NP-based FSs, and CP-based FSs account for 26%, 11%, and 5%, respectively. AdjP-based and AdvP-based FSs are notably absent.
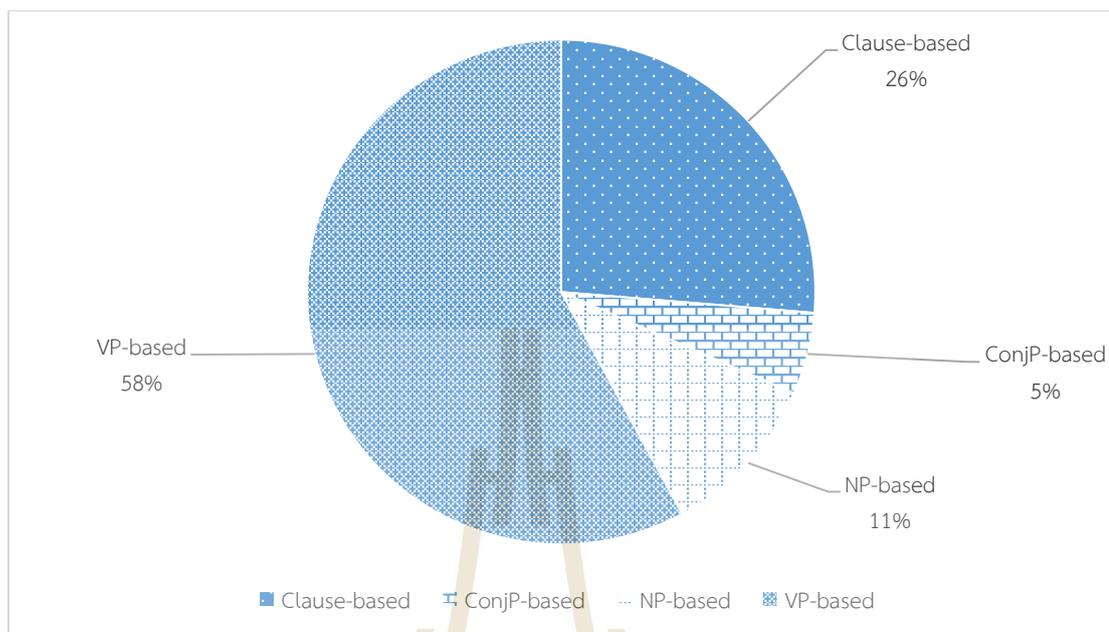
Figure 4.11 Distribution of structural category of FSs in the Termination Phase

Table 4.15 FSs in the Termination Phase of OPPDs

Move/Step	FS	Occurrence	Sum of normalized frequency (pmw)
M27S1 (Signaling the end of the presentation**)**		**4**	**93**
	the end of my presentation	2	46
	that's all for my presentation	1	23
	come to	1	23
M27S2 (Expressing thanks**)**		**9**	**209**
	thank you (so/very much) for your attention	6	139
	thank you so/very much	3	70
M27S3 (Inviting comments and questions**)**		**6**	**139**
	any/your comments and suggestions are welcome	3	70
	to answer	1	23
	there are/is	1	23
	more than	1	23
Grand Total		**19**	**441**

It was observed that FSs "the end of my presentation" and "that's all for my presentation," exclusively appeared in M27, explicitly indicating the conclusion of the presentation. Notably, FSs expressing gratitude are frequently employed in M27S2. Presenters prefer using Clause-based FSs like "thank you for your attention," "thank you for your listening," "thank you so much for your attention," and "thank you very much" to convey thanks, strategically concluding the presentation. Importantly,

these FSs are exclusively present in M27, serving as clear signals marking the end of the presentation.

In summary, the Termination Phase exhibits the lowest number of FS types and tokens among the seven phases in OPPDs. In this phase, most FSs identified are specialized, according to the classification by Lu et al. (2021), and they occur only in specific steps. For instance, FSs such as "that's all for my presentation" and "the end of my presentation" were only found in M27S1, while FSs like "thank you (so/very much) for your attention" and "thank you so/very much" were confined to M27S2. Similarly, the FS "any/your comments and suggestions are welcome" was isolated to M27S1.

4.2.3 Summary

In OPPDs, there are 385 FS types with 2,565 occurrences, spanning various lengths from two to seven words. The majority of FS types consisted of three or four words, while the majority of tokens were found in two or three-word sequences. It's essential to note that while shorter FSs may expand into longer ones, their structural and functional characteristics can undergo changes during expansion. Notably, valuable two-word FSs like "based on" and "according to" were identified alongside longer ones such as "to the best of my knowledge".

The present study also uncovered semi-specialized FSs in OPPDs, referring to those FSs which occurred in two or more rhetorical move-steps but clearly demonstrated a strong association with one particular function in OPPDs. Additionally, potentially specialized FSs were found to occur in only one particular move-step. However, caution is warranted as some FSs occurred only once in OPPDs, suggesting the possibility of chance occurrences rather than inherent associations. These semi-specialized and potentially specialized FSs represent valuable resources for genre-based EAP pedagogy, offering insights into the nuanced language use within oral proposal presentations.

4.3 Metadiscourse functions of formulaic sequences in OPPDs

To address the third research question regarding the metadiscourse functions of identified FSs in OPPDs at the beginning of this section, an overview of metadiscourse functions was presented. Following this, the results and discussion delved into the subcategories of two primary categories: interactive and interactional resources. According to Hyland's (2018) classification, interactive resources guide the reader or listener through the text while interactional resources involve the reader or listener in the text. Interactive resources include five sub-categories: Transition markers, frame

markers, endophoric markers, evidentials and code glosses. Similarly, interactive resources are divided into five sub-categories under interactive resources: Hedges, boosters, attitude markers, self-mention and engagement markers. It is crucial to highlight, as underscored by Li et al. (2017), that not all FSs possess metadiscourse functions. Therefore, the focus here is exclusively on those FSs conveying metadiscourse functions in OPPDs. The study examines results within the framework of interactive resources and interactional resources, as outlined in Hyland's (2005) model of metadiscourse functions. Given the differing sizes of the two sub-corpora (OPPD and OPTD) in this study, along with differences in phase sizes, the frequencies are normalized to 1,000,000 words. This normalization facilitates a reliable comparison, following the criteria established in prior research (Li et al., 2017). During this phase, a subset of 80 FSs, which accounted for 28% of the total FSs, was examined by two raters for their metadiscourse functions, accompanied by examples extracted from OPPD. An inter-coder agreement of 95% was attained in identifying the metadiscourse functions of these FSs.

4.3.1 Overview of metadiscourse functions of FSs in OPPDs

When analyzing the metadiscourse functions of identified FSs in OPPDs, it was observed that not all FSs can be assigned a definite metadiscourse function according to Hyland's (2005) metadiscourse function model, as supported by Li et al., (2017). Therefore, it is crucial to note that, in this study, only those FSs with clear metadiscourse functions will be analyzed. Additionally, the categorization of FSs into a specific metadiscourse function does not imply exclusive usage in that function. Rather, FSs were classified based on the function in which they most frequently occurred. If the primary metadiscourse function cannot be determined based on the context, multiple functions for a particular FS will be assigned. These FSs were allocated to both categories and each category will be calculated, respectively. In other words, when calculating the frequency of FSs with multiple metadiscourse functions, the same FS, which serves two functions, for example, will be counted twice, each time based on the specific metadiscourse function to which it has been assigned.

Among the 385 FS types analyzed, 288 types (75%) with varying lengths are identified as conveying clear metadiscourse functions in OPPDs. To enhance the reliability of the metadiscourse function analysis, an additional step involves a second coder independently verifying the metadiscourse functions assigned by the researcher. Furthermore, FSs lacking clear metadiscourse functions undergo scrutiny to ensure their exclusion from the metadiscourse function analysis. Any disagreements or discrepancies arising during this verification process are thoroughly discussed based on

the context until a unanimous agreement is reached. Consequently, the following results are derived exclusively from the 288 types of FSs with clearly established metadiscourse functions.
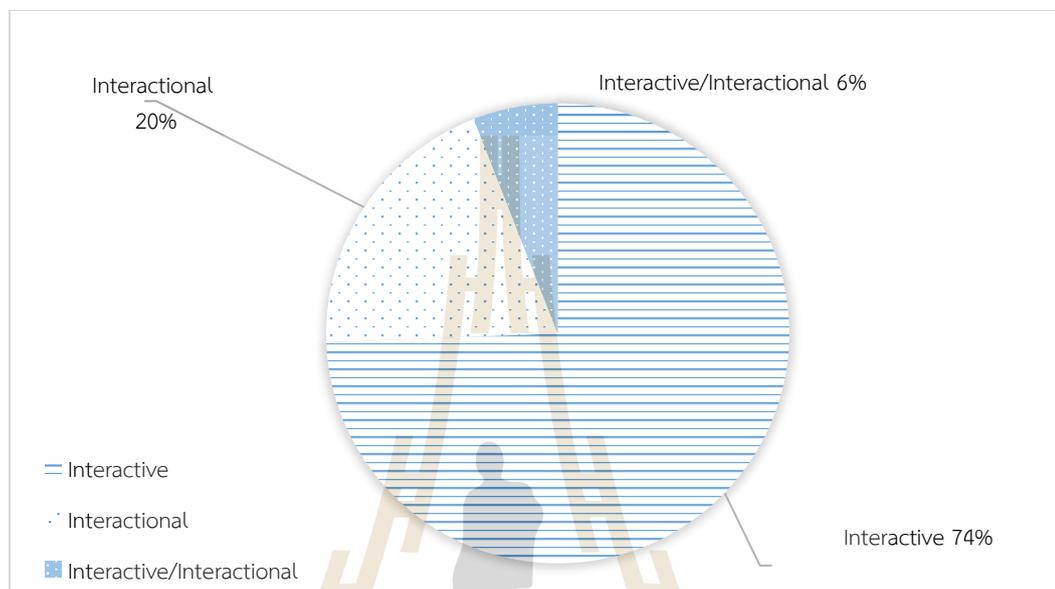
Figure 4.12 Overall distribution of metadiscourse functions of FSs in OPPDs

From Figure 4.12, it is evident that the majority of FSs in OPPDs serves an interactive function, with fewer FSs conveying interactional functions. In essence, graduate students tend to employ more interactive FSs than interactional ones, both in terms of types and tokens during their presentations. This observation aligns with findings from prior studies on postgraduate thesis writing (Li et al., 2017) and research articles in applied linguistics (Al-Mudhaffari, 2020). Additionally, it supports arguments made by Thompson (2001) that interactional resources are generally less frequent and overt in academic text. This result may also support findings suggesting that English as a Lingua Franca (ELF) learners often refrain from explicitly marking an authorial stance, showing a preference for a more detached and impersonal style (Lee & Deakin, 2016).

Noteworthy is the presence of a small number (6%) of FSs conveying both metadiscourse functions, including interactive and interactional metadiscourse functions. For instance, the FS "as I mentioned before," serves as an endophoric marker, a subcategory of interactive resources, and a self-mention, a subcategory of interactional resources. Similarly, the FS "let's move (on) to," functions as both an engagement marker and a frame marker, belonging to interactional and interactive resources, respectively. Despite the small number, comprising only six percent, its importance should not be underestimated, as Deng (2019) emphasized that these FSs

carry multiple metadiscourse functions, making them particularly worthy of attention for pedagogical implications. The list of FSs encompassing these multiple metadiscourse functions is detailed in Table 4.16.

Table 4.16 FSs with multiple metadiscourse functions in OPPDs

Metadiscourse function	FS	Sum of Normalized frequency (pmw)
Frame markers/Self-mention	I'd like to/ I would like to	721
	I will	209
	my name is	186
	I'm going to	163
	I will talk about	116
	the end of my presentation	46
	what I want to	23
	that's all for my presentation	23
	my thesis title is	23
	my second objective is to	23
	my proposal is about	23
	my presentation will be structured into	23
	my presentation will be divided into	23
	my presentation includes three parts	23
	my first research objective is to	23
	I will be briefly presenting	23
	before I get started	23
		Total 1697
Frame markers/Engagement markers	let's move (on) to	302
	let's come to	163
	now let's	70
	let's go to	46
	so first let's look at	23
	now please let me	23
	let's wrap up	23
	let's start with	23
	let's start from	23
	let's start by	23
	let me just recap a little bit	23
	let me guide you	23
	let me go back	23
	let me give you	23
		Total 814

Table 4.16 FSs with multiple metadiscourse functions in OPPDs (Cont.)

Metadiscourse function	FS	Sum of Normalized frequency (pmw)	
Engagement markers/Self-mention	we have to	232	
	we can see that	163	
	as we (all) know (that)	163	
	we need to	93	
	I want to	46	
	we do not need to	23	
	I need to find out	23	
	I have to tell you that	23	
	I also want to thank	23	
			Total 790
Transition markers/Endophoric markers	and this is	186	
	and here is/are	163	
	and the right one	23	
	and the right column is	23	
	and from this table	23	
	and from the third row	23	
	and from the second row	23	
			Total 465
Boosters/Self-mention	I found that	256	
	we found that	93	
	what I've found from	23	
	I've found that	23	
			Total 395
Attitude markers/Self-mention	we/I hope that	163	
	we expect to conduct	23	
	it is beyond my ability	23	
			Total 209
Transition markers/Self-mention	so I will	93	
			Total 93
Transition markers/Hedges	in this case	93	
			Total 93
Endophoric markers/Self-mention	as I mentioned before	70	
	as I've mentioned that	23	
			Total 93
Endophoric markers/Engagement markers	from this table we can see	46	
	from this table you can see	23	
			Total 70
Transition markers/Engagement markers	and you can state that	23	
	and you can see	23	
			Total 46
Grand Total			4766

From Table 4.16, it is evident that there are 11 different combinations of multiple metadiscourse functions. The majority of these combinations span across the two broad categories, notably featuring "interactive + interactional" pairings. These combinations signify that FSs with multiple metadiscourse functions not only guide the listeners through the presentation but also actively involve them in the discourse. Among these combinations, the three most frequent pairings are: "Frame markers + Self-mention", "Frame markers + Engagement Markers", and "Engagement Markers + Self-mention."

Examining all FSs with multiple metadiscourse functions, it is observed that "I'd like to/ I would like to," "let's move (on) to," "I will," and "we have to," emerge as the most frequently used FSs in OPPDs. For instance, "I would like to," presented in example 1) below, exemplifies the combination "Frame markers + Self-mention." In this context, The FS "I would like to" not only serves as the frame marker to announce the goal of previewing the forthcoming topic but also acts as a self-mention, reinforcing the speaker's authority or accountability in addressing the following topic. Likewise, the FS "let's move on to" in example 2), embodies the combination of "Frame markers + Engagement Markers." It acts as a frame marker functions to shift topics while also serving as an engagement marker, involving the audience, and directing attention to the next point of focus. Lastly, the FS "we have to" in example 3), represents the combination of "Engagement Markers + Self-mention." Here, "we have to" serves as both an engagement marker and self-mention, drawing attention to the importance of ensuring the validity of the Q-matrix for the main study and highlighting a shared responsibility or commitment to achieving a specific goal within the discourse. These frequently used examples underscore the multifaceted nature of language use in guiding discourse and engaging participants.

> 1) And next, **I would like to** discuss the problems of the study. (M5S1-PD30)
> 2) So **let's move on to** the brain laterality. (M7S2-PD22)
> 3) but actually for the main study, it might be more than once because **we have to** really make sure that the Q-matrix is valid. (M15S2-PD24)

Table 4.17 Overall metadiscourse functions of FSs in OPPDs

Category	Type	Token	No. Per 1,000,000 words	% of total
Transition markers	36	456	10600	25%
Frame markers	97	405	9400	22%
Evidentials	5	166	3900	9%
Endophoric markers	33	170	4000	9%
Code glosses	11	101	2300	6%
Condition markers*	6	36	837	2%
Total Interactive	**188**	**1334**	**30200**	**74%**
Hedges	26	91	2100	5%
Boosters	14	40	900	2%
Attitude markers	19	30	700	2%
Engagement markers	62	179	4200	10%
Self-mention	36	132	3100	7%
Total Interactional	**157**	**472**	**11000**	**26%**

refers to the new subcategory found in the present study.

Table 4.17 shows that among the interactive resources, in terms of types, frame markers have the most numbers, while in terms of tokens, transition markers and frame markers are the two most frequently used in OPPDs, accounting for 25% and 22%, respectively. The high frequency of transition markers is in line with Lee and Subtirelu's (2015) and Kuswoyo and Siregar's (2019) research on academic spoken discourse, it was also found that transition markers occupied the most frequent interactive resources. The high frequencies of using transition markers in OPPDs may be attributed to the functions of transition markers, which can enhance cohesion and comprehensibility, and enhance the impact of the presentation on the audience (Guest, 2018). The result that transition markers and frame markers emerge as the two most frequently used interactive metadiscourse categories also aligns with Zhang and Lo's (2021) research on university lectures in the science discipline, which also identifies frame markers and transition markers as the two most frequently used categories among all interactive resources. In summary, the high frequency of using frame markers and transition markers reflects their importance in effectively organizing information and guiding the audience/reader through the presentation.

Among interactional resources, engagement markers rank the highest in frequency at ten percent, followed by Self-mention at seven percent and hedges at five percent. The frequent use of engagement markers is likely due to the real-time nature of speech during presentations, where speakers utilize them to facilitate smooth

interaction with the audience, maintain their attention, and establish a connection between presenter and listeners, as noted by Qiu and Jiang (2021). Notably, more hedges are employed compared to boosters, aligning with findings from previous studies (Al-Mudhaffari et al., 2020; Takimoto, 2015; Wang & Zeng, 2021), which suggest that hedges are more common in academic discourse, particularly in social science research. Interestingly, it was found that presenters often opt for hedges when providing reasons or making claims within the research field, perhaps because it is a low-risk strategy that enhances acceptability and plausibility by tempering the strength of assertions and acknowledging limitations, as supported by Hyland and Zou (2021). The underlined FSs "it is possible to," "it can be inferred that," and "This is likely due to," in the examples provided are all hedges observed in OPPDs. Examples 4) and 6) present alternative voices and viewpoints regarding possible reasons, while example 5) addresses issues within the researcher's field by employing "it can be inferred that," to assert viewpoints.

> 4) Firstly, ***it is possible to*** connect these two terms, because they are two closely related concepts. (M8S5-PD26)
> 5) So ***it can be inferred that*** the TCAS system cause an inequity of opportunity to select their future careers. (M5S1-PD29)
> 6) ***This is likely due to*** the corpus size of the pilot study. (M18S3-PD26)

4.3.2 Interactive resources in OPPDs

This section presents the findings regarding metadiscourse functions within interactive resources in OPPDs, along with a discussion of the results. Given the extensive list of identified metadiscourse functions, only the top 20 most frequently used devices, ranked by normalized frequency (pmw), are displayed in tables. If metadiscourse devices share the same frequency as the 20th ranking, they are included in the table.

4.3.2.1 Transition markers

There are 36 types of FSs with transition functions and among them, 15 FSs start with "and," which accounts for 42% of the total transition markers in terms of types. However, from the perspective of tokens, the structure of FSs with "and +" occurred 5506 times per million words, accounting for 52% of the total tokens of transition markers.

Table 4.18 The most frequently used transition markers in OPPDs

No.	Transition marker	Occurrence	Sum of normalized frequency (pmw)
1	and then	115	2650
2	and for	41	953
3	as well as	36	837
4	and also	36	837
5	as well	22	511
6	due to	20	465
7	in addition	18	418
8	between...and...	17	395
9	and there are/is	17	395
10	as for	15	349
11	so that	14	325
12	so this is	9	209
13	lead to	9	209
14	because of	9	209
15	and this is	8	186
16	this is because	7	163
17	rather than	7	163
18	as to	7	163
19	and here is/are	7	163
20	then after	6	139
21	so that's why	6	139
22	and from	6	139

Table 4.18 shows the top 22 FS types with transition function in the list. Overall, it can be seen that the majority of these frequent textual FSs are two or three-word sequences, whereas four-word sequences, which seem to have attracted most attention in the literature, are scarce with only one type (e.g. so that's why). This is in line with Wang's (2018b) research on academic lectures in an ELF context. The top five most frequent transition markers in Table 4.18 are "and then," "and for," "as well as," "and also" and "as well." These five frequent used FSs are also found in previous studies (Wang, 2017, 2018b). Specifically, "and then," as the most frequent one, occurred 2650 times per million words which accounts for 25% of the total tokens of transition markers. According to Wang (2018b), "and then" is also on the list of the most frequent textual FSs across different disciplines such as social science, natural sciences, and medicine in ELF academic lectures. And "and also", which appeared frequently in the present study is a frequent FSs occurred only in social science instead

of natural sciences and medicine, based on Wang's (2018b) findings. As mentioned earlier in section 4.3.1, the high frequency of using transition markers may be because transition markers increase the reader's/speaker's understanding (Hyland, 2005c) and cohesion of text (Carrell, 1982). However, it is also worth noting that previous studies reported that in regard to frequency, both L1 English and L2 English student writers overused transition markers overall compared to respective L1 or L2 English expert writers, particularly for overuse of the transition markers of addition such as "and" (Lei, 2012). Although this claim pertains to written discourse, the present study, which focuses on spoken discourse, may also exhibit similar features.

Table 4.19 Distribution of transition markers across different moves/steps

Move/step	Occurrence	% of the total occurrence
M12S3 (Describing methods and steps in data collection)	59	13%
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	46	10%
M17S2 (Reporting preliminary results)	35	8%
M13S2 (Recounting data analysis procedure(s))	33	7%
M5S1 (Indicating problem(s) and/or need(s) and/or motivation)	26	6%
M16S2 (Recounting data analysis procedure(s) of the pilot study)	25	5%
M4S2 (Providing topic generalization/background)	22	5%
M15S2 (Describing methods and steps in data collection)	15	3%
M8S2 (Gap-indicating)	14	3%
M6S6 (Showing the significance/value of the present study)	13	3%
M13S1 (Explaining specific methods of data analysis)	12	3%
M7S1 (Outlining the current part)	12	3%
M22 (Providing considerations/suggestions/revisions for developing the main study)	10	2%
M3(Outlining the presentation)	8	2%
M4S3 (Indicating the centrality/importance of the topic)	8	2%
M6S5 (Defining key terms/concept)	8	2%
M10S1 (Outlining the current part of presentation)	7	2%
M12S1 (Describing the sample participants, location, time, etc.)	7	2%
M8S5 (Synthesizing the theoretical framework/position)	7	2%
M12S4 (Justifying data collection procedures)	5	1%
M16S3 (Justifying the data analysis procedures)	5	1%
M6S1 (Indicating the scope of research)	5	1%
M7S4 (Surveying research-related phenomena)	5	1%

Table 4.19 Distribution of transition markers across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrence
M14 (Preparatory information for introducing the pilot study)	4	1%
M15S1 (Describing the sample for the pilot study)	4	1%
M18S3 (Accounting for results)	4	1%
M6S3 (Indicating research aims/objectives/ purposes)	4	1%
M6S4 (Proposing research questions or hypothesis)	4	1%
M11 (Presenting an overview of the methodological approach)	3	1%
M5S2 (Reviewing/Summarizing previous studies)	3	1%
M6S8 (Indicating limitations of the study)	3	1%
M8S1 (Counter-claiming)	3	1%
M8S3 (Making confirmative claims)	3	1%

Table 4.19 shows the distribution of transitional FSs across different moves/steps. It can be found that most transitional FSs are more likely to appear in moves/steps describing procedures such as M12S3 (Describing methods and steps in data collection), M13S2 (Recounting data analysis procedure(s)), and M16S2 (Recounting data analysis procedure(s) of the pilot study), as well as some other moves/steps such as M7S2 (Surveying the non-research-related phenomenon or knowledge claims), M17S2 (Reporting preliminary results), and M5S1 (Indicating problem(s) and/or need(s) and/or motivation). The high frequency of transitional FSs in procedural moves/steps is because these moves/steps are often organized in a sequential or chronological structure. Using transitional FSs like "and then" helps to facilitate the smooth progression of information, guiding listeners through the steps of a procedure with clarity and coherence. In addition, there is often dense information to be maintained with a logical flow and coherence in M7S2, M17S2 and M5S1. Presenters face the challenge of guiding listeners through dense subject matter over an extended period, requiring them to demonstrate the relationships between various stages of a presentation (Lee & Subtirelu, 2015). This ongoing management of speech is achieved through a blend of strategies that explicitly indicate additions, comparisons, and consequences, which are three subtypes of transition markers according to Hyland's (2005a, 2018) metadiscourse model.

4.3.2.2 Frame markers

There are in total 96 FS types with frame marker functions. Table 4.20 shows the most frequently used frame markers in OPPDs. Based on Hyland's (2018) metadiscourse model, frame markers can be divided into four pragmatic functions, which are sequencing (e.g., to start with, first of all), label stages (e.g., in

conclusion, to sum up), announce goals (e.g., would like to, want to), and shift topic (e.g., move on, back to). As shown in Table 4.21, the most frequently used FSs are goal announcers, accounting for 69% of the total occurrences of frame markers. Sequencing ranks second, occupying 18%. Shift topic and label stages are two less frequent subtypes, only taking up seven percent and five percent relatively. This result aligns with Wu and Yang's (2022) finding that labeling stages is the least frequently used device among the four pragmatic functional categories realizing frame markers.

Table 4.20 The most frequently used frame markers in OPPDs

No.	Frame marker	Occurrence	Sum of normalized frequency (pmw)
1	focus on	31	721
2	I'd like to/ I would like to	31	721
3	to answer	24	558
4	in order to	20	465
5	let's move (on) to	13	302
6	be going to	12	279
7	(be) used to	11	256
8	the first one is	11	256
9	to examine	10	232
10	to explore	10	232
11	want to	10	232
12	aim to	9	209
13	I will	9	209
14	the first one	9	209
15	to find out	9	209
16	my name is	8	186
17	to investigate	8	186
18	I'm going to	7	163
19	it is to	7	163
20	let's come to	7	163
21	try to	7	163

Table 4.21 Subcategories of frame markers in OPTDs

Subcategory	Type	Token	Normalized frequency (pmw)	%
announce goals	41	267	6,207	69%
sequencing	29	70	1,627	18%
shift topic	5	28	651	7%
label stages	5	20	465	5%

Based on Hyland's (2018) four pragmatic functions of frame markers, it was found that "focus on" and "I'd like to/I would like to" are the most commonly used frame markers for graduate presenters announcing goals in the OPPDs. These two frame markers were used as an important means to express intentions. Specifically, "focus on" directs the audience's attention to a specific aspect or point that the speaker deems important. It helps signal the main topics or key points to be discussed, as shown in example 7). And "I'd like to/I would like to" is a polite and formal way to express the speaker's intention to express thanks, as shown in example 8). As highlighted by Wang (2017), "I'd like to/I would like to" is more likely to appear in spoken discourse and may be typical of ELF usage in spoken academic discourse.

> *Secondly, this present study only **focus on** one discipline and ...context. (M22S1-TD14)*
> *First, **I would like to** give my thanks to the committee members. (M1S2-TD18)*

Table 4.22 Distribution of frame markers across different moves/steps

Move/step	Occurrence	% of total occurrence
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	46	11%
M12S3 (Describing methods and steps in data collection)	39	10%
M6S3 (Indicating research aims/objectives/purposes)	37	9%
M13S2 (Recounting data analysis procedure(s))	21	5%
M4S2 (Providing topic generalization/background)	21	5%
M6S6 (Showing the significance/value of the present study)	19	5%
M6S4 (Proposing research questions or hypothesis)	18	4%
M17S2 (Reporting preliminary findings)	17	4%
M5S1 (Indicating problems and/or needs and/or motivation)	14	3%
M14 (Preparatory information for introducing the pilot study)	11	3%
M16S2 (Recounting data analysis procedures)	11	3%
M3 (Outlining the presentation)	11	3%
M11 (Presenting an overview of the methodological approach)	9	2%
M1S1 (Identifying oneself and making greetings)	8	2%
M2 (Announcing the topic)	8	2%
M7S1 (Outlining the current part)	8	2%
M9S3 (Announcing interpretations of the terminology used in the study)	8	2%

Table 4.22 Distribution of frame markers across different moves/steps (Cont.)

Move/step	Occurrence	% of total occurrence
M13S3 (Justifying the data analysis procedures)	7	2%
M8S2 (Gap-indicating)	7	2%
M10S1 (Outlining the current part of presentation)	6	1%
M13S1 (Explaining specific methods of data analysis)	6	1%
M15S2 (Describing methods and steps in data collection)	6	1%
M6S1 (Indicating the scope of research)	5	1%
M8S5 (Synthesizing the theoretical framework/position)	5	1%
M12S1 (Describing the sample participants, location, time, etc.)	4	1%
M15S1 (Describing the sample for the pilot study)	4	1%
M1S2 (Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors)	4	1%
M6S7 (Indicating findings /results)	4	1%
M12S4 (Justifying data collection procedures)	3	1%
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)	3	1%
M27S1 (Signaling the end of the presentation)	3	1%
M7S3 (Claiming centrality)	3	1%
M7S4 (Surveying research-related phenomena)	3	1%

From the distribution of frame markers, most of them are more likely to show up in M7S2 (Surveying the non-research-related phenomenon or knowledge claims), M12S3 (Describing methods and steps in data collection), M6S3 (Indicating research aims/objectives/purposes), M6S3 (Indicating research aims/objectives/purposes), M13S2 (Recounting data analysis procedure(s)), M4S2 (Providing topic generalization/background), M6S6 (Showing the significance/value of the present study) as well as some other moves/steps. Examples are shown as follows:

> 7). **Let's move on to** theoretical framework. (M7S2-PD29)
> 8) first, **I will talk about** teaching material. (M12S3-PD25)
> 9) Third, **to examine** the effect of NVT on the development of ...Based on number three, _it is to_ investigate the inter relationship ...Last ， **it is to** explore the attitudes of the learners ... (M6S3-PD22)

In summary, "focus on" and "I'd like to/I would like to," emerge as the most commonly utilized frame markers among graduate presenters for announcing goals in OPPD. Among the four common subcategories of frame markers, the majority (69%) of frequently used frame structures are goal announcers. These goal announcers

play a crucial role in delineating and highlighting key boundaries or elements within the speech structure, thereby clarifying the presenter's objectives, and improving the coherence and organization of the presentation.

4.3.2.3 Evidentials

There are fewer FS types with evidential functions in OPPDs, when compared with other subcategories of interactional resources. Only five are identified, which are two-word FSs "based on," "according to," "come from," and three-word FSs "(be) adapted from" and "(be) collected from." Among those FS types, "based on" and "according to" are the top two most frequent FSs with evidential functions, which accounts for 48% and 39% and together make up a significant portion (87%) of the identified FS types. This suggests that these two FSs play a crucial role in guiding the listener's interpretation and establish an authorial command of the subject. This high frequency may imply that speakers heavily rely on "based on" and "according to" to introduce or support information with a reliable source (Mushin, 2000).

Table 4.23 List of evidentials in OPPDs

No.	Evidentials	Occurrence	Sum of normalized frequency (pmw)
1	based on	80	1860
2	according to	65	1511
3	(be) adapted from	11	256
4	(be) collected from	6	139
5	come from	4	93

Table 4.24 Distribution of evidentials across different moves/steps

Move/step	Occurrence	% of total occurrences
M12S3 (Describing methods and steps in data collection)	20	12%
M13S2 (Recounting data analysis procedure)	17	10%
M17S2 (Reporting preliminary results)	15	9%
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	15	9%
M6S4 (Proposing research questions or hypothesis)	10	6%
M6S3 (Indicating research aims/objectives/purposes	8	5%
M12S4 (Justifying the data analysis procedure(s))	7	4%
M22 (Providing considerations/suggestions/revisions for developing the main study)	7	4%
M11 (Presenting an overview of the methodological approach)	6	4%
M12S1 (Describing the sample participants, location, time, etc.)	6	4%
M13S3 (Justifying the data analysis procedures)	6	4%

Table 4.24 Distribution of evidentials across different moves/steps (Cont.)

Move/step	Occurrence	% of total occurrences
M16S2 (Recounting data analysis procedures)	6	4%
M9S2 (Announcing theoretical positions/theoretical frameworks)	6	4%
M13S1 (Explaining specific methods of data analysis)	4	2%
M4S2 (Providing topic generalization/background)	4	2%
M5S1 (Indicating problems and/or needs and/or motivation)	4	2%
M6S6 (Showing the significance/value of the present study)	4	2%
M12S2 (Describing the selection criteria)	2	1%
M13S4 (Previewing results)	2	1%
M14 (Preparatory information for introducing the pilot study)	2	1%
M15S2 (Describing methods and steps in data collection)	2	1%
M15S3 (Justifying data collection procedures)	2	1%
M16S3 (Justifying the data analysis procedures)	2	1%
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)	2	1%
M6S1 (Indicating the scope of research)	2	1%
M7S1 (Outlining the current part)	2	1%
M8S5 (Synthesizing the theoretical framework/position)	2	1%
M8S1 (Counter-claiming)	1	1%
Total	**166**	**100%**

From the distribution of evidential markers across different moves/steps, it can be concluded that most evidentials occurred in the moves related to data collection and data analysis, such as M12 (Describing data collection method and procedure(s)), M13 (Describing data analysis method and procedure(s)), M16 (Describing data analysis method and procedure of the pilot study), M17S2 (Reporting preliminary results), as well as M7S2 (Surveying the non-research related phenomenon knowledge), and some other moves/steps. Examples are shown as follows:

> 12) *So, for the research instruments, it's the, uh, it's solely semi-structured interviews that's being **adapted from** Baker and Fang (2019, 2021). (M12S3-PD31)*
> 13) *Step five is to classify Reporting verbs into different categories **based on** Hyland's classification. (M13S2-PD28)*
> 14) ***According to** Ellis, there are four basic characteristics of tasks in TBLT. Number one, the primary focus should be on meaning. (M7S2-PD23)*

In example 12), the FS "adapted from," as an evidential marker, informs the audience that the research instruments have a foundation in the methodologies, questions, or structures employed by Baker and Fang in their previous

studies. In example 13), the FS "based on" indicates the foundation or source upon which the classification of reporting verbs is established. And "according to" in example 14) indicates that the information about the four basic characteristics of tasks in TBLT is based on the work or statements of Ellis. It establishes Ellis as the source of the information and signals that the subsequent discussion or characterization of tasks aligns with Ellis's perspectives. Evidentials like "adapted from," "based on," and "according to," attribute information to specific authorities, while helping listeners understand the context and framing of the statements. Evidentials incorporate external sources into the discourse, giving due credit to the original authors and allowing readers to trace the information back to its origin. This underscores the speaker's indexical point of view regarding information sources, as noted by Bergqvist (2017). Consequently, evidentials are more likely to occur in moves related to data collection and analysis in OPPDs. Clearly indicating the sources of information or data helps establish trust with the audience and demonstrates the thoroughness and reliability of the research process, which is a primary focus of OPPDs

In summary, while evidentials are relatively few in number in OPPDs, their significance cannot be understated. The prevalence of evidentials in moves related to data collection and analysis in OPPDs reflects their importance in providing information about the origin or basis of a statement, thereby conveying the reliability and grounding of the presented information (Hyland, 2018).

4.3.2.4 Endophoric markers (two new subtypes under this category)

In OPTDs, a total of 33 endophoric markers were identified. The most frequently used endophoric markers are presented in Table 4.25. In OPPDs, two new subtypes can be extended to Hyland's (2018) list of endophoric markers. They are metadiscursives and visuals. Metadiscursives in the present study refer to those endophoric markers in the structure of "the+ metadiscursive noun + of." The bold FSs in Table 4.25 represent examples of metadiscursives, including FSs like "the result(s) of," "the significance of the study," "the summary of," "the background of," and "the structure of." Visuals in the present study refer to those metadiscourse markers that guide the listeners' attention toward accompanying visual materials, such as slides, graphs, tables, or charts. Common visuals, as underlined in Table 4.25, include FSs such as "we can see from the table," "in the slides," "this is" and "here is/are." These visuals serve to guide the audience's attention to pertinent visual content, thereby improving the clarity and effectiveness of communication.

Table 4.25 The most frequently used endophoric markers in OPPDs

No.	Endophoric marker	Occurrence	Sum of normalized frequency (pmw)
1	this is	50	1162
2	in my study	14	325
3	the result(s) of	10	232
4	in the present study	9	209
5	and this is	8	186
6	and here is/are	7	163
7	the significance of the study	7	163
8	from the pilot study	6	139
9	in the slides	6	139
10	from the previous studies	5	116
11	in this field	5	116
12	the summary of	5	116
13	the background of	4	93
14	as I mentioned before	3	70
15	here's the reasons for	3	70
16	in previous studies	3	70
17	in this study	3	70
18	the structure of	3	70
19	from this table we can see	2	46
20	it is planned as follows	2	46

The naming of metadiscursives is borrowed from Sinclair's (1993) and Jiang and Hyland's (2018) research on metadiscursive nouns. According to Sinclair (1993), metadiscursive nouns either refer backward, to "encapsulate" earlier material into the ongoing discourse, or forward to "prospect" forthcoming information. Metadiscursive noun provides a link with additional information, whether inside or outside the text. As Jiang and Hyland defined, metadiscursive nouns are those which refer to the organization of the discourse or the readers' understanding of it. Metadiscursive nouns include "analysis," "fact," and "conclusion," just to name a few. The concept of metadiscursive nouns in Sinclair's (1993) and Jiang and Hyland's (2018) research both share the common feature of endophoric markers which refer to other parts of the text (e.g., "in this study" and "as I mentioned before"), as defined by Hyland (2018). Meanwhile, metadiscursive nouns are absent in Hyland's frequently cited wordlist of metadiscourse markers, as reported by Jiang and Hyland (2018). Notably, as Hyland (2018) mentioned, the list of metadiscourse resources he provided is just a starting point, it does not mean that additional items cannot be added in the corpus.

Therefore, metadiscursives can be the extension of Hyland's frequently cited wordlist of metadiscourse markers and are regarded as a subtype of endophoric markers. Since metadiscursive nouns normally refer to one-word nouns, it may not be appropriate to refer to those extensions of metadiscursive nouns with longer lengths. The present study calls those nouns of longer length, in which metadiscursive nouns are the core in the structure of "the+ metadiscursive noun + of" as metadiscursives. The endophoric marker "the results of" in example 15) refers anaphorically to the outcomes of the survey mentioned earlier in the discourse, indicating that the subsequent statement pertains specifically to the findings obtained from this survey. The inclusion of the FS "the results of" as an endophoric marker in the present study also validates the findings in Li et al.'s (2017) study that "the result(s) of" has been extended to the list of recognized endophoric markers.

> 15) And **the results of** this survey are congruent with the previous literature stating that Chinese college English teachers as students have low awareness. (M5S1-PD19)

In addition to the endophorics structured as "the+ metadiscursive noun + of," there is another newly identified subtype called visuals. This idea is also supported by Hyland and Jiang (2018), who stated that visuals attract more use of endophorics as speakers/writers are required to point to them often to make information salient to their listeners/readers. The FS "from this table you can see" and "you can see from the first row" in example 16) below, serve as visual markers, guiding the audience to look at the table for information. The subsequent mention of specific rows further directs attention to relevant details within the visual. Visual markers play a crucial role in guiding the audience's attention to specific aspects of the visuals, providing additional context or insights related to the presented information.

> 16)...**from this table you can see** the scope of the previous studies focused more on written discourse, **you can see from the first row**, second row and the last rows. (M7S1-PD26)

Table 4.26 Distribution of endophoric markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M12S3 (Describing methods and steps in data collection)	20	12%
M17S2 (Reporting preliminary results)	15	9%
M13S2 (Recounting data analysis procedure)	13	8%
M14 (Preparatory information for introducing pilot study)	9	5%
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	9	5%
M5S1 (Indicating problems and/or needs and/or motivation)	7	4%
M6S5 (Defining key terms/concept)	7	4%
M12S1 (Describing the sample participants, location, time, etc.)	6	4%
M13S1 (Explaining specific methods of data analysis)	6	4%
M8S2 (Gap-indicating)	6	4%
M11 (Presenting an overview of the methodological approach)	4	2%
M12S4 (Justifying data collection procedures)	4	2%
M16S2 (Recounting data analysis procedures)	4	2%
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)	4	2%
M6S6 (Showing the significance/value of the present study)	4	2%
M17S1 (Introducing graphics)	3	2%
M19 (Summarizing the pilot findings)	3	2%
M2 (Announcing the topic)	3	2%
M4S1 (Outlining the current part)	3	2%
M4S2 (Providing topic generalization/background)	3	2%
M8S3 (Making confirmative claims)	3	2%
M9S2 (Announcing theoretical positions/theoretical frameworks)	3	2%
M13S3 (Justifying the data analysis procedures)	2	1%
M13S4 (Previewing results)	2	1%
M15S1 (Describing the sample for the pilot study)	2	1%
M15S2 (Describing methods and steps in data collection)	2	1%
M22 (Providing considerations/suggestions/revisions for developing the main study)	2	1%
M3 (Outlining the presentation)	2	1%
M4S3 (Indicating the centrality/importance of the topic)	2	1%
M6S3 (Indicating research aims/objectives/ purposes)	2	1%
M6S4 (Proposing research questions or hypothesis)	2	1%
M7S1 (Outlining the current part)	2	1%
M8S5 (Synthesizing the theoretical framework/position)	2	1%
M9S3 (Announcing interpretations of the terminology used in the study)	2	1%
M16S3 (Justifying the data analysis procedures)	1	1%
M16S4 (Previewing results)	1	1%
M18S3 (Accounting for results)	1	1%
M25 (Presenting the references)	1	1%
M6S7 (Indicating findings /results)	1	1%
M7S4 (Surveying research-related phenomena)	1	1%
M9S1 (Announcing research aims, focus, questions or hypotheses)	1	1%
Total	170	100%

From Table 4.26, it can be seen that the majority (12%) of the endophoric markers such as "this is," "as I mentioned before," and "on the left," occurred in M12S3 (Describing methods and steps in data collection). A possible reason attributed to this result is that there needs to be more clarity and precision when describing methods and steps in data collection. The endophoric marker "this is," as shown in example 17) refers to the procedure presented in the slide. By saying "this is," the presenter is guiding the audience to see the procedure presented in the slide, making the presentation more accessible and understandable.

17) **This is** the procedure that I used with the pilot study.
(M12S3-PD24)

In summary, metadiscursives and visuals represent two new subtypes added to Hyland's (2018) list of endophoric markers in OPPDs. These markers play a crucial role in clarifying references, thereby reducing ambiguity, and ensuring accurate interpretation by the audience. They assist presenters in guiding audiences through complex information, facilitating understanding, and highlighting the significance of the research.

4.3.2.5 Code glosses

There are 11 FS types of code glosses in OPPDs, among which, "for example," "refer to," and "such as," are the most frequent two-word FSs. Compared with other subcategories of interactive resources, code glosses also represent a less frequent metadiscourse function in terms of the types of FSs. However, from the distribution of code glosses in OPPDs shown in Table 4.28, they are widespread and occur in twenty-four steps (accounting for almost one third of the total steps). In other words, though code glosses have less FS types but they are widespread in OPPDs in terms of the steps crossed.

Table 4.27 List of code glosses in OPPDs

No.	Code gloss	Occurrence	Sum of normalized frequency (pmw)
1	for example	19	442
2	refer to	19	442
3	such as	18	418
4	be regarded as	12	279
5	an example of	5	116
6	and so on	5	116
7	is called	5	116
8	it means that	5	116
9	the example of	5	116
10	to be specific	5	116
11	in other words	3	70

Table 4.28 Distribution of code glosses across different moves/steps

Move/step	Occurrence	% of the total occurrences
M7S2 (Surveying the non-research related phenomenon or knowledge claims)	19	19%
M13S2 (Recounting data analysis procedure(s)	9	9%
M17S2 (Reporting preliminary results)	8	8%
M9S3 (Announcing interpretations of the terminology used in the study)	8	8%
M12S3 (Describing methods and steps in data collection)	7	7%
M4S2 (Providing topic generalization/background)	7	7%
M5S1 (Indicating problems(s) and/or need(s) and/or motivation)	7	7%
M11 (Presenting an overview of the methodological approach)	6	6%
M7S1 (Outlining the current part)	5	5%
M12S2 (Describing the selection criteria)	3	3%
M6S5 (Defining key terms/concept)	3	3%
M13S3 (Justifying the data analysis procedures)	2	2%
M16S2 (Recounting data analysis procedures)	2	2%
M22 (Providing considerations/suggestions/revisions for developing the main study)	2	2%
M6S3 (Indicating research aims/objectives/ purposes)	2	2%
M8S2 (Gap-indicating)	2	2%
M8S5 (Synthesizing the theoretical framework/position)	2	2%
M9S2 (Announcing theoretical positions/theoretical frameworks)	2	2%
M13S1 (Explaining specific methods of data analysis)	1	1%
M15S2 (Describing methods and steps in data collection)	1	1%
M2 (Announcing the topic)	1	1%
M23 (Indicating limitations of the current study)	1	1%
M8S3 (Making confirmative claims)	1	1%
Total	**101**	**100%**

Table 4.28 indicated that most code glosses appear in M7S2 (Surveying the non-research related phenomenon or knowledge claims), M13S2 (Recounting data analysis procedure(s), M17S2 (Reporting preliminary results), M9S3 (Announcing interpretations of the terminology used in the study) and other moves/steps. Examples in these steps are shown as follows:

> 18) *There are over fifty terms to describe formulaic language.* ***For example****, chunks, non-propositional speech formulas, lexical phrases, etc.* (M7S2-PD26)
> 19) *Some modifications will be conducted.* ***For example****, some moves and steps in the abstract will be removed since the presentation slides don't have abstract.* (M13S2-PD20)

In the examples 18) and 19), the code gloss "for example" is used to introduce specific instances or illustrations that exemplify the broader statement. In example 18), the code gloss "for example" in M7S2 signals to the listeners that the terms following it (chunks, non-propositional speech formulas, lexical phrases, etc.) are specific instances or types falling under the broader category of "formulaic language." It serves to clarify and provide concrete examples, enhancing the listener's understanding of the concept. The FS "for example" in M13S2 shown in example 19) introduces a specific case to illustrate the general statement about modifications. It indicates that the removal of moves and steps in the abstract is one instance of the broader category of modifications. This helps the listeners comprehend the nature of the modifications being discussed.

> 20) There are also students who participated in an international community but do not interact with them. **_In other words_**, they have friends or partners who are there with them, who are able to speak English and use English well. (M17S2-PD31)

The FS "in other words" in example 20) serves as a code gloss to offer a clarification or an alternative way of expressing the previous statement. It explains that these students, despite not interacting within the international community, have friends or partners present with them who are proficient in English. The use of "in other words" helps to elaborate on the initial idea and ensures that the listener grasps the intended meaning by providing a rephrasing or clarification of the concept. It is a useful device for enhancing the clarity and understanding of complex or nuanced information.

> 21) Then in this study, [the term] text **_refers to_** the Chinese textbooks that are the pictures. (M9S3-PD19)

In the example provided, the code gloss "refers to" is used to clarify and specify the meaning of the term "text" as it is employed in the study. As McCabe (1996) and Hyland (2017) mentioned, the purpose of the code gloss is to define or elaborate on a term, ensuring that the reader understands its specific interpretation within the context of the study. The code gloss "refers to" helps prevent ambiguity and ensures that the listener correctly interprets the meaning of the term in the given context.

In sum, code glosses are valuable in academic discourse, particularly when terms might have specialized or context-specific meanings. They contribute to

clarity and precision in communication, helping listeners understand how certain terms are defined or used within the scope of the study, as highlighted by Guziurova (2020).

4.3.2.6 New category: Condition markers

In OPPDs, a new subcategory of interactive resources emerged, labeled as condition markers. These markers are exemplified by FSs such as "in terms of" and "in the field of." The newly found metadiscourse function aligns with the earlier research conducted by Li et al. (2017), which highlighted the absence of condition markers in Hyland's wordlist of metadiscourse markers. Notably, Li et al. (2017) were the first scholars to identify condition markers. In the present study, the definition of condition markers is adopted from Li et al. (2017). Specifically, condition markers are used to present the prerequisites for subsequent arguments, indicating specific contexts, cases, and perspectives. Examples of condition markers include "in the case of," "in terms of," "in spite of," "with regard to," and "on the basis of."

Table 4.29 List of condition markers in OPPDs

No.	Condition marker	Occurrence	Sum of normalized frequency (pmw)
1	in terms of	22	511
2	from the perspective of	5	116
3	on the basis of	5	116
4	in the field of	2	46
5	from the student's perspectives	1	23
6	in the context of	1	23

There are six FS types qualified as condition markers in OPTDs, as shown in Table 4.29. The condition marker "in terms of" occurred 511 times pmw, making it the most frequently used condition marker. The high frequency of "in terms of" suggests a preference among graduate presenters for using it in OPPDs. This preference likely stems from the metadiscourse function of condition markers, which provide a contextual frame for the information, allowing the speaker to specify the context or conditions under which specific findings, methodologies, or recommendations should be understood.

Table 4.30 Distribution of condition markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M17S2 (Reporting preliminary results)	10	28%
M6S6 (Showing the significance/value of the present study)	5	14%
M12S4 (Justifying data collection procedure(s))	3	8%
M6S3 (Indicating research aims/objectives/purposes)	3	8%
M5S1 (Indicating problems(s) and/or need(s) and/or motivation)	2	6%
M8S2 (Gap-indicating)	2	6%
M13S2 (Recounting data analysis procedures)	1	3%
M13S3 (Justifying the data analysis procedures)	1	3%
M16S2 (Recounting data analysis procedures)	1	3%
M18S1 (Interpreting the pilot results)	1	3%
M4S2 (Providing topic generalization/background)	1	3%
M6S1 (Indicating the scope of research)	1	3%
M6S4 (Proposing research questions or hypothesis)	1	3%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	1	3%
M7S3 (Claiming centrality)	1	3%
M8S3 (Making confirmative claims)	1	3%
M9S3 (Announcing interpretations of the terminology used in the study)	1	3%
Total	36	100%

Table 4.30 showed that most condition markers appear in M17S2 (Reporting preliminary results), M6S6 (Showing the significance/value of the present study), M12S4 (Justifying data collection procedure(s)) and M6S3 (Indicating research aims/objectives/purposes), and other moves/steps. As demonstrated in examples 22) and 23), "in terms of" in M15S2 and "from the perspective of" in M22S2 serve to specify the particular context or viewpoint through which the statement should be interpreted. Therefore, most condition markers appear in M17S2 (Reporting preliminary results) due to the nature of this section. In reporting preliminary results, researchers often need to provide context, specify conditions, or frame their findings within particular parameters. Condition markers serve as linguistic devices to delineate these conditions or contextual frameworks, helping readers understand the context in which the reported results should be interpreted.

> 22) And finally, due to the um, uh, **_in terms of_** intercultural opportunities and education, those who have a background,... has more opportunities ... (M17S2-PD31)

> *23) it can improve … **from the perspective of** neo liberalism Unequal Englishes Chinese language policies in China.* (M6S6-PD19)

To conclude, the condition markers identified in this study deserve pedagogical consideration. Despite their limited number, these markers play a crucial role in enhancing the clarity and organization of discourse. By framing statements or information within specific contexts or perspectives, the use of condition markers contributes significantly to effective communication. Therefore, understanding and utilizing condition markers can greatly benefit pedagogical practices.

4.3.3 Interactional resources in OPPDs

This section presents the findings on metadiscourse functions within interactional resources in OPPDs, including hedges, boosters, attitude markers, engagement markers, and self-mentions, along with a discussion of these results.

4.3.3.1 Hedges

In OPPDs, presenters used hedges to convey a degree of uncertainty or to moderate the strength of their statements. Overall, 23 types of FSs were categorized as hedges, with "can be," "could be" and "a little bit" ranking as the top three most frequently used hedges, as detailed in Table 4.31. From the table, it can be found that most of hedges in OPPDs are plausibility hedges. This is based on three broad types of hedges, which are downtoners, rounders, and plausibility hedges, according to Hyland and Zou (2021). T They define plausibility hedges as mainly lexical verbs and modals, which are used to signal that a claim is based on plausible assumptions rather than evidence. These include "could be" and "it can be inferred that," as shown in example 24). They go on to define downtoners largely as adverbs and are used to mitigate the intensity of a statement (e.g., slightly, barely, quite). Rounders (e.g., about, around) are associated with lack of precision and indicate an (often numerical) approximation. The dominate use of plausibility hedges in OPPDs is in line with Hyland and Zou (2021) who state that plausibility hedges are also dominant in Three Minute Thesis presentations (3MT). They are also likely to be more frequent in the social sciences as the often less exact and more qualitative methods generally require greater circumspection. This is similar to the case in OPPDs.

> *24) So **it can be inferred that** the TCAS system cause an inequity of opportunity to select their future careers*. (M5S1-PD29)

Table 4.31 List of hedges in OPPDs

No.	Hedge	Occurrence	Sum of normalized frequency (pmw)
1	can be	23	535
2	could be	6	139
3	a little bit	5	116
4	tend to	5	116
5	claim that	4	93
6	in this case	4	93
7	in general	3	70
8	it would be	3	70
9	it is possible to	2	46
10	(be) similar to	1	23
11	it can assist in	1	23
12	it can be inferred that	1	23
13	it can be seen that	1	23
14	it can contribute to	1	23
15	it is also possible that	1	23
16	it is apparent that	1	23
17	it is likely that	1	23
18	It seems as though	1	23
19	it would help boost the attention	1	23
20	this can be implied that	1	23
21	this is likely due to	1	23
22	to a great extent	1	23
23	to the best of my knowledge	1	23

Table 4.32 Distribution of hedges across different moves/steps

Move/step	Occurrence	% of the total occurrences
M5S1 (Indicating problem(s) and/or need(s) and/or motivation)	5	11%
M7S2 (Surveying the non-research related phenomenon or knowledge claims)	5	11%
M4S2 (Providing topic generalization/background)	3	7%
M6S5 (Defining key terms/concept)	3	7%
M6S6 (Showing the significance/value of the present study)	3	7%
M7S1 (Outlining the current part)	3	7%
M13S2 (Recounting data analysis procedures)	2	5%
M13S3 (Justifying the data analysis procedures)	2	5%

Table 4.32 Distribution of hedges across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M16S2 (Recounting data analysis procedures)	2	5%
M5S3 (Indicating the research gap in previous research)	2	5%
M8S5 (Synthesizing the theoretical framework/position)	2	5%
M17S2 (Reporting preliminary findings)	1	2%
M18S3 (Accounting for results)	1	2%
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)	1	2%
M21 (Presenting the difficulties/ problems/ challenges during the pilot study)	1	2%
M22 (Providing considerations/suggestions/revisions for developing the main study)	1	2%
M24 (Summarizing the study)	1	2%
M6S1 (Indicating the scope of research)	1	2%
M6S2 (Indicating theoretical position)	1	2%
M6S4 (Proposing research questions or hypothesis)	1	2%
M7S3 (Claiming centrality)	1	2%
M8S1 (Counter-claiming)	1	2%
M9S2 (Announcing theoretical positions/theoretical frameworks)	1	2%
Total	44	100%

From the distribution of hedges across different moves/steps, most of the hedges occurred in M5S1 (Indicating problem(s) and/or need(s) and/or motivation), M7S2 (Surveying the non-research related phenomenon or knowledge claims), M4S2 (Providing topic generalization/background), M6S5 (Defining key terms/concept) and M6S6 (Showing the significance/value of the present study). These steps belong to the introduction and literature review phases, which provide background knowledge and information for the listeners. This echos the results found in Rida et al.'s (2018) research that 65.28 % of hedges were employed by ELT students in the "background of the study" section of their thesis proposals and thesis proposal presentations. The high frequencies of hedges found in the introduction and literature review phase are also congruent with the findings in Akoto's (2020) research on theses' writing.

One of the possible reasons is that the Introduction and Literature review phase of a study typically involves reviewing research problems and previous studies related to the research topic. Researchers may use hedging to acknowledge

the uncertainty or limitations in previous research, highlighting areas where further investigation is needed, as illustrated in example 25). This is also why M5S1(Indicating problem(s) and/or need(s) and/or motivation) and M7S2 (Surveying the non-research related phenomenon or knowledge claims) have the highest occurrences of hedges. Another possible reason is that hedges can help build credibility because hedges help demonstrate a careful and thoughtful approach to the topic, showing that the researcher is aware of the complexities and nuances within the field, thus, gain community acceptance for a contribution to disciplinary knowledge (Martín, 2022; Hyland, 1996, 1998), as illustrated in example 26).

> *25) This rapid change in Thai university admission shows the lack of efficiency and consistent policy and **it seems as though** Thailand is causing more complexity...* (M5S1-PD29)
> 26) **This is likely due to** the *small* corpus size of the pilot study. (M18S3-PD26)

In example 25), by using "it seems as though," the presenter is not making an absolute or definitive claim about Thailand causing complexity and confusion. Instead, the speaker tries to soften the certainty of the statement, and to show introduce a level of cautiousness, so that it allows listeners to interpret the statement with a degree of openness or flexibility. The metadiscourse function of "this is likely due to" in example 26) is to signal to the audience that the presented explanation is a reasonable inference based on the available information. This indicates a degree of certainty but still allows for the possibility of other factors contributing to the observed phenomenon.

In summary, the use of hedges introduces a sense of caution or modesty, especially when there are claims or comments that have negative aspects. Hedges indicate that the interpretation or findings are not absolute, but they are open to different perspectives or conditions. While hedging occurs commonly in the introduction and literature review sections (Akoto's, 2020), it is important to note that the degree of hedging can vary depending on the discipline, the nature of the research, and the preferences of the academic community.

4.3.3.2 Boosters

Table 4.33 shows the list of boosters in the OPPDs. It can be concluded that 14 types of boosters are found and appear 928 times per million words. However, compared with hedges in OPPDs, where there are 26 types of hedges occurring 2,115 times per million words, boosters are less frequent. These results

accord with prior research by Qiu and Jiang's (2021) on 3MT presentations, which states that boosters are less frequently used than hedges.

Table 4.33 List of boosters in OPPDs

No.	Booster	Occurrence	Sum of normalized frequency (pmw)
1	I found that	11	256
2	found that	5	116
3	we found that	4	93
4	especially for	3	70
5	it is still unknown that	3	70
6	very few studies	3	70
7	it is believed that	2	46
8	it was found that	2	46
9	none of them	2	46
10	a lot of	1	23
11	I've found that	1	23
12	studies have shown that	1	23
13	the study shows that	1	23
14	what I've found from	1	23

Upon examining all boosters in OPPDs, it was observed that the majority of boosters contain the core verb "found," such as "I found that," "it was found that" and "we found that." The most frequently used booster in OPPDs is "I found that," with 11 occurrences, accounting for 256 pmw. A detailed examination of concordance lines for "found that" reveals that most preceding subjects are self-mentions like "I" and "we." Very few are in passive voice constructions like "it was found that," as shown in Figure 4.13 as well as examples 27) and 28).
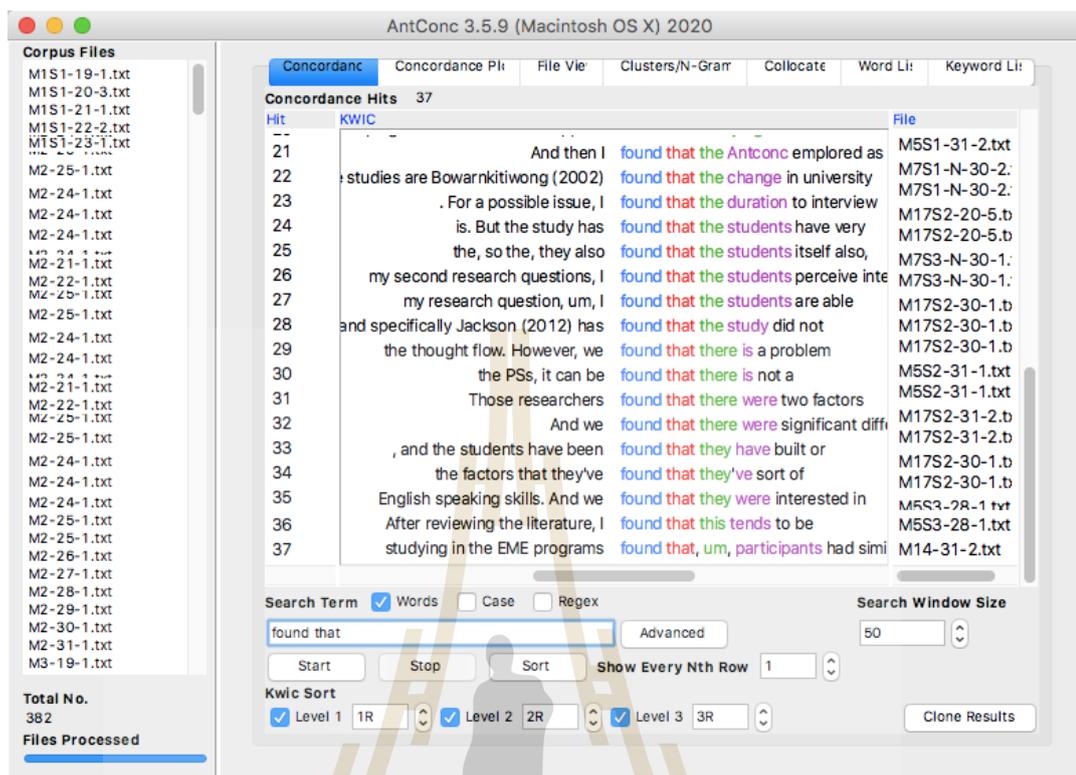
Figure 4.13 Concordance line of "found that" in OPPDs in Antconc 3.5.9

> *27) For my second research questions, **I found that** the students perceive intercultural citizenship positively.* (M17S2-PD-31)
>
> *28) And moreover, **we found that** no technological solutions like AI or chatbots suggested in the Vietnamese tertiary context.* (M5S1-PD30)

Table 4.34 Distribution of boosters across different moves/steps

Move/step	Occurrence	% of the total occurrences
M17S2 (Reporting preliminary findings)	11	28%
M5S1(Indicating problem(s) and/or need (s) and/or motivation)	7	18%
M8S2 (Gap-indicating)	4	10%
M14 (Preparatory information for introducing pilot study)	3	8%
M8S1 (Counter-claiming)	3	8%
M6S6 (Showing the significance/value of the present study)	2	5%
M11 (Presenting an overview of the methodological approach)	1	3%
M12S4 (Justifying data collection procedures)	1	3%
M13S3 (Justifying the data analysis procedures)	1	3%
M18S2 (Comparing results with literature)	1	3%

Table 4.34 Distribution of boosters across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M18S2 (Comparing results with literature)	1	3%
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)	1	3%
M21 (Presenting the difficulties/ problems/ challenges during the pilot study)	1	3%
M4S2 (Providing topic generalization/background)	1	3%
M5S3 (Indicating the research gap in previous research)	1	3%
M6S7 (Indicating findings /results)	1	3%
M7S3 (Claiming centrality)	1	3%
Total	40	100%

When investigating the occurrences of the moves/steps of boosters, it was found that boosters are more likely to be found in M17S2 (Reporting preliminary findings), M5S1(Indicating problem(s) and/or need (s) and/or motivation), M8S2 (Gap-indicating), accounting for 28%, 18% and 10% of the total boosters respectively. When examining the boosters in M17S2, it was found that most of the boosters contain self-mentions, such as "I found that." The frequent use of boosters with self-mentions in M17S2 echoes the results highlighted in Wang and Zeng's (2021) study on academic writing, which stated that both expert and student writers tend to utilize self-mentions with boosters primarily to present their research findings. These results may be attributed to the functions of boosters. Boosters can help the presenters strengthen the credibility of preliminary findings, instilling confidence in the audience about the validity and importance of the initial results, as shown in example 27) above. Boosters can also help convey a sense of urgency and importance when indicating problems or needs. The presenters underscore the gravity of the situation, making a compelling case for why the research is necessary, as presented in example 28) above.

In summary, boosters are employed strategically to enhance the persuasiveness, credibility, and impact of the message at different stages of the research process. They contribute to the overall effectiveness of communication in conveying the importance and validity of the research. Though boosters play important role in academic research, it should be noted that the use of boosters can be also influenced by their discipline's epistemological and interactional conventions, to socially create knowledge and construct their disciplinary worlds (Hyland, 1998).

4.3.3.3 Attitude markers

A total of 19 attitude markers are presented in Table 4.35. All of these 19 attitude markers appear 694 times per million words. The top three most frequently used attitude markers are "we/I hope that," "the importance of" and "it is difficult for/to." The present study indicates that the frequency of using attitude markers is similar to boosters but lower than hedges in OPPDs. This contrasts with Qiu and Jiang's (2021) research on 3MT presentations, where attitude markers were more prevalent than hedging and boosting devices. Both 3MTs and OPPDs involve postgraduate students presenting research within a limited time. However, a significant distinction lies in their audiences. OPPDs addresses experts within the field, while 3MTs engage a diverse audience from various disciplines. The 3MT presenters use rhetorical tactics to convey complex scientific concepts clearly to a broad audience, with attitude markers playing a crucial role in making science accessible and engaging (Di Scotto Carlo, 2015). In OPPDs, which are influenced by the written thesis, the use of attitudinal stance is generally discouraged, as research writing prioritizes epistemic judgment over personal feelings (Hyland, 2005c).

Table 4.35 List of attitude markers in OPPDs

No.	Attitude marker	Occurrence	Sum of normalized frequency (pmw)
1	we/I hope that		163
2	the importance of		93
3	it is difficult for/to		70
4	an integral part of		23
5	be very vital to		23
6	it is also worth noting that		23
7	it is an honor to		23
8	it is appropriate for		23
9	it is beyond my ability		23
10	it is effective to		23
11	it is expected that		23
12	it is good that		23
13	it is interesting to		23
14	it is necessary to		23
15	it is vital for		23
16	it is widely acknowledged		23
17	it is worth noting that		23
18	it will be beneficial to		23
19	we expect to conduct		23

Table 4.36 Distribution of attitude markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M6S6 (Showing the significance/value of the present study)	7	23%
M17S2 (Reporting preliminary results)	5	17%
M12S3 (Describing methods and steps in data collection)	2	7%
M12S4 (Justifying data collection procedure (s)	2	7%
M8S3 (Making confirmative claims)	2	7%
M11 (Presenting an overview of the methodological approach)	1	3%
M13S2 (Recounting data analysis procedures)	1	3%
M16S2 (Recounting data analysis procedures)	1	3%
M16S3 (Justifying the data analysis procedures)	1	3%
M1S1 (Identifying oneself and making greetings)	1	3%
M22 (Providing considerations/suggestions/revisions for developing the main study)	1	3%
M4S2 (Providing topic generalization/background)	1	3%
M4S3 (Indicating the centrality/importance of the topic)	1	3%
M5S1 (Indicating problems and/or needs and/or motivation)	1	3%
M6S1 (Indicating the scope of research)	1	3%
M7S1 (Outlining the current part)	1	3%
M9S2 (Announcing theoretical positions/theoretical frameworks)	1	3%
Total	30	100%

From the moves/steps where attitude markers appeared, 23% of attitude markers are found to occur in M6S6 (Showing the significance/value of the present study) and 17% in M17S2 (Reporting preliminary findings). The details of distribution of attitude markers across different moves/steps are shown in Table 4.36. The reason why attitude markers occurred more likely in M6S6 and M17S2 may be attributed to the communicative purposes of these moves/steps. These moves involve presenting the significance, advantages, and preliminary findings where attitude markers serve as metadiscourse devices to convey the speaker's/researcher's perspective, stance, or emotions regarding the information being presented, as highlighted by Zali (2020). For instance, the attitude marker "we hope that" in example 29) expresses the presenters' optimism regarding the utility and relevance of their findings for future research endeavors.

29). ***We hope that*** *our resource finding will provide some useful clues for future studies*. (M6S6-PD30)

In summary, attitude markers play a crucial role in a presentation by influencing the tone, emphasis, and overall attitude expressed by the speaker. These markers help convey the speaker's perspective, stance, or emotions regarding the information being presented. In OPTDs, attitude markers are more likely to appear in moves where the researcher discusses the significance or advantages of their work (M6S6) and findings (M17S2), emphasizing its contribution to existing knowledge and addressing gaps in the literature.

4.3.3.4 Engagement markers

There are 62 FS types identified with engagement functions. The top 20 FS types are listed in Table 4.37. The top five most frequently used engagement markers are "should be," "have to," "you can see," "look at," and "let's move (on) to." Compared to other interactional subtypes in OPPDs, as mentioned earlier in section 4.3.1, engagement markers are the most prevalent. The prevalence of using engagement markers suggests that graduate students in OPPDs demonstrate awareness of the importance of establishing social interactions with their audience through specific FSs, as emphasized by Jiang and Ma (2018). Based on Hyland's (2005, 2018) metadiscourse model, engagement categories can be divided into reader pronouns (e.g. we, us, you), directives (e.g. it is necessary to, need to), questions, shared knowledge (e.g. as we all know) and personal asides (If I am a famous professor...). Notably, "reader pronouns" refers to "listener pronouns" in the present study. Table 4.38 depicts subcategories of engagement markers in OPPDs.

Table 4.37 The most frequently used Engagement markers in OPPDs

No.	Engagement marker	Occurrence	Sum of normalized frequency (pmw)
1	should be	34	790
2	have to	22	511
3	you can see	18	418
4	look at	15	349
5	let's move (on) to	13	302
6	compare with	11	256
7	need to	10	232
8	we have to	10	232
9	as we (all) know (that)	7	163
10	let's come to	7	163
11	we can see that	7	163
12	thank you (so/very much) for your attention	6	139

Table 4.37 The most frequently used Engagement markers in OPPDs (Cont.)

No.	Engagement marker	Occurrence	Sum of normalized frequency (pmw)
13	good morning	5	116
14	let's have a look (at)	5	116
15	need to be	5	116
16	as you can see	4	93
17	let's see	4	93
18	stated that	4	93
19	we need to	4	93
20	you can see from	4	93

Table 4.38 Subcategories of engagement markers in OPPDs

Subcategory	Type	Token	Normalized frequency (pmw)	%
directives	30	191	4440	58%
listener pronouns	46	126	2929	38%
shared knowledge	2	11	256	3%
questions	0	0	0	0%
personal asides	0	0	0	0%

In Table 4.38, it can be seen that directives and listener pronouns emerge as the two most prevalent types of engagement markers in terms of total occurrences. Specifically, directives stand out as the most frequently used among all the engagement markers. This preference of using directives and listener pronouns/reader pronouns aligns with Hyland's (2005; 2009) research in academic writing, indicating that these two types are overwhelmingly the most frequent in academic discourse. This similarity implies that both spoken and written academic research share a commonality in employing directives and listener pronouns. The prominence of directives also coincides with findings from Jiang and Ma's (2018) study, which identified directives as the most frequently used engagement metadiscourse types in both PhD confirmation reports and research articles.

However, it's important to note that there are significant variations in the prevalence of the top type, whether it's directives or listener pronouns. For instance, different from the results in OPPDs, where directives stand out as the most frequent, listener pronouns were reported as the most frequent in spoken medical discourse by Siahpoosh and Varghaei (2022), and in 3MT presentations as highlighted by Hyland and Zou (2022) and Qiu and Jiang (2021). These variations in the most frequently used categories of engagement markers underscore the nuanced differences between genres.

Interestingly, personal asides and questions, which have been identified as the least utilized engagement features in previous studies (Hyland & Jiang, 2016; Jiang & Ma, 2018), are also infrequently employed in the current research. This could possibly be attributed to students' perceptions of power dynamics with their professorial assessors. Students may view the use of questions as a potentially risky strategy, as emphasized by Zou and Hyland (2020). Additionally, the primary role of questions in dialogic engagement (Hyland, 2002) may contribute to their absence in present study since the present study features monologue spoken discourse.

Table 4.39 Distribution of engagement markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M7S2 (Surveying the non-research related phenomenon knowledge)	37	15%
M5S1 (Indicating problem(s) and/or need(s) and/or motivation)	25	10%
M17S2 (Reporting preliminary results)	18	8%
M12S3 (Describing methods and steps in data collection)	17	7%
M7S1 (Outlining the current part)	13	5%
M22 (Providing considerations/suggestions/revisions for developing the main study)	12	5%
M16S2 (Recounting data analysis procedure(s))	11	5%
M1S2 (Thanking the committee members or/and audience or chair and/or acknowledgment of supervisor(s))	11	5%
M13S2 (Recounting data analysis procedures)	10	4%
M4S2 (Providing topic generalization/background)	10	4%
M27S2 (Expressing thanks)	9	4%
M8S2 (Gap-indicating)	7	3%
M15S2 (Describing methods and steps in data collection)	6	3%
M1S1 (Identifying oneself and making greetings)	6	3%
M12S2 (Describing the selection criteria)	4	2%
M13S3 (Justifying the data analysis procedures)	4	2%
M14 (Preparatory information for introducing the pilot study)	4	2%
M10S1 (Outlining the current part of presentation)	3	1%
M12S4 (Justifying data collection procedures)	3	1%
M13S1 (Explaining specific methods of data analysis)	3	1%
M17S1 (Introducing graphics)	3	1%
M24 (Summarizing the study)	3	1%
M27S3 (Inviting comments and questions)	3	1%
M8S5 (Synthesizing the theoretical framework/position)	3	1%

Table 4.39 Distribution of engagement markers across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M9S3 (Announcing interpretations of the terminology used in the study)	3	1%
M11 (Presenting an overview of the methodological approach)	2	1%
M12S1 (Describing the sample participants, location, time, etc.)	2	1%
M15S1 (Describing the sample for the pilot study)	2	1%
M21 (Presenting the difficulties/ problems/ challenges during the pilot study)	2	1%
M3 (Outlining the presentation)	2	1%
M7S3 (Claiming centrality)	2	1%
Total	240	100%

Table 4.39 presents the distribution of engagement markers across different moves/steps in OPPDs. From Table 4.39, it can be seen that most engagement markers, particularly listener pronouns and directives, such as "you can see" and "let's move on to" are more prone to showing up in M7S2 (Surveying the non-research related phenomenon knowledge), M5S1 (Indicating problem(s) and/or need(s) and/or motivation), M17S2 (Reporting preliminary results), M12S3 (Describing methods and steps in data collection). One of the possible reasons attributed to the results is that in the mentioned steps, presenters often need to guide the audience through various parts of the presentation, such as in M7S2 or guide the audience to the results shown in the slides in M17S2. Additionally, they may highlight key information deserving the audience's attention in M5S1. Directives serve to guide the audience's focus towards important aspects, while listener pronouns engage them in the discourse, as highlighted by Hyland (2002). These markers play a crucial role in establishing rapport with the audience and ensuring attention is directed to essential points, thereby facilitating comprehension of complex information. According to Hyland (2002), directives instruct hearers to carry out one of three possible actions: textural acts, physical acts, and cognitive acts. Notably, most of the directives are found to use cognitive acts instead of physical acts in the present study. This might be due to more cognitive arguments in social science compared with hard science, as highlighted by Zou and Hyland (2020). Some examples are illustrated as follows:

> 30) OK! **_Let's move on to_** the literature review part. (M7S2-PD22)
> 31) It should be...**_it should be mentioned that_** these two corpora are in parallel. (M12S3-PD20)

*32) **As you can see**, the sentence was copied and pasted
into the slides without any change.* (M17S2-PD20)

The underlined engagement markers in examples 24), 25) and 26) are all directives. "Let's move on to" in example 25) guide the audience to shift from the current section of the presentation to a new one-specifically, the literature review part. "Let's move on to" is also a listener pronoun, and "us" in "Let's move on to" is a first-person plural pronoun, creating a sense of unity and shared participation in the transition to the next part of the presentation. It brings both the speaker and the audience into the action. Moreover, "it should be mentioned that" in the example 25) guides the listeners' attention towards the forthcoming information regarding the parallel nature of the two corpora and helps to direct the reader's cognitive processing towards the intended message.

In summary, engagement markers stand out as the most prevalent subtype among interactional resources. In OPPDs, directives and listener pronouns emerge as the two most commonly used engagement markers. This prevalence indicates that graduate students in OPPDs are aware of the significance of establishing social interactions with their audience through specific linguistic features.

4.3.3.5 Self-mentions

There are 36 self-mention markers in OPPDs. Most of the types presented in Table 4.40 are first-person singular pronoun based. These include "I-based" self-mention markers such as "I'd like to/ I would like to," "I found that," "I will," "I'm going to," just name a few. There are also a few self-mention markers that are "we-based," which is first-person plural pronoun based, such as "we have to". This result aligns with findings from Hyland (2001), indicating that researchers in soft science tended to use "I-based" more often, and those in hard sciences preferred to use "we-based" instead, which may help them tone down their claims. The self-mention marker "I'd like to/ I would like to" is the most frequently used in OPPDs. It indirectly refers to the speaker's intention to introduce a topic or transition to a new point in the presentation. While it does not explicitly mention the speaker, it reflects their agency in guiding the discourse.

Table 4.40 The most frequently used self-mention in OPPDs

No.	Self-mention	Occurrence	Sum of normalized frequency (pmw)
1	I'd like to/ I would like to	31	721
2	I found that	11	256
3	we have to	10	232
4	I will	9	209
5	my name is	8	186
6	as we (all) know (that)	7	163
7	I'm going to	7	163
8	we can see that	7	163
9	we/I hope that	7	163
10	I will talk about	5	116
11	so I will	4	93
12	we found that	4	93
13	we need to	4	93
14	as I mentioned before	3	70
15	I want to	2	46
16	the end of my presentation	2	46
17	as I've mentioned that	1	23
18	before I get started	1	23
19	I also want to thank	1	23
20	I have to tell you that	1	23

Table 4.41 Distribution of self-mention across different moves/steps

Move/step	Occurrence	% of the total occurrences
M6S6 (Showing the significance/value of the present study)	14	10%
M5S1(Indicating problem(s) and/or need(s) and/or motivation)	12	9%
M7S2 (Surveying the non-research related phenomenon knowledge)	12	9%
M12S3 (Describing methods and steps in data collection)	8	6%
M17S2 (Reporting preliminary results)	8	6%
M1S1(Identifying oneself and making greetings)	8	6%
M4S1 (Outlining the current part)	7	5%
M13S1 (Explaining specific methods of data analysis)	5	4%
M16S2 (Recounting data analysis procedures)	5	4%
M1S2 (Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors)	5	4%
M3 (Outlining the presentation)	5	4%

Table 4.41 Distribution of self-mention across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M6S3 (Indicating research aims/objectives/ purposes)	5	4%
M15S2 (Describing methods and steps in data collection)	4	3%
M12S4 (Justifying data collection procedures)	3	2%
M2 (Announcing the topic)	3	2%
M27S1 (Signaling the end of the presentation)	3	2%
M6S4 (Proposing research questions or hypothesis)	3	2%
M7S1 (Outlining the current part)	3	2%
M13S2 (Recounting data analysis procedures)	2	1%
M13S3 (Justifying the data analysis procedures)	2	1%
M6S1 (Indicating the scope of research)	2	1%
M6S7 (Indicating findings /results)	2	1%
M7S3 (Claiming centrality)	2	1%
M10S2 (Providing background information)	1	1%
M11 (Presenting an overview of the methodological approach)	1	1%
M12S1 (Describing the sample participants, location, time, etc.)	1	1%
M14 (Preparatory information for introducing the pilot study)	1	1%
M17S1 (Introducing graphics)	1	1%
M18S2 (Comparing results with literature)	1	1%
M20 (Evaluating the feasibility/applicability/reliability of the pilot study)	1	1%
M21 (Presenting the difficulties/ problems/ challenges during the pilot study)	1	1%
M26 (Reporting the progress of the current study)	1	1%
M4S3 (Indicating the centrality/importance of the topic)	1	1%
M5S3 (Indicating the research gap in previous research)	1	1%
M6S2 (Indicating theoretical position)	1	1%
M7S4 (Surveying research-related phenomena)	1	1%
M8S2 (Gap-indicating)	1	1%
M8S5 (Synthesizing the theoretical framework/position)	1	1%
M9S1 (Announcing research aims, focus, questions or hypotheses)	1	1%
M9S2 (Announcing theoretical positions/theoretical frameworks)	1	1%
M9S3 (Announcing interpretations of the terminology used in the study)	1	1%
Total	141	100%

From Table 4.41, it can be found that most self-mentions occurred in M6S6 (Showing the significance/value of the present study), M5S1(Indicating problem(s) and/or need(s) and/or motivation) and M7S2 (Surveying the non-research related phenomenon knowledge). A close examination of concordance analysis reveals that in these steps, self-mention markers like "I'd like to" or "I will talk about" often function as frame markers. These FSs serve to signal elements of the discourse or announce the speaker's goals. This finding is consistent with previous studies (Hyland, 2002; Henderson & Barr, 2010) on written discourse, which suggest that L2 student researchers tend to use first-person pronouns to guide the organizational structure of their texts or state goals and purposes. For example, "I would like to" (as shown in example 33) and "I will talk about" (as shown in example 34) both serve as self-mention markers, indicating the speaker's agency and ownership over the presentation content, while also functioning as frame markers to assist in structuring the presentation.

> 33) **_I would like to_** start from the background and context of the study.(M4S1-PD30)
> 34) For research instrument, first, **_I will talk about_** teaching material. (M12S3-PD25)

In summary, self-mentions in OPPDs predominantly consist of singular pronouns like "I-based," with fewer instances of plural pronouns like "we-based." Presenters in OPPDs commonly use first-person pronouns to organize the structure of their texts or articulate goals and purposes.

4.3.4 Summary

In OPPDs, the majority of FSs serve interactive functions, with fewer FSs conveying interactional functions both in terms of types and tokens. Notably, a small proportion (6%) of FSs convey both interactive and interactional metadiscourse functions, warranting attention despite their scarcity. Transition markers and frame markers are the most frequent interactive resources, while engagement markers and self-mention are prominent interactional resources. Additionally, hedges are more commonly used than boosters in OPPDs. The study identified two new subtypes of endophoric markers, extending Hyland's (2018) list: metadiscursives and visuals. Metadiscursives refer to markers in the structure of "the + metadiscursive noun + of," such as "the summary of." Visuals guide attention toward accompanying visual materials, like slides or graphs, with examples such as "we can see from the table" or "in the slides." A new subcategory of interactive resources, termed condition markers, emerged, indicating prerequisites for subsequent arguments. Examples include "in the

case of," "in terms of," and "on the basis of," as exemplified by FSs like "in terms of" and "in the field of."

The findings of metadiscourse function analysis in OPPDs are valuable for graduate students, aiding in enhancing presentation coherence and audience involvement. This insight supports the improvement of presentation skills, particularly for those pursuing master's and doctoral degrees.

CHAPTER 5
RESULTS AND DISCUSSION FOR OPTDs

This chapter delineates the results and discussion stemming from the analysis of rhetorical move structures within OPTDs. It also scrutinizes the formulaic sequences that manifest within each move or step, along with an examination of the metadiscourse function inherent in these formulaic sequences. The primary objective of this chapter is to comprehensively address three research questions as previously elucidated in Section 1.4, however all of which are centered on OPTDs. They are: 1) What are the rhetorical structures identified in online OPTDs? 2) What are the formulaic sequences used in each move/step of the rhetorical structures in online OPTDs? 3) What metadiscourse functions do identified formulaic sequences perform in each move/step of the rhetorical structures in online OPTDs?

5.1 Rhetorical move structure of OPTDs

In the following subsections, we begin with an overview of the rhetorical moves identified. Subsequently, we present findings for each identified move and step, along with a prototypical move structure specific to online OPTDs. Following this, we delve into results and discussion of the formulaic sequences used within each move/step of the rhetorical structures in online OPTDs. Lastly, we present the results and discussion of our analysis of the metadiscourse functions exhibited by the identified formulaic sequences within each move/step of the rhetorical structures in online OPTDs. During move identification, there was an 89% inter-coder agreement for six OPTDs (33% of the total), along with a 96% intra-coding agreement. Discrepancies were resolved through discussions between the researcher and the inter-coder until a consensus was reached.

5.1.1 Overview of results of macro structures of OPTDs

To address the first research question regarding the rhetorical move structure of online OPTDs, the researcher analyzed eighteen OPTDs, totaling 66920 words and spanning 9 hours. The average length of the 18 OPTDs is 3,718 words. The longest presentation has 4,998 words while the shortest one has 2,147 words. The analysis revealed that OPTDs exhibited a structure reminiscent of that commonly found in academic written theses. Specifically, the majority of OPTDs followed the Intr-LR-M-R&D-C pattern, encompassing Introduction (Intr), Methodology (M), a merged

Results and Discussion (R&D) section, and a Conclusion (C). This finding aligns with previous studies (He & Pramoolsook, 2022; Zareva, 2013), which reported that students' oral presentations typically conformed to the traditional structures of written academic genres. Interestingly, in contrast to the conventional structure of research articles or dissertations, all OPTDs in our study contained both an Initiation Phase and a Termination Phase. This unique feature can be attributed to the nature of oral presentations which involve real-time speech and direct interaction with the audience on a specific topic. Typically, these presentations commence with self-introduction and greetings, and conclude with expressions of gratitude or invitations for comments and suggestions.

To delve deeper into our analysis, we identified distinct macro-structural patterns among the OPTDs. Thirteen (72%) of the OPTDs adhered to the more detailed Ini-Intr-LR-M-R&D-C-T pattern, where "Ini" signified "Initiation" and "T" denoted "Termination." Two (11%) of the OPTDs followed the Ini-Intr-LR-M-R-D-C-T pattern, and an additional two (11%) followed the Ini-Intr-M-R&D-C-T pattern. Of particular interest, one (6%) OPTD was found to exhibit the Ini-M-R&D-C-T pattern, indicating the absence of both an introduction and a literature review section in their presentation.
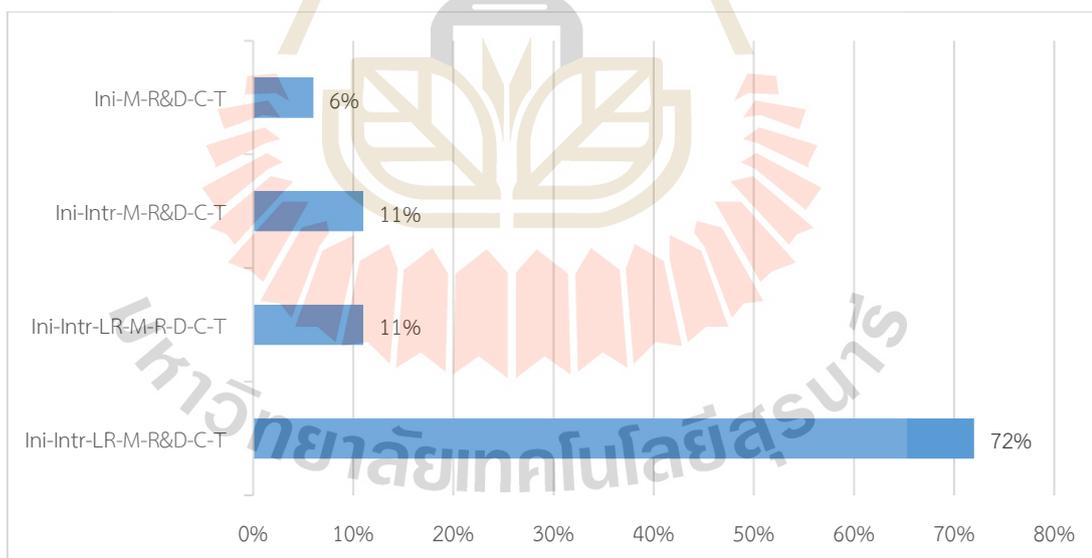
Figure 5.1 The macro-structural patterns of OPTDs

Among the four distinct macro-structural patterns identified, the primary differences lie in the arrangement of the Introduction and Literature Review sections, as well as the organization of the Results and Discussion sections. Notably, it was intriguing to observe that three (17%) of the OPTDs omitted a separate Literature

Review section within their presentations. Among these, one OPTD integrated the literature review within the Introduction, indicating that the presenters had embedded the literature review within the Introduction. This may be attributed to the reason that the Literature Review displays a similar structure to the Introduction, as reported by Kwan (2006). Additionally, due to the inherent time constraints associated with oral delivery, presenters often aim for brevity and efficiency, leading them to condense overlapping content and merge the literature review with the Introduction. The remaining two OPTDs did not include a literature review section, either within the Introduction or as a separate entity. However, it's worth highlighting that a majority (83%) of presenters chose independent Introduction and literature review sections when delivering their oral presentations during the thesis defenses.

In addition, three (17%) of the OPTDs adopted a distinct separation between their Results and Discussion sections during their presentations, while the remaining fifteen OPTDs chose to merge these two sections. This structural choice of emerging Results and Discussion sections can be understood in light of the inherent similarities in move structure between the two sections. In both sections, authors/presenters not only highlight new findings but also provide interpretations and commentary, as noted by Yang and Allison (2003). However, the primary difference lies in the emphasis of each section, with the Results section predominantly dealing with "facts" and adopting a "descriptive" nature, in contrast to the Discussion section, which focuses on "points" and maintains an "interpretive" nature (Lin & Evans, 2012; Swales & Feak, 2004). Given the real-time nature of oral presentations and the associated time constraints, coupled with the overlapping content between the Results and Discussion sections, presenters may face challenges in revisiting and repeating results during the discussion. Additionally, it could be less convenient for the audience to refer back to the results when the presenter delves into the discussion if the results are not reiterated. Consequently, integrating the Results and Discussion sections allows presenters to make a smooth transition from reporting of findings to the discussion of findings and potentially initiate more detailed comments (Lin & Evans, 2012). In the present study, considering the overlapping move structure of Results and Discussion, when coding data for either the Results or Discussion section, we refer to the framework of moves/steps within the "Results and Discussion Phase." This means no matter whether the results section and discussion section are presented separately or integrated by the presenter, the coder will code both sections according to the communicative purposes since both sections include the same moves, such as M13 reporting results,

M14 Commenting on results, M15-N Summarizing results, M16-N Evaluating results and M17-N Deductions from the study.

It's important to note that, similar to the findings in written genres from previous studies (Lim, 2006; Lin & Evans, 2012), oral presentations also typically incorporate a separate Method section. This inclusion can be attributed to its vital role as a connecting thread between the Introduction and Results. A well-structured Method section is crucial for presenters and writers, as it serves as a means to persuade the audience or readership regarding the validity of the methods employed in obtaining the findings, as emphasized by Lim (2006).

Overall, these major findings, in terms of macro-structural patterns, shed light on the structural nuances of OPTDs, highlighting their alignment with academic written genres while also revealing some unique features particular to oral presentations.
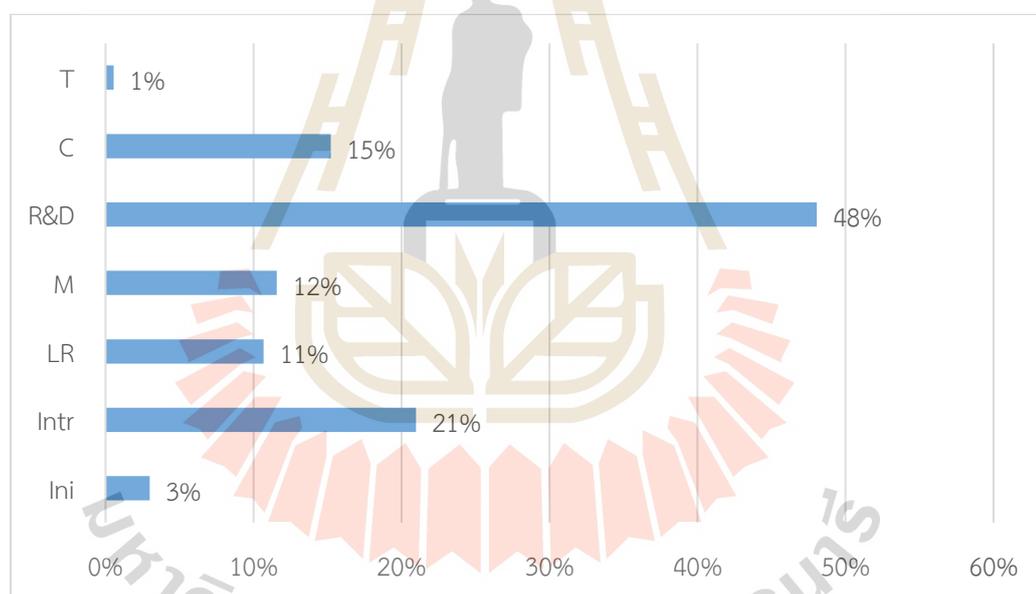
Figure 5.2 The distribution of each phase in the whole text of OPTDs

Figure 5.2 above displays the word count for each phase within the entirety of the OPTDs. The analysis of text distribution in the research highlights varying lengths allocated to each phase by the presenters during their presentations. Notably, the Results and Discussion phase occupies 48% of the total word count, emphasizing its pivotal role in elucidating and interpreting the study's findings in OPTDs. This finding corroborates the inherent nature of OPTDs, which is to showcase the research's accomplishments and discoveries, as expounded upon in Section 2.4.3. The Introduction phase comprises 21% of the text, setting the stage by providing necessary

context and background information. The Conclusion phase effectively concludes the study with 15%, summarizing key insights. The Method and Procedure Phase and the Literature Review Phase occupy 12% and 11%, respectively, offering essential methodological and theoretical foundations. The phases of the Initiation and the Termination represent smaller percentages at 3% and 1%, respectively, signifying that the beginning and end of presentations are short and succinct. From the different length of each presentation in different phases, it can be revealed that while the words used to introduce and elaborate presentation topics may differ, the speakers used relatively the similar number of words and amount of time to bring an ending to the presentations. This is consistent with the findings in the previous study (Chang & Huang, 2005).

As for the results of move structure in OPTDs, there are 25 moves and 62 steps in OPTDs. The frequency and status of moves/steps in each phase are presented in order in the following sections. To enhance clarity in the description, the moves and steps are accompanied by examples extracted directly from the OPTDs corpus, incorporating two specific modifications. Firstly, certain portions of the content within the examples have been replaced by "...". This approach serves the dual purpose of providing more comprehensive examples and conserving space in the dissertation while respecting the privacy of the presenters. Secondly, distinctive lexical cues for individual moves and steps have been bold. Furthermore, the number enclosed in brackets at the end of each example corresponds to the file ID, which spans from 01 to 18, encompassing all the OPTDs.

5.1.2 Moves and steps of OPTDs

5.1.2.1 Moves/steps in the Initiation Phase

In OPTDs, three moves found in the Initiation Phase included M1 (Starting the presentation), M2 (Announcing the topic) and M3 (Outlining the presentation), which share the same moves in OPPDs. These three moves in the Initiation Phase were all found obligatory. The frequency and status of each move/step in this phase are shown in the following Table 5.1.

Table 5.1 Frequency and Status of moves/steps in the Initiation Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M1 Starting the presentation	**18 (100%)**	**Obligatory**
S1 Identifying oneself and making greetings	18 (100%)	Obligatory
S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)	8 (44%)	Optional
S3 Acknowledging time management and previous progress	2 (11%)	Optional
M2 Announcing the topic	**18 (100%)**	**Obligatory**
M3 Outlining the presentation	**18 (100%)**	**Obligatory**

It can be seen from Table 5.1 that, in terms of the step level, M1S1 was found obligatory, and M1S2 and M1S3 were found optional in the corpora. Moves/steps in the Initiation phase are shown as follows:

M1 Starting the presentation

This move signals the official start of an oral presentation and orients the hearer, and it is often realized by a combination of greetings and/ or expressing gratitude.

S1 Identifying oneself and making greetings

This step serves to introduce the presenter himself or herself and make a greeting with the audience.

Examples:
1) Hi everyone, I'm XXX, and today I'm here to give a presentation about my dissertation. (TD02)
2) Good morning, committee and committee members. I'm XXX. (TD16)

S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)

This step aims to express thanks for the presence of the audience and/or make an acknowledgment of committee members and/or supervisor(s) for their help and support.

Examples:
*1) First of all, **I would like to thank** all the committee members for your constructive suggestions and support during ...* (TD02)
*2) Second, **I would like to express my appreciation** to the two committee members, Assoc. Prf. Dr. XXX from XXX*

*University and Dr. XXX from XXX for being served on my committee. **Thank you so much** for your great help.* (TD17)

S3 Acknowledging time management and/or previous progress

This step involves the presenter making a conscious effort to inform the audience about the time allocated for the presentation and/or provides a brief overview of what has already been accomplished in the presentation up to that point.

Example:
I'll try my best to complete everything at (in) 30 minutes. So, this will be the complexions (complexion) of my proposal defense last time. And I have completed the thesis book up to the findings, the analysis and also the conclusion. (TD07)

M2 Announcing the topic

M2 is to introduce the topic of the research. There are some linguistic signals such as "The title of my presentation is....", "I'm going to talk about...".

Examples:
1) And the title of my thesis is XXX.(TD18)
2) Without further due, please allow me to present my dissertation this morning, entitled "XXX". (TD04)

M3 Outlining the presentation

This move serves to introduce the outline of the presentation. There are some linguistic signals such as "(be) divided into"and "the outline of...".

Examples:
*1) So, the presentation outline today for my thesis is presented. There are **five main parts**: Background of the study, research questions and context of the study, research methodology and participants, findings and conclusions.* (TD03)
*2) There are **six parts** in my today's presentation: Introduction, research methodology, major revisions after the proposal defense, findings, discussion and conclusion.* (TD13)

5.1.2.2 Moves/steps in the Introduction Phase

In the Introduction Phase, three moves found in the Introduction section included M4 (Establishing a territory), M5 (Establishing a niche) and M6 (Occupying the niche), which also share the same moves in OPPDs. All three of these moves within the Initiation Phase are obligatory. Table 5.2 presents the frequency and status of each move/step in this phase.

Table 5.2 Frequency and status of moves/steps in the Introduction Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M4 Establishing a territory	**12 (67%)**	**conventional**
S1 Providing topic generalization/background	11 (61%)	conventional
S2 Indicating the centrality/importance of the topic	9 (50%)	conventional
M5 Establishing a niche	**14 (78%)**	**conventional**
S1 Indicating problem(s) and/or need(s) and/or motivation	12 (67%)	conventional
S2 Reviewing/Summarizing previous studies	5 (28%)	optional
S3 Indicating the research gap in previous research	9 (50%)	conventional
M6 Occupying the niche	**17 (94%)**	**conventional**
S1 Indicating the scope of research	6 (33%)	optional
S2 Indicating research aims/objectives/ purposes	11 (61%)	conventional
S3 Proposing research questions or hypothesis	13 (72%)	conventional
S4 Defining key terms/concept	1 (5%)	optional
S5 Showing the significance/value of the present study	4 (22%)	optional

The communicative purpose of this phase is to establish worth, in other words, to present why the present study should be conducted. From the step level, except for M5S2, M6S1, M6S4 and M6S5 which are identified as optional, most of the steps were presented as conventional. Descriptions and examples of this phase were shown as follows:

M4 Establishing a territory

This move aims to establish the significance of the research within this field. To achieve this communicative function, three steps were used below:

S1 Providing topic generalizations/background

The function of S1 aims to generalize the topic or provide a background of the topic. It usually reports on a broad topic.

Examples:

1) Let's start with the Introduction. As you know, English has developed as a global language socially, economically and culturally... (TD01)

2) Firstly, let me review the introduction chapter briefly. Teacher reading feedback is considered as a scaffold instruction on the pedagogical genre to encourage students to develop their writing. (TD02)

S2 Indicating the centrality/importance of the topic

The function of S2 is to indicate the importance or show the centrality of the topic.

Examples:

1) And it has become an indispensable tool for communication in many fields. Besides despite the importance of listening skills, learners are still....(TD01)

2) It is becoming more and more important to understand the spoken English in many situations like face-to-face on the cellphone in business meetings, lectures and speeches and so on. (TD15)

M5 Establishing a niche

The communicative function of M5 is to draw audiences' attention by presenting some problems and focusing on the inadequacy of previous research that needs new investigation. M5 is realized by the following three steps:

S1 Indicating problem(s) and/or need(s) and/or motivation

Examples:

*1) However, many students **are unable to** achieve good grades when taking these exams...And the second is the **Statement of the Problem**, ...identified their existing problems including low reading interest, unsatisfied reading achievement. The language problem including the small vocabulary size and have difficulty in understanding long and complex(es) and the lack of good reading habits... (TD17)*

*2) The MTI practice report has brought a lot of **difficulties** to Chinese MTI students who are non-native English speakers. Meanwhile, as a newly imagined reporting genre, it has paused great challenges to Chinese MTI students as well, because it's totally foreign to them. There are difficulties or... were reflected in the researchers' preliminary survey and interviews. In particular, the difficulty and challenges fell into two main aspects. One is... Another .... Giving those **problems and difficulties**, It's worth drawing a corpus-based approach to explore the discourse structures pattern and to investigate ... and... it's also meaningful to examine ... (TD09)*

S2 Reviewing/Summarizing previous studies

The function of this step is to pave the way for indicating the research gap by reviewing or summarizing the existing studies.

Examples:

*1) Recent years have also witnessed the increasing interest in.... **Some studies** have dedicated to examining... while others .... And still, others focus on ....(TD11)*

*2) **Many previous studies** have investigated the effects of meta-cognitive instruction on L2 learners' listening comprehension…*(TD10)

S3 Indicating the research gap in previous research

The function of this step is to indicate a gap in previous research.

Examples:

*1) Meanwhile, previous research had established the close connection between prosody and listening comprehension. However, the importance of prosody in achieving listening skills is **inadequately addressed** in the Vietnam context.* (TD01)

*2) Furthermore, **few studies** have investigated…. Secondly, there is still **a lack of** research associating … with …. However, **few studies** have investigated this issue. Lastly, given the close relationship between … and…, **few studies** have ….*(TD10)

M6 Occupying the niche

This move describes the present research being conducted and can be realized by the following five steps.

S1 Indicating the scope of research

The function of this step is to announce what will be conducted in the present study or to specify the boundaries of the present study. It involves providing clarity on what aspects of the topic are included in the research and what aspects are excluded.

Examples:

1) My study revolves an alternative approach to the teaching of listening that is the Optimized Prosodic Approach embedded in a web-based platform… (TD01)

2) Going to the ELF situations in Indonesia where the data analysis was taken, I focus my attentions to the ELF in Indonesia, especially in the tourism context. (TD07)

S2 Indicating research aims/objectives/ purposes

This step seeks to indicate research aims/objectives/purposes for the present study. Some linguistic signals such as "to investigate…" "to explore…" "to examine…" are shown frequently in this step.

Examples:

*1) So, this is **the objectives of** my study. First, **to investigate** … Secondly, to investigate …Thirdly, **to examine** the relationship between… and lastly, **to explore** ….* (TD01)

*2) So this research **aims to** explore EFL postgraduate thesis writing experience in a non-native English-speaking context and **to investigate** EFL postgraduate thesis writer identity and to examine identity transition in EFL postgraduate thesis writing*

*and then **to discuss** how to support EFL Postgraduate thesis writers' development.* (TD12)

S3 Proposing research questions or hypothesis aims to show the research questions or hypothesis for the present study.

Example:

*1) **Five research questions** were proposed accordingly with the first two dealing with …question three and question four focusing on …and question five on ….* (TD11)
*2) **Now let's turn to the research questions**. There three research questions for these studies. The first question: What pragmatic strategies …?* (TD03)

S4 Defining key terms/concept serves for providing working definitions in the study.

Example:

So we have to know what are the lexical chunks. Lexical chunks can be defined as …They have stable structures and meanings and are stored and retrieved as a whole. Learners produce them automatically and effortlessly without grammar analysis. (TD17)

S5 Showing the significance/value of the present study

The function of this step is to demonstrate how the present study is significant or valuable.

Examples:

*1) As to **the significance of** the study, it comes from three aspects. Firstly from the students perspective, this study might help students develop … Secondly, from the pedagogy perspective, we studied might shed some light on … and it might attract teachers' attention of … Thirdly, from the academy perspective, this study might enrich the literature and the research finding can be serve(d) as resources for further studies.* (TD17)
*2) This will **contribute to** this assisting body of literature on….By considering this, the present study will shed light on how …* (TD04)

5.1.2.3 Moves/steps in the Literature Review Phase

Similar to the results in OPPDs, in this phase, three moves are identified, including M7 (Establishing one part of the territory of one's research), M8 (Creating a research niche in response to M7), and M9 (Occupying the niche). The observed moves in the present phase bear a resemblance to those identified in the Introduction Phase. However, it's crucial to emphasize that these two phases differ in their focal points and communicative purposes. The Introduction Phase primarily

revolves around establishing the broader research landscape and identifying general research gaps. In contrast, the Literature Review Phase serves to refine the research space initially delineated in the Introduction Phase, which lays the foundation for the subsequent Method and Procedure Phase (Yang & Allison, 2003; Kwan, 2006). The three moves M7, M8, and M9 in the present study share a similar move structure with the thematic units of literature reviews in Kwan's (2006) study. However, in contrast to her findings, the Literature Review Phase in our study does not exhibit the same Introduction-Body-Conclusion structure. Kwan (2006) reported that the Literature Review typically features an Introduction-Body-Conclusion structure, with the Body section subdivided into thematic segments, each of which mirrors the recursive move structures found in the Introduction.

Despite the differences in genre associated with this study, the results indicate that presenters employ similar moves and steps in the Literature Review Phase of OPTDs as those identified in the previous studies (Kwan, 2006; Bastola & Ho, 2023). Notably, M7 emerged as the most frequently used move in this phase, consistent with the findings from You and Li's (2021) research on move analysis of Literature Review chapters in Taiwanese graduate students' TESOL theses and dissertations. However, in terms of the status of M7, our present study reveals that it is a conventional move, accounting for 83%, whereas Kwan (2006) categorized M7 as an obligatory move in his research. Similarly, M9 is also identified as a conventional move in our study, making up 61% of the instances. Table 5.3 displays the frequency and status of each move/step in this phase.

Table 5.3 Frequency and status of moves/steps in the Literature Review Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M7 Establishing one part of the territory of one's own research	15(83%)	conventional
S1 Outlining the current part	7(39%)	optional
S2 Surveying the non-research-related phenomena or knowledge claims	14(78%)	conventional
S3 Claiming centrality	8 (44%)	optional
M8 **Creating a research niche (in response to Move7)**	**7(39%)**	**optional**
S1 Counter-claiming	3(17%)	optional
S2 Gap-indicating	5(28%)	optional
S3 Making confirmative claims	3(17%)	optional
S4 Synthesizing the theoretical framework/position	1 (5%)	optional
M9 Occupying the research niche	11(61%)	conventional

Table 5.3 Frequency and status of moves/steps in the Literature Review Phase
(Cont.)

Move/Step	OPTD (N=18)	
	Frequency	Status
S1 Announcing: research aims, focus, questions or hypotheses	5(28%)	optional
S2 Announcing theoretical positions/theoretical frameworks	8 (44%)	optional
S3 Announcing research design/processes	8 (44%)	optional
S4 Announcing interpretations of the terminology used in the study	3(17%)	optional

M7 Establishing one part of the territory of one's own research

The communicative objectives of this move are achieved through the following three steps: S1 (outlining the current part), S2 (surveying non-research-related phenomena or knowledge claims), and S3 (claiming centrality). In contrast to prior studies reported by Kwan (2006) and Chen and Kuo (2012), our analysis reveals the emergence of a new step, S1, within this move. Conversely, the step of "surveying research-related phenomena," found in the findings reported by Kwan (2006) and Chen and Kuo (2012), is notably absent in the current study. This divergence may be attributed to the time constraints inherent in presenting previous studies. In spoken discourse, presenters may not have sufficient time to delve into previous research in the same depth as written genres, thus influencing the exclusion of certain steps. The definitions and examples of the steps under this move are shown as follows:

S1 Outlining the current part

This step serves to guide the audience by clarifying what to expect or focus on within the immediate context, helping them navigate through the information or content effectively.

Examples:
1) So in the literature review, I will briefly discuss the ... (TD04)
2) Now we move on to Chapter two. Here we mainly introduce 5 parts. They are... (TD10)

S2 Surveying the non-research-related phenomena or knowledge claims

According to Kwan (2006), this move shows impartial descriptions that predominantly align with the semantic characteristics of M4S1 (Providing topic generalization/background) in the Introduction Phase. The following contents will be coded as this step, such as definitions or explanations of terminology, constructs and theories, experts' views, and the beliefs and characterizations of non-research practices

or phenomena that are associated with the themes (Kwan, 2006). It's worth noting that in our current study, we expand upon this step by also summarizing prior research, which is considered accepted knowledge. Consequently, this additional dimension is integrated into this particular step. This step is a conventional step, which enjoys the highest frequency under M7. This is consistent with the previous study conducted by Chen and Kuo (2012).

> Examples:
> *1) It proposed that the corpus-based move analysis by Biber 2007 is suitable for exploring …. Meanwhile, Hyland says framework in the model of interaction 2005 was proposed as an appropriate framework for conducting corpus-based investigation in the current study.* (TD09)
> *2) Regarding the feedback focus, there are a few different classifications, such as thefeedback on serious and minor areas, feedback on frequent and infrequent areas and form and container focused rating feedback. Bitchener divided the rating feedback focus into four categories and Liu divided eight into five categories. Regarding feedback strategy, Ellice identified the six categories…* (TD02)

S3 Claiming centrality

This step explicitly emphasizes the significance of reviewing the themes within the presenter's own thesis or dissertation, or it demonstrates the importance, interest, or relevance in some way (Kwan, 2006). Linguistic features commonly associated with this step include phrases like "It is important to," "It is significant to," and "growing interest over," among others.

> Examples:
> *1) Now I will turn to the literature review. Scholars* **have been mostly interested in** *…* (TD02)
> *2) And this view has been proved as* **significant** *in exploring writer identity construction in EFL writing.* (TD12)

M8 Creating a research niche (in response to Move7)

This move is to assess the state of the field and critically identify a problem or weakness in the ongoing intellectual endeavors (You & Li, 2021). The communicative objectives of this move are achieved through the following four steps: S1 (counter-claiming), S2 (gap-indicating), S3 (making confirmative claims), and S4 (synthesizing the theoretical framework/position). This move in the present study was found to be optional, which aligns with the results shown in the previous study employed by Pieketaleyee and Bazargani (2018). However, the similar move M5 in the Introduction Phase shows a conventional move which accounts for 78% of the frequency. One of the possible reasons is that the presenter may not repeat the

research gap in M8 because of time constraints. The following sections present the definitions and illustrative examples of the steps encompassed within this particular phase:

S1 Counter-claiming

This step serves the purpose of scrutinizing the epistemological and ontological shortcomings present in current efforts to understand the topic, as well as issues associated with existing research or non-research practices (Kwan, 2006). Counterarguments have been raised concerning the credibility of past studies, conflicting findings, methodological constraints, or the utilization of inappropriate theoretical frameworks (Bastola & Ho, 2023).

Examples:
1) The students paid little attention to carry(ing) outside the classroom. EFL context is not helpful for students to acquire vocabulary incidentally, and low vocabulary size makes the impossible to implement incidental vocabulary learning. (TD08)
2) However, most of the studies have been confined in a genre-based, pedagogy-oriented circle...However, this cannot represent the whole view. (TD12)

S2 Gap-indicating

This step involves highlighting the absence or insufficiency (gaps) of epistemic and non-epistemic practices, a deficiency in comprehending a specific phenomenon, or the need for research or non-research action.

Examples:
1) And **some gaps** *are found. Firstly, it was found that student did not perform better on ... Secondly，only a few studies explore the effects of mobile technologies on vocabulary retention... Thirdly，based on researchers，the studies on the effects of ...are still few in the EFL context.* (TD08)
2) But **little research** *has investigated the effects of combining these activities with the metacognitive instruction. But* **rare studies** *have investigated the effectiveness of metacognitive instruction onself-efficacy. ... Based on the previous review, it is necessary to conduct the present research.* (TD10)

S3 Making confirmative claims

As reported by Bastola and Ho (2023), this step seeks to make affirmations regarding the knowledge or research practices that have been examined. These affirmations fall under the category of affirmative strategies, representing positive assessments that validate the accuracy of the citation. In Kwan's (2006) research, this

concept has been expanded to encompass assertions about the significance, value, or impact of the citation and the contribution it makes.

> Examples:
>
> *1) According to the previous theories and research, these tasks could contribute to the development of metacognitive awareness, bottom-up skills, and self-efficacy, leading to the development of listening comprehension ability, which, in reverse, facilitates the improvement of these factors.* (TD10)
>
> *2) These studies extend the scope of ESP research ... They deepen our understanding of the complexities and dynamics of university lectures.* (TD11)

S4 Synthesizing the theoretical framework/position

Following Kwan's (2006) viewpoint, the function of this step involves abstracting or synthesizing knowledge claims to establish a theoretical position or framework. Within this step, a new perspective or theoretical framework is introduced, derived from the works cited in Move 7, signaling the presenter's acceptance of these works. This step is optional and only one presentation is found to employ this step in the present study.

> Example:
>
> *It was adopted as a theoretical framework because ESP embraces the theoretical orientation from both ... and... It has focused on general analysis in academic and professional training classrooms instead of secondary school classrooms and ESP scholars have explicitly expanded ...* (TD11)

M9 Occupying the research niche

This move is to introduce the present study, which is achieved by the following four steps. They are S1 (announcing research aims, focus, questions or hypotheses), S2 (announcing theoretical positions/theoretical frameworks), S3 (announcing research design/processes) and S4 (announcing interpretations of the terminology used in the study). M9 was identified as a conventional move. The steps under M9 are defined and exemplified as follows:

S1 Announcing: research aims, focus, questions or hypotheses

In this step, the presenter restates the research aims, focus, research questions or hypotheses of the present study.

> Examples:
>
> *1) So through practice, it was hypothesized that the combination of this thickness could have learners to improve their listening skills.* (TD01)
>
> *2) And there are two objectives. The theoretical objectives serves to explain what has explain what and how a lender*

learns when he or she studies l two, and they applied objective
selves to enable the learners to learn more efficiently (TD16).

S2 Announcing theoretical positions/theoretical frameworks

This step aims at naming the concept(s)/perspective/theory to be employed, combined or discussed.

Examples:

1) This study used the trichotomous divisions classification of
positive neutral and negative connotation. (TD02)
2) The proposed learning system in this study were
constructive based on the seven principles ...(TD05)

S3 Announcing research design/processes

The main purpose of this step is to announce the research design or research processes.

Examples:

1) So run the underlay principle of these theories. I propose
an alternative model of the listening process and use direct
some techniques to give the student the... the optimal listening
conditions. (TD03)
2) Three steps will be utilized for doing students
introspections. **First,** *the introspection method will be explained*
to the participant. **And then** *participants are required to think*
about what it's going through their heads. **Third** *...* (TD16)

S4 Announcing interpretations of the terminology used in the
study

This step is to announce the adoption of terms or definitions of terms.

Examples:

1) The chunks in this study refers to a group of words,
syllables effectively an accent phrase delimited by prosodic
makers. Introspection, this term refers to reflecting, verbalizing
one's own thoughts and thinking processes. (TD16)
2) I'm using the definitions given by Leyland, Firth, Seidlhofer
and also Mauranen and which stated that English as to Lingua
Franca is a communication between speakers who do not ...
cultures, linguistic and so on. And it is supported by Jenkins who
say that when we accept the concept of ELF, it means that we
also have to embrace the differences in pronunciation,
grammars and lexical items and also pragmatic cues. (TD07)

5.1.2.4 Moves/steps in the Method and Procedure Phase

In the Method and Procedure Phase, four moves identified include M10 (Preparatory information for presenting method and procedure), M11 (Presenting

an overview of the methodological approach), M12 (Describing data collection method and procedure(s)), and M13 (Describing data analysis method and procedure(s)). Sharing similarities with the moves or steps outlined in OPPDs, this phase serves to demonstrate how the research method is chosen and how the procedure is carried out based on the research design. The primary characteristics of this phase involved the procedures of collecting data and analyzing data, which is confirmed by the results. Within this phase, it's important to note that M10 is the only optional move, while the remaining three moves (M11, M12, M13) were identified as conventional moves, which occupied 67%, 94% and 67%, respectively. The conventionality of M11, M12 and M13 may reveal that presenters/researchers frequently employ these moves to bolster the credibility of their forthcoming findings in the Results and Discussion Phase. This strategic use of these moves helps preempt potential criticisms, navigate expected challenges to their research designs, and mitigate doubts regarding both their results and their associated interpretations, as expounded by Lim (2006). Notably, M12 emerges as the most frequently utilized move within this phase, underscoring its central role in shaping the Method and Procedure Phase.

The details regarding the frequency and status of each move/step in this phase are shown in Table 5.4.

Table 5.4 Frequency and status of moves/steps in the Method and Procedure Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M10 Preparatory information for presenting method and procedure	4(22%)	optional
M11 Presenting an overview of the methodological approach	12 (67%)	conventional
M12 Describing data collection method and procedure(s)	17 (94%)	conventional
S1 Describing the sample (participants, location, time, etc.)	14(78%)	conventional
S2 Describing methods and steps in data collection	15 (83%)	conventional
S3 Justifying data collection procedure(s)	5(28%)	optional
M13 Describing data analysis method and procedure(s)	12(67%)	conventional
S1 Explaining specific method(s) of data analysis	8 (44%)	optional
S2 Recounting data analysis procedure(s)	9 (50%)	conventional
S3 Justifying the data analysis procedure(s)	1 (5%)	optional

M10 Preparatory information for presenting method and procedure

In OPTDs, based on the data, this move was realized only by outlining the current part of the presentation. Namely, this move is mainly to describe what will be presented in the method and procedure phase in order to tell the audience what to expect in the following presentation.

Examples:
1) Now move on to the methodology. I will briefly discuss the setting of the study, the participants, the research designs, research instruments and data analysis. (TD04)
2) Now the chapter three, methodology. In this section, I would like to illustrate the research design, websites, practice plans, and procedures. (TD10)

M11 Presenting an overview of the methodological approach

The purpose of this move is to provide a broad overview of the research design or the general approach employed in the present study. This move is normally given before describing a procedure of data collection.

Examples:
1) Now I will explain my research methodology briefly. This is my research framework, it would be like this... (TD02)
2) Moving on to chapter 3, the research design that I used in the study is ethnographic approach and also conversational analysis... (TD07)

M12 Describing data collection method and procedure(s)

This move provides the method and procedure(s) for collecting data. This move was realized by the following four steps.

S1 Describing the sample

The function of this step is to describe the sample of the research conducted by describing participants, location, size, time, and other related characteristics of the sample.

Examples:
1) 12 lectures were selected from the MICASE and BASE corpus to represent EMI lectures given by native English lecturers. They are all science-oriented small lectures and they are mostly monologic. Similarly, 12 EMI lectures were also collected at a Chinese university. The size of the two corporate is reasonable enough to serve the research needs. (TD11)
2) This study recruited 132 participants from three intact classes. They divided into three groups and each group received different online listening practices. (TD10)

S2 Describing methods and steps in data collection

This step details the related methods and procedures for collecting data. Sampling techniques, the instruments, intervention and experiment procedure are included in this step. There are some lexical signals describing procedures such as "First..." "next..." "then..." and "Finally...".

Examples:
1) Then is the treatments of the study. ...the control group was caught with the grammar translation method and task-based language teaching. And Experiment group was ...The first activity is...Then...The next activity is ...then next is ...and then the practice activity...Then it's the procedures of data collection. First, the researcher ...Then...is the treatment...After the treatments is ... (TD17)
2) And for data collection, first i think with the pretest, the 25 items of pretest .... And next the student will study the video about .... And then the student will get to practice the game activities... And after finished (finishing) a game.... And lastly, the 15 items of questionnaires and the five question of semi structured interview were administered. (TD18)

S3 Justifying data collection procedure(s)

The aim of this step is to evaluate the process of data collection. It indicates the reasons for selecting a sample.

Examples:
*1) **It is because** that the mg also did the metacognitive listening practice integrated with some bottom-up listening tasks. Thus, adding a bottom-up group could more precisely examine the effects of metacognitive intervention.* (TD10)
2) And this would allow individuals to have an equal chance to be selected into the present study. And they could represent the whole populations of first year university students undertaking the composition course. (TD04)

M13 Describing data analysis method and procedure(s)

The function of this move is to elucidate the data analysis procedures by analyzing data, testing the research hypotheses, and seeking answers to the research questions formulated. This move is realized by the following steps:

S1 Explaining specific method(s) of data analysis

This step aims to convey to the audience the particular method(s) employed for data analysis in the study. It is worth noting that this step, classified as optional, is a new step under M13, distinguishing it from the model proposed by Chen and Kuo (2012).

Examples:

*1) To address research number three, **descriptive statistics** such as frequencies and percentages of members using writing chain functions and language functions were analyzed. **Content analysis** from Google Docs revision history was used to identify types of writing chain functions and language functions. And to deal with the last research question, the post-test questionnaire with five-point Linkert rating scales was analyzed quantitatively using percentage and mean scores... to generate emerging themes.* (TD04)

*2) **And then** I transcribed all the interviews. And for the data, **I analyzed** the quantitative data by using SPSS22. I conducted both descriptive analysis and frequency analysis. And for the qualitative data analysis, I used content analysis and thematic analysis.* (TD12)

S2 Recounting data analysis procedure(s)

The function of this step is to recount the steps taken in analyzing the data in chronological order.

Examples:

*1) The present study adopted a full diagnostic criteria to identify...**Then** the identified...**Then**...and...were compared. Semi-structured interviews were also conducted.* (TD11)

2) So I went through the procedures of open reading, open coding, getting the categories and getting the themes and finding out the relationship between the themes. And I repeated these procedures in several circles. (TD12)

S3 Justifying the data analysis procedure(s)

This optional step provides the rationale for selecting certain analysis procedures in order to ensure that the data have been analyzed in appropriate ways.

Example:

The whole text analysis was supplemented by the interview data. To improve the reliability of the move identification, inter-coding and intra-coding were conducted. (TD14)

5.1.2.5 Moves/steps in the Results and Discussion Phase

In the Results and Discussion Phase, six moves identified include M14 (Preparatory information for introducing results), M15 (Reporting results), M16 (Commenting on results), M17 (Summarizing results), M18 (Indicating significance/advantage of the study), and M19 (Deductions from the study). This is the phase that exclusively occurs in OPTDs and does not appear in OPPDs. This is due to the difference between the purpose of OPTDs and OPPDs.

The purpose of an OPPD is to present and defend the research proposal to a committee or panel. The presenter is seeking approval and feedback on

the research plan and methodology. The committee assesses the feasibility, significance, and soundness of the proposed research. However, the purpose of an OPTD is to present the results of the completed research and defend the thesis. The presenter is demonstrating his/her mastery of the subject, the ability to conduct independent research, and the contribution to the field. The committee evaluates the quality and validity of the research findings and the overall thesis.

In this phase, M14 and M16 are conventional moves, both occupying 94%. Notably, M15, an obligatory move, was found in all the oral presentations, underscoring its crucial role in presenting the research findings. However, it is inconsistent with that in Hu and Liu's (2018) research on the Three Minute Thesis (3MT) format, in which the reporting of results is categorized as an optional move with a low frequency. This discrepancy may arise from the fact that 3MT presentations are often based on incomplete or ongoing work, whereas the OPTDs typically encompass complete and comprehensive results. Nonetheless, the high frequency of reporting results in OPTDs aligns with the findings of a study conducted by Yang and Alison (2003) focusing on written research articles. In this phase, M14, M15 and M16 play an important role in presenting the results. This indicates that the Results and Discussion Phase not only reports results but also comments on them. And before reporting the results, 50% of presenters chose to review what had been revised after the pilot study and 78% of presenters provided background information such as the research questions to guide the audience and set the stage for the subsequent presentation of results. One of the reasons for the importance of M14 is due to the real-time nature of OPTDs and the memory lapse of the audience. The audience exhibits a limited capacity to retain and recall the substantive content of a spoken presentation delivered by the speaker. As a consequence, the audience may struggle to recall key points, details, or arguments presented during the oral discourse. Therefore, to increase the effectiveness of the communication, the presenter will review some key information before reporting the results.

The details regarding the frequency and status of each move/step in this phase are shown in Table 5.5.

Table 5.5 Frequency and status of moves/steps in the Results and Discussion Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M14 Preparatory information for introducing results	17 (94%)	conventional
S1 Reviewing revisions after the pilot study	9(50%)	conventional
S2 Providing background information or how results are presented	14(78%)	conventional
M15 Reporting results	**18 (100%)**	**obligatory**
S1 Introducing graphics	13 (72%)	conventional
S2 Reporting major findings	18 (100%)	obligatory
M16 Commenting on results	**17 (94%)**	**conventional**
S1 Interpreting results	11(61%)	conventional
S2 Comparing results with literature	11(61%)	conventional
S3 Accounting for results	14 (78%)	conventional
M17 Summarizing results	**1 (5%)**	**optional**
M18 Indicating significance /advantage of the study	**1 (5%)**	**optional**
M19 Deductions from the study	**2 (11%)**	**optional**
S1 Drawing pedagogic implications	1 (5%)	optional
S2 Making suggestions	3(17%)	optional

Descriptions and examples of moves/steps in this phase are shown as follows:

M14 Preparatory information for introducing results

The use of this move acts as a reminder and connector between sections by reviewing revisions after the pilot study, indicating how results are presented in general and showing methods used or statistical procedure applied. This move is designed to preclude the presentation of the research results.

S1 Reviewing revisions after the pilot study

The function of this step is to review revisions for developing the main study. These revisions are primarily made according to comments from committee members in the proposal defense or according to the problems/difficulties indicated in the pilot study. This is a conventional step.

> Examples:
> 1) Some **revisions** were made according to the comments from committee members. First, confined...only to science disciplines and exclude ..., revise interview questions based on text analysis results, renamed... into theme network building phase. And lastly, due to the influence of COVID-19 pandemic, the main study only ... (TD11)
> 2) The **main changes** I have made to the proposal included I improved the title, revised the research question two and

revised the questionnaire and also added the research method every interviewing with students and supervisors. (TD02)

S2 Providing background information or how results are presented

The purpose of this step is to provide some background information to pave the way for reporting the results or to demonstrate how the results are presented. Background information includes research questions, research purposes, research procedures, justification and other related information that is generally introduced earlier in the research. This is also a conventional step.

> Examples:
> *1) Now let's move to the research findings. In response to Research Question one: what pragmatic strategies do Thai staff and international visitors use for meaning look at negotiations in the Thai university ELF context?* (TD03)
> *2) So major findings, research question one, do collaborative writing tasks help to improve learners' writing performance in an argumentative essay? If so, how ?* (TD04)

M15 Reporting results

This move is to present what has been found in the study. Results with relevant evidence are shown in this move.

S1 Introducing graphics

This step refers to the practice of incorporating visual elements, such as charts, graphs, or diagrams, into a report or presentation to enhance data representation and aid in the effective communication of findings. This step commonly appeared before step S2, reporting preliminary results.

> Examples:
> *1) This slide show the example transcript of the backchannel strategy used by Thai staff when encountering a Japanese visitor.* (TD03)
> *2) For L1, ERP, MMN, the difference waves within L1 and the two-sample t-test for FMRI results between the L1 stimuli was shown here.*(TD06)

S2 Reporting major findings

The aim of this step is to display the results of the study. The results are normally presented with relevant evidence, such as statistics and examples.

> Examples:
> *1) Comparing the scores of the pretest and post-test. We can see the CG has a little enhancement and there wasn't a*

significant difference between these two tests. However, as to the EG, it made much more progress and there was a significant difference between these two tests... (TD17)

2) The overall stance features showed that self-mention occurred with a highest frequency followed by hedges, boosters and attitude markers in both of the TPR and the IPR...(TD09)

M16 Commenting on results

The function of this move is to make comments on results by interpreting results, comparing results with literature, evaluating results and giving reasons for the results. This move allows the presenter to express their ideas regarding their results.

S1 Interpreting results

This step aims to make claims or generalizations based on the results of a study.

Examples:

1) so we can...it can be implicated that the lexical approach could help first-year English major students improve their reading comprehension ability. (TD17)

2) So these findings suggest that the OPA had a positive and profound impact on learner's listening ability. There are some possible interpretations for this improvement. (TD01)

S2 Comparing results with literature

This step is to compare the findings of the study to those of previous research studies.

Examples:

1) And **this is inconsistent with** *previous findings that being attuned to the prosody of a target language in the early stages of acquisition could influence ...* (TD01)

2) **This confirmed the previous view** *that the skilled listeners already had a richer repertoire of metacognitive awareness, leaving little room to develop further.* (TD10)

S3 Accounting for results

This step allows the presenter to explain or give reasons for differences or unexpected findings.

Examples:

1) **A tentative speculation might be** *that Chinese EMI lecturers possess a more limited repertoire of formulate language for them to use.* (TD11)

2) There are...I think there are two **possible reasons** *for this slowing down.* **The first reason may be due to** *the learning*

system, because Listening Hacked has a limited number of...
(TD05)

M17 Summarizing results

This move is to make a summary of the results of the present study.

Example:

*First, **let me give a brief review of the main findings**, for the first research question the results found that grammar, content and requirements received more attention than other errors, ... For the second research question, the results revealed that the feedback foci ...(TD02)*

M18 Indicating significance /advantage of the study

This move enables the presenter to highlight the study's strong points, potentially opening doors for additional applications or ramifications to be explored.

Example:

Again, this study aims neither too soft nor too critical but drug to raise the awareness of the diverse reality in the world. (TD13)

M19 Deductions from the study

This move involves presenters making inferences about the results by proposing potential solutions to address the issues uncovered in the research. It also entails indicating directions for further study or deriving educational implications from the findings.

S1 Drawing pedagogical implications

This step involves highlighting the educational importance of the study or underscoring the need for instructional modifications.

Example:

*So this study may argue that critical literacy **is needed to** roast stakeholders' awareness towards the realistic template of GCE, to cultivate the students' critical cosmopolitan perspective and metro lingualism oriented pedagogy and to realize rural revitalization of urbanized community in textbooks.(TD13)*

S2 Making suggestions

In this step, presenters offer the audience practical guidance derived from the research findings to address the identified issues. This step frequently employs terms like "recommend," "suggest," and modal verbs for emphasis.

Examples:

*1) Therefore, learners **should** receive more perceptual training using existing knowledge to retune this decision-making*

>*for future encounters with such ambiguity. So then exactly what*
>*the OPA for the student in this experiment.* (TD01)
>*   2) Thus, more instruction on how to comment on the results*
>***is suggested****.* (TD14)

5.1.2.6 Moves/steps in the Conclusion Phase

In our current study, this phase is comprised of six moves, which are as follows: M20 (Providing preparatory information for concluding the study), M21 (Summarizing the study), M22 (Evaluating the study), M23 (Drawing deductions from the study), M24 (Presenting references), and M25 (Introducing the researcher(s)' own publications). Among these moves, M21, M22, and M23 are the most frequently utilized, accounting for 61%, 94%, and 100%, respectively. This result suggests that the primary objective of the Conclusion Phase is to evaluate the study's findings, which aligns with the findings of Yang and Alison's (2003) earlier research. Furthermore, it underscores the importance of drawing deductions from the study.

It is noteworthy that our study has identified two additional moves within the Conclusion Phase, M24 and M25, which were absent in the model proposed by Chen and Kuo (2012). These two new moves, however, are optional and do not constitute the core purpose of this phase. The inclusion of M24, which involves presenting references, can be seen as a means to establish the credibility and reliability of the presenter's work and arguments. By referencing established sources, the presenter bolsters their research with sound and reputable foundations, enhancing the audience's trust in their findings.

Additionally, the emergence of M25 may be attributed to the graduation requirements for graduate students, mandating the publication of at least one paper in a journal indexed in Scopus. Some presenters achieve this publication milestone before their thesis defense. Moreover, publishing papers derived from dissertations or theses can significantly boost the credibility, authority, and validation of the research. Sharing these published papers reinforces the presenter's reputation as an expert in their field, signifying their consistent contribution of valuable research to the academic and professional communities. Referencing these publications during the oral presentation serves to validate the research further, as it indicates that their work has withstood peer review and scrutiny, further strengthening the credibility of their findings. Details about the frequency and status of moves/steps in the Conclusion Phase are presented in the following Table 5.6.

Table 5.6 Frequency and status of moves/steps in the Conclusion Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M20 Preparatory information for concluding the study	8(44%)	optional
M21 Summarizing the study	11(61%)	conventional
M22 Evaluating the study	17 (94%)	conventional
S1 Indicating limitations	14(78%)	conventional
S2 Indicating significance/advantage	14(78%)	conventional
M23 Deductions from the study	18 (100%)	obligatory
S1 Making suggestions	10 (56%)	conventional
S2 Recommending further research	10 (56%)	conventional
S3 Drawing pedagogic implications	16 (89%)	conventional
M24 Presenting the references	2 (11%)	optional
M25 Introducing the researcher(s)' own publication(s)	5(28%)	optional

Descriptions and examples of the moves and steps are shown as follows:

M20 Preparatory information for concluding the study

This move aims to restate background information of the study such as the purpose, research questions/hypotheses, and results, or indicate how conclusions are presented.

> Examples:
> *1) Then let's come to the part five, conclusion and implications. So this study **aims to** integrate the lexical approach to college English reading teaching, examining the effects of this approach on Chinese ...* (TD17)
> *2) Now let me come to the conclusion part. First, about what's new in my research. First **my research explored** the experience of EFL postgraduate thesis writing in Thailand. ... And this research investigated multiple aspects of EFL postgraduate data strategies with rich and in- depth self-reflections from the writers. The previous studies focused mainly on the discoursal self and authorial self, but I investigated all the aspects.* (TD12)

M21 Summarizing the study

The function of this move is to make a brief summary of the study, including the major findings of the study.

> Examples:
> *1) And this brings to the **final remark** of my presentation. So this thesis have provided a deeper insight into L2 listening process from a different perspective. By interpreting L2 listening from a perceptual stance, this project proposed ...* (TD01)

*2) Now **in conclusion**, this study reveals that collaborative writing tasks have salutary effects on multilingual EFL learners writing performance when they construct argumentative essays on an individual level.* (TD04)

M22 Evaluating the study

The objective of this move is to evaluate the overall study by pointing out the limitations, indicating the contributions or evaluating the methodology.

S1 Indicating limitations aims to indicate those characteristics of design or methodology that impacted or influenced the interpretation of the findings from the research conducted.

Examples:
*1) Despite all the findings and implications, **the study also has limitations**. First, the corpora used for the research are relatively small and the results need to be explained with caution. …* (TD11)
*2) **This study also has some limitations**. The first one, it only average the uh…only average data is reported rather than individual uh results uh bi…due to the limitations of the experimental design uh and the paradigm. So this is also maybe the limitation for most of the neuroscience studies of such kind, …* (TD06)

S2 Indicating significance/advantage allows the presenter to point out the strengths of the study which may be possible for further applications or implications.

Examples:
*1) Finally, conclusion, so the current study has **made a lot of significant contribution to** language learning in the field of language learning and teaching, especially listening pedagogy. So for teachers, there is a great advantages that the teacher can ….* (TDT1-M17S2)
*2) And this research **has some contributions**. First, it has some potential enlightenment to exploring EFL postgraduate thesis writing and it enriches the issues of writing identity construction in that, …* (TD12)

M23 Deductions from the study

This move allows the presenter to infer conclusions by suggesting solutions to the problems identified by the research, pointing out the direction of further research, or drawing pedagogical implications from the results.

S1 **Making suggestions** aims to highlight what the research contributes to the existing knowledge in the field. Additionally, the presenter offers suggestions based on the research findings for solving the problems identified by the study.

Examples:

*1) With these limitations in mind, I **strongly recommend** firstly using larger corpora that include lectures across different disciplines … Secondly, follow-up interviews. I recommended to be conducted soon after the lectures. Third, …* (TD11)

*2) We **should turn our attention to** the physical aspects of language inputs sent to the students, specifically for educators and policymakers. They should be aware of the importance of the physical language signals in processing and learning a language, establish policies on what truly …* (TD06)

S2 **Recommending further research** aims to provide some possible areas for future studies. Some linguistic signals used to indicate this step include such as "further studies/research", "future studies/research", "more studies are needed".

Examples:

*1) And then **there is a recommendation for further studies**. They can explore the teachers' attitudes or opinions of the lexical approach and they can also integrate the corpora into the lexical approach. And they can carry out experiments on measuring students' reading speed.* (TD17)

*2) **Future studies may consider** investigating a more variety of collaborative writing tasks and with other types of writing genres that might have influenced group writing process, interactions, patterns and the quality of jointly composed text.* (TD04)

S3 **Drawing pedagogical implications** allows the presenter to state the pedagogical significance of the study or indicate the necessity for pedagogic changes.

Examples:

*1) The study also has some **implications** in the following areas. First, for classroom discourse studies, … And third, for EMI practitioners, it generates a list of moves that labeled formulaic sequences, which might be able to listen the processing effort for teachers and students.* (TD11)

*2) For teachers and students, we **should** bear in mind that students' biological basis, ..Teachers and students could also use this optimal signal uh L2 L-FR as listening materials when teaching and learning English, …* (TD06)

M24 Presenting the references

This move provides a list of the sources and references that were consulted and cited in a research presentation. It typically appears at the end of the Conclusion Phase of a presentation.

Example:
Here are some references. (TD13)

M25 Introducing the researcher(s)' own publication(s)

This involves the researcher or presenter mentioning and discussing their previously published works within the context of their current research presentation.

Example:
*1) And uh during my Ph.D. study, uh I also **published** two articles in SCOPUS index journals. One is uh uh EN...ERP study, and the other is a combined ERP and FMRI study.* (TD06)
*2) Now my advisor, Dr.XXX and I **published** an article extracted from our pilot study entitled "XXXX" in a journal called English Language Teaching Index in Eric database. We published this in April, 2021. And our second research article, extracted from the main study entitled "XXX" has been accepted for publications in journal of Language Teaching and Research index in Scopus. And the paper will be published in November 2021 this year.* (TD04)

5.1.2.7 Moves/steps in the Termination Phase

Sharing the same features as the one in OPPDs, there was only one move under which three steps were found in the Termination Phase. They are S1 (Signaling the end of the presentation), S2 (Expressing thanks) and S3 (Inviting comments and questions). M26 was universally present in all 18 instances, making it an obligatory step. This high level of consistency suggests that presenters consistently recognize the importance of formally ending their presentations. As for S1, in 13 out of 18 cases (72%), presenters used a conventional step to signal the end of their presentations. This suggests that a significant majority of presenters rely on established cues or techniques to inform the audience that the presentation is coming to a close. As for S2, expressing gratitude at the end of presentations was observed in 16 out of 18 instances (89%). Step 2 (S2) is commonly regarded as a conventional practice, signifying the prevalent expression of gratitude by presenters at the conclusion of their presentations. This aligns with the findings of Hu and Liu (2018) in their research on the Three Minute Thesis (3MT) format. The prevalence of this Termination move also mirrors Chang and Huang's (2015) discovery of a high incidence (91.8%) of Acknowledgements/Gratitude moves in TED talks. The utilization of the Termination

move is evidently linked to the specific demands of oral presentations. When facing a live audience, presenters often feel a sense of obligation to express gratitude and appreciation towards the audience for dedicating their time to listen. This serves as a means to gracefully conclude the presentation and leave a lasting positive impression. To sum up, frequent use of S1 and S2 in OPTDs show a strong consensus among presenters regarding the importance of formally ending their presentations, as evidenced by the universal presence of M19. This reflects an awareness of the need to provide closure to the audience and ensure that the presentation ends on a clear note.

However, there is more variability in the use of S3, which involves inviting comments and questions. This move was employed by a minority of presenters, suggesting that not all presenters actively seek audience engagement during the termination phase. This may be due to factors such as time constraints, the engagement with the audience, or the presenter's comfort level with handling questions. Further investigation could explore the reasons behind this variability and its potential impact on audience interaction and participation.

Overall, these results shed light on the common practices in the termination phase of presentations and can inform presenters of strategies for improving audience engagement and the effectiveness of concluding remarks.

Table 5.7 Frequency and status of moves/steps in the Termination Phase

Move/Step	OPTD (N=18)	
	Frequency	Status
M26 Ending the presentation	18 (100%)	obligatory
S1 Signaling the end of the presentation	13 (72%)	conventional
S2 Expressing thanks	16 (89%)	conventional
S3 Inviting comments and questions	6(33%)	optional

Descriptions and examples of moves/steps in this phase are shown as follows:

M26 Ending the presentation
The function of M26 is to terminate the presentation by the following three steps.

S1 Signaling the end of the presentation
This step signals the end of the presentation. There are some linguistic signals such as "That's all" and "the end of".

Examples:
1) and that's all for my presentations (TD18)
2) That's all for my presentation. (TD02)

S2 Expressing thanks

The function of this step is to express thanks to the audience for their attention. This move is to terminate the presentation. This step is different from M1S2, whose function is to signal the opening of the presentation.

Examples:
1) Thank you for your listening. (TD01)
2) Thank you for your attention. Ko Kun Ka. (TD14)

S3 Inviting comments and questions

The communicative function of this step is to invite comments and/or questions from the committee members.

Example:
1) Comments and suggestions are welcome. (TD18)
2) and your constructive comments and suggestions are now greatly appreciated and welcome. (TD04)

5.1.3 Summary

In OPTDs, the predominant structural pattern observed is the Ini-Intr-LR-M-R&D-C-T structure, encompassing Initiation (Ini), Introduction (Intr), Literature Review (LR), Methodology (M), a combined Results and Discussion (R&D) section, Conclusion (C), and Termination (T), accounting for 72% of presentations. Regarding word count distribution across phases, the Results and Discussion phase stands out, occupying 48% of the total word count. This underscores its critical role in elucidating and interpreting the study's findings within OPTDs. The identification of moves and steps across different phases, along with their frequency and status, provides valuable resources for graduate students and novice researchers in applied linguistics. These findings serve as guidelines throughout graduate education, aiding in understanding the distinct schematic structures of OPTDs and enhancing presentation skills.

5.2 Formulaic sequences in each move/step of OPTDs

In addressing RQ2, which queries, "What are the formulaic sequences used in each move/step of the rhetorical structures in the online oral presentations of graduate thesis defenses?", this section begins by providing an overview of FSs in OPTDs. Subsequently, the presentation delves into the results and discussions in response to RQ2. To enhance clarity, the results and discussion are presented with each phase individually.

5.2.1 Overview of formulaic sequences in OPTDs

After completing the four stages outlined in the previous Section 3.3.2.3 for the identification of FSs, which include initial manual identification, initial automatic extraction with pre-selected candidates, manual filtering and modification, and inter-reliability checking, an 97% inter-coder agreement was achieved in the FS identification phase. a total of 248 types of FSs with varying lengths were identified in OPTDs. These 248 types of FSs appeared a total of 3,399 times in OPTDs. To provide context, the OPTDs contains a total of 66,920 running words. The normalized frequency of FSs in this dataset is calculated at 50,985 FSs per 1,000,000 words. The normalized frequency indicates a prevalence of FSs in OPTDs. This observation aligns with previous scholarly findings by Biber (2004, 2007) and Deng (2019), supporting the notion that FSs are not only commonly found in written discourse but are also widespread in spoken discourse. Moreover, earlier studies (Biber et al., 2004; Biber et al., 1999) consistently suggest that formulaic language is more abundant in spoken discourse than written discourse.
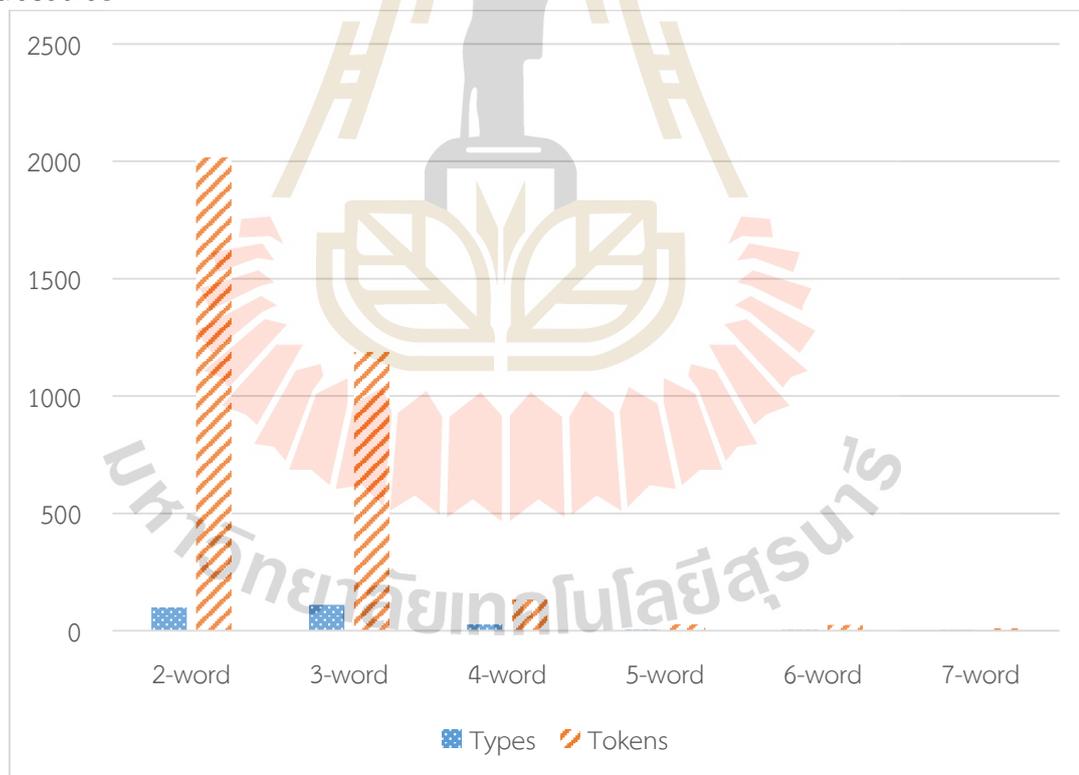
Figure 5.3 The types and tokens of FSs in OPTDs

In Figure 5.3, the predominant types of FSs are observed in 2-word and 3-word sequences. Specifically, there are 110 types of 3-word sequences and 99 types of 2-word sequences, constituting 44% and 40% of the total, respectively. When

considering tokens, the majority of FSs are also found in 2-word and 3-word sequences. There are 2017 tokens of 2-word FSs and 1188 tokens of 3-word FSs, accounting for 59% and 35%, respectively. Significantly, tokens are clearly dropped as sequences extend to four words and beyond. This outcome aligns with the conclusion drawn by Cortes (2013), who noted that longer FSs tend to display lower frequencies. Meanwhile, in terms of tokens, the findings of OPTDs are similar to those in OPPD, indicating that compared with written discourse, FSs tend to be shorter in spoken discourse, primarily consisting of 2-word and 3-word sequences, as highlighted by Deng (2019).

Resembling the findings in OPPD, the results in OPTDs also emphasize the presence of valuable two-word FSs, such as "this is" and "there is/are," as well as that of longer FSs exceeding four words, like "now let's move (on) to". Previous compilations in various studies (Biber et al., 2004; Hyland, 2008b) typically focused on four-word FSs, overlooking the significance of two-word FSs and longer FSs exceeding four words. While shorter FSs may appear to extend into longer ones, it is crucial to recognize that their structural and functional characteristics can undergo changes during expansion (Nasrabady et al., 2020). Moreover, not all shorter FSs can be expanded into longer ones due to differences in preceding or following words (Conrad & Biber, 2005). For example, the FS "found that" in OPTDs cannot be expanded into the longer FS "it was found that" even though the latter seems like an expansion of the former. After examination of the concordance analysis in Antconc, it was discovered that the FS "found that" occurred 50 times in total, with "it was found that" appearing only four times. The result of concordance analysis shows that most instances of "found that" were not preceded by "it was" but by word sequences like "this study", "this research", or "they" as illustrated in examples 1), 2), 3), and 4). Consequently, the results of this study align with Nasrabady et al.'s (2020) conclusion that considering FSs shorter or longer than four words is crucial for obtaining comprehensive results.

    *1)...**this study** <u>found that</u> supervisors mainly used direct strategies for... (M15S2-TD2)*
    *2) And **this research** <u>found that</u> the participants had some inherently emotional... (M15S2-TD12)*
    ***3) They** <u>found that</u> the highest type of error is... (M7S3-TD16)*
    *4) Likewise, <u>**it was found that**</u> learners produced more words that made...(M15S2-TD4)*

It is crucial to acknowledge that the results concerning the types and tokens of FSs in OPTDs can be influenced by several other factors. As emphasized by Biber et al. (1999), both the size of the corpus and the chosen cut-off points for frequency in formulaic language play significant roles in determining results. Research by Pan et al.

(2020) further illustrates that claimed differences in bundle use across groups can be strongly affected by both corpus size and the number of texts in sub-corpora, even when registers and topics are closely matched. Moreover, discrepancies in the results of the number of FSs with different lengths may arise from the treatment of contracted forms (e.g., let's, it's) as either two words or a single word. Previous studies have employed two ways in this regard: one is to consider contracted forms as two words (Yoon & Choi, 2015; Zipagan & Lee, 2018), the other way is to treat contractions as a single word (Biber et al., 1999). The choice between these ways leads to variations in the calculated number of FSs with different lengths. The present study adheres to the convention where contracted forms are considered as two words in order to include a broader range of useful FSs with varying lengths. Since in this study, the cut-off point for FSs of different lengths varies, a lower cut-off point is set for longer FSs.
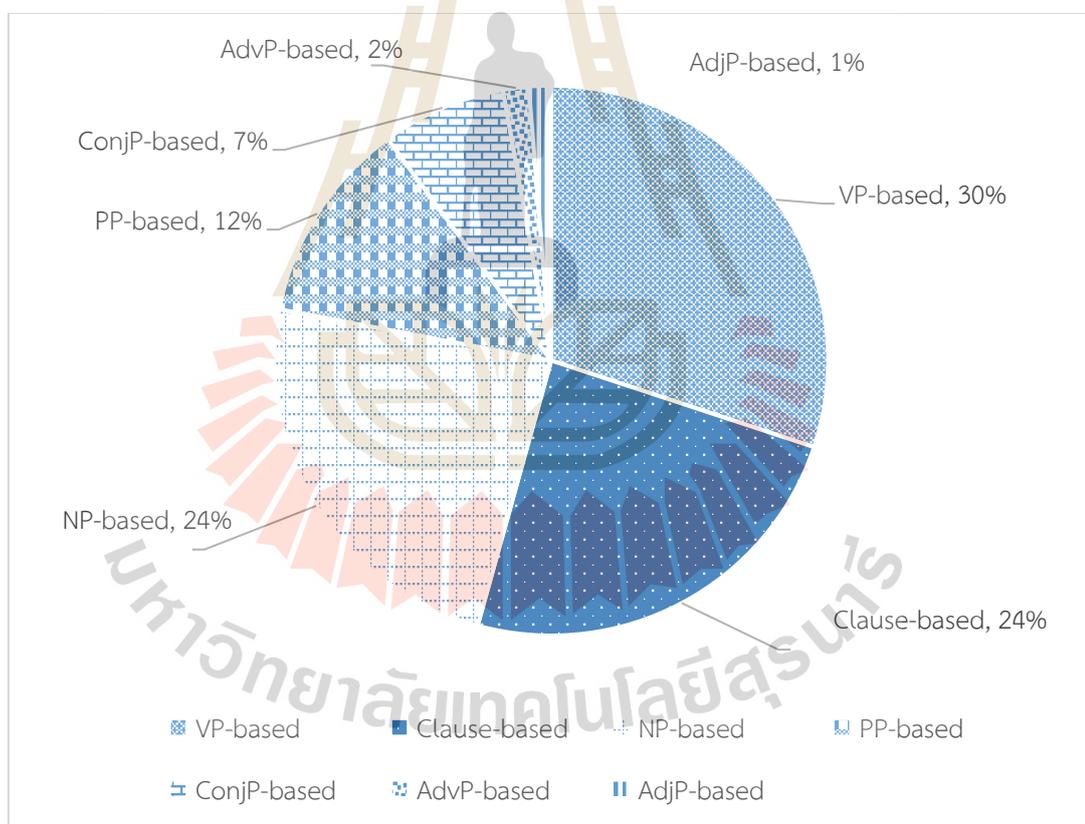
Figure 5.4 Overall distribution of structural classification of FSs

Figure 5.4 illustrates the major structural categories of FSs utilized in OPTDs. In terms of token frequencies, OPTDs predominantly relies on Verb Phrase-based (VP-based), Clause-based, Noun Phrase-based (NP-based), and Preposition Phrase-based (PP-based) FSs. The primary four structural categories in OPTDs align closely with

Deng's (2019) findings on lectures and Wang's (2017) research on lectures and seminars, where these four structural categories also emerge as predominant. The diversity among various spoken genres is directly attributed to the lexical bundles based on VP, Clause, NP, and PP structures, albeit with differing proportions. In the current study, most FS types in OPTDs are VP-based fragments, followed by Clause-based and NP-based fragments. The results of FSs within the OPTDs reveal a diverse distribution across various structural classifications. Notably, VP-based FSs (e.g., "aim to," "move on to") account for a significant 30%, suggesting a substantial reliance on FSs involving verbs, potentially stemming from the oral nature of OPTDs. This finding is supported by Biber et al (1999) that "oral" characteristics contain more VP-based bundles. Furthermore, Clause-based FSs (e.g., "I'd like to" and "I found that") and NP-based FSs (e.g., "the use of" and "the effect(s) of") emerge as the second top category, both constituting a substantial 24% of the identified FSs. The most common top two categories in OPTDs align with Biber et al.'s (1999) research in conversation and Deng's (2019) research in EMI lectures, highlighting Clause-based and VP-based fragments as fundamental building blocks. In addition, a previous study on FSs in spoken academic English as a Lingua Franca (ELF) also reported the dominance of Clause-based FSs in the seminar setting (Wang, 2017). This prevalence may indicate a tendency for participants to utilize complex sentence structures in their discourse. However, it differs from Biber et al.'s (1999) conclusion that most lexical bundles in academic prose are not only NP-based but also PP-based. Nonetheless, PP-based FSs are relatively less frequent compared with Clause-based and VP-based FSs. This discrepancy may emphasize the contextual nuances influencing FS usage.

Additionally, similar to the findings in OPPD, there are relatively lower percentages for AdvP-based FSs (2%) and AdjP-based FSs (1%). This result aligns with Deng's (2019) research on lectures and Aggabao's (2020) finding that AdjP-based FSs are identified as the least frequently employed FSs in both written and oral modes of communication by ESL students. One possible reason attributing to this observation is that AdvP-based FSs (e.g., "and so on," "first of all," "in addition") are typically used to indicate relationships between ideas and provide context or detail to support the overall message of a sentence or discourse. Moreover, AdjP-based FSs (e.g., "be very vital to", "a few") enhance language by adding descriptive details, qualifying nouns, and expressing opinions or evaluations. Given that OPTDs often requires a more formal and structured language, emphasizing clarity, precision, and objectivity, AdvP-based and AdjP-based FSs might be less common in these settings than other discourse types.

Table 5.8 Top 20 frequently used FSs with varying lengths in OPTDs

No.	2-word FS	Token	3-word FS	Token	4-word FS	Token	>4-word (5-word, 6-word, 7-word) FS	Token
1	this is	116	the effect(s) of	110	thank you so/very much	19	now let's come to	15
2	there is/are	111	(be) used to	48	was/were found to be	14	now let's move (on) to	11
3	it is	84	the use of	48	as you can see	10	the title of my thesis is	8
4	and then	61	in this study	44	we can see that	10	thank you (so/very much) for your attention	6
5	as for	57	of the study	37	I would like to	9	this is the example of	4
6	there was/were	49	(be) related to	34	not only... but also	9	now let me talk about	3
7	found that	46	as well as	32	in the present study	8	the end of my presentation	3
8	based on	45	in order to	29	I'm going to	7	Your comments and suggestions are welcome	3
9	can be	41	in terms of	28	in the field of	6	and that's all for my presentation	2
10	show that	41	the findings of	28	let's look at	5	express my sincere gratitude to	2
11	the second	41	(the) perception(s) of	24	on the other hand	5	I am happy to be here today	2
12	and also	39	(be) used for	22	it was found that	4	now let's see some examples	2
13	such as	38	and there are/is	22	please allow me to	4		
14	has/have been	36	and here is/are	19	we can see from	4		
15	here is/are	36	need to be	19	and you can see	3		
16	types of	36	the result(s) of	19	at the same time	3		
17	I will	35	(be) used as	17	can be considered as	3		
18	that is	35	(the) analysis of	17	so that's why	3		
19	and for	33	be consistent with	16	that is to say	3		
20	was/were identified	33	the importance of	16	as a result of	2		

Table 5.8 presents the most frequent two-, three-, four-, and four+-word FSs. Similar to the findings in OPPD, the results in OPTDs highlight a significant drop in frequencies as strings extend to four words and beyond. This observation aligns with Cortes's (2013) conclusion that longer FSs generally exhibit lower frequencies. For instance, the average frequency of two-word FSs is 51 times, while the average frequency of three-word and four-word FSs is 31 and 7 times, respectively.

Comparing the FSs identified in this study with the Academic Formulas List (AFL) by Simpson-Vlach and Ellis (2010), clear overlaps emerge. On the one hand, frequently occurring FSs such as "this is," "there is/are," and "the effect(s) of" are found in both datasets. On the other hand, three categories of FSs were identified in this study: those common in both academic spoken and written language (e.g., "based on" and "the effect(s) of"), unique to academic written language (e.g., "in this study" and "need to be"), and exclusive to academic spoken language (e.g., "thank you so/very

much" and "now let's come to"). Despite its oral nature, OPTDs includes FSs commonly found in written discourse, demonstrating the dual impact of both spoken and written language on its style. This dual feature shares similarities with classroom teaching, as noted by Biber et al. (2004), who highlighted that classroom teaching exhibits a combination of "oral" characteristics, resembling typical conversation, and "literate" characteristics, representative of academic writing. This observation is further supported by Deng (2009) in the context of EMI lectures.

The FSs primarily with "oral" feature, for example, "now let's come to" and "now let's move (on) to" in the provided examples 5) and 6) indicated that those spoken FSs play a pivotal role in organizing oral presentations, facilitating smooth transitions between different aspects of the presentation. Those spoken FSs ensure that the audience can easily follow the progression of ideas, contributing to clear and effective research communication.

> 5) *Now let's come to the findings of RQ 3. (M15S2-TD13)*
> 6) *Now let's move to the conclusion part. (M21-TD14)*

Meanwhile, the FSs with primarily "literate" feature, such as "in this study", as shown in example 7), serves the purpose of specifying the context in which the findings are situated. This "literate" feature is influenced by the primary goal of OPTDs, which is to fulfill informational purposes, including effectively communicating research findings and conveying the contribution of the work. Therefore, the language in these instances is influenced by the written aspect of their work, potentially making it more formal, precise, and carefully constructed. This contributes to the overall academic or professional tone of the text.

> 7) *the findings **in this study** illustrated that the use of advance organizers did not work as much improvement of students' English listening learning efficiently. (M16S1-TD15)*

In summary, the FSs in OPTDs exhibited a mixture of "oral"(characterized by VP and clausal bundle) and "literate" characteristics (characterized by NP and PP bundle), this mixture feature shares similarities with the nature of classroom teaching as well as EMI lectures supported by Biber et al. (2004) and Deng (2009), respectively.

5.2.2 Formulaic sequences in different phases of OPTDs

This section presents the results of the FSs identified in the seven phases in order from the Initiation Phase to the Termination Phase. Discussions on the results are also provided.

225

5.2.2.1 FSs in The Initiation Phase of OPTDs

During the Initiation Phase of OPTDs, 43 FS types occurred, with 124 occurrences, totaling 1,635 times pmw. The FSs in each move/step with occurrences and normalized frequency are shown in Table 5.9. Predominantly, Clause-based FSs constituted 58% of the identified FSs in this phase, with no AdvP-based or AdjP-based FSs. As detailed in Figure 5.5, this result could be attributed to the nature and communicative purpose of the Initiation Phase, which involves setting the stage for the presentation, introducing oneself, and providing initial information. Clause-based FSs, which often include declarative fragments (Wang, 2017), are more likely to fulfill these requirements.
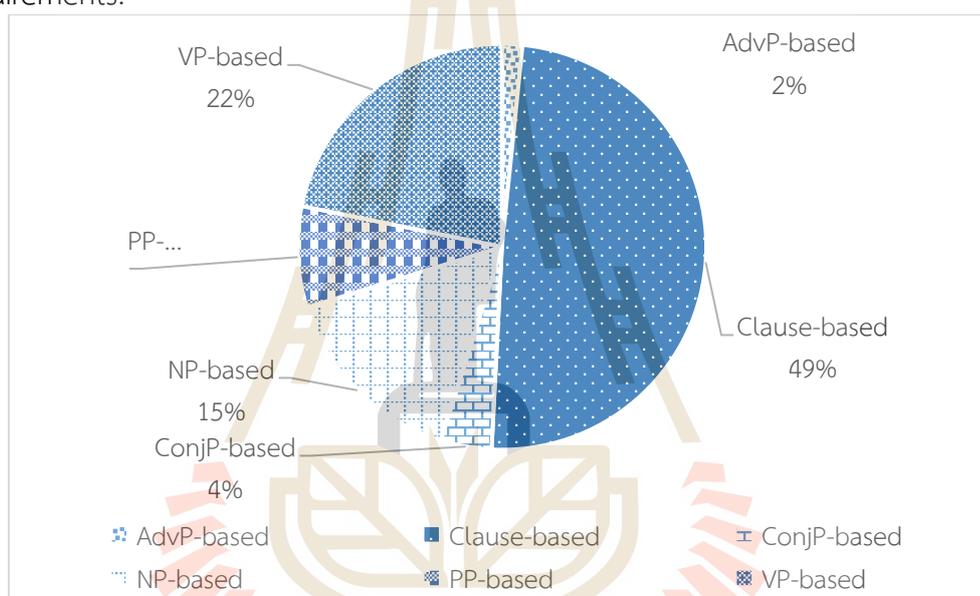
Figure 5.5 Distribution of structural category of FSs in the Initiation Phase

Table 5.9 FSs in the Initiation Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M1S1 (Identifying oneself and making greetings)		**14**	**210**
	Good afternoon	10	150
	my name is	3	45
	I am happy to be here today	1	15
M1S2 (Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors)		**23**	**345**
	I would like to	6	90
	thank you so/very much	5	75
	please allow me to	3	45
	express my sincere gratitude to	3	45
	want to	2	30

Table 5.9 FSs in the Initiation Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	first of all	2	30
	they are	1	15
	and after	1	15
M1S3 (Acknowledging time management and previous progress)		**3**	**45**
	will be	1	15
	I would like to	1	15
	and also	1	15
M2 (Announcing the topic)		**17**	**255**
	the title of my thesis is	6	90
	is about	2	30
	the use of	1	15
	the result(s) of	1	15
	please allow me to	1	15
	let's begin with	1	15
	it is	1	15
	I will	1	15
	I am happy to be here today	1	15
	based on	1	15
	(the) analysis of	1	15
M3 (Outlining the presentation)		**52**	**780**
	I will	11	165
	of the study	8	120
	consist of	5	75
	there is/are	4	60
	will be	2	30
	this is	2	30
	I'm going to	2	30
	focus more on	2	30
	the purpose(s) of	1	15
	the first part	1	15
	the background of	1	15
	talk about	1	15
	structure of	1	15
	now let me	1	15
	let's begin with	1	15
	let me give you	1	15
	it is	1	15
	in this study	1	15
	has/have been	1	15
	as well as	1	15
	as for	1	15
	and this is	1	15
	and then	1	15
	after that	1	15
Grand Total		**124**	**1635**

As illustrated in Table 5.9, in M1S1 (Identifying oneself and making greetings), the most frequently used Clause-based FS was "Good afternoon" with ten instances, appearing a total of 150 times pmw, followed by the Clause-based FS "my name is" with three instances, occurring a total of 45 times pmw. This result confirms the communicative function of M1S1, which is to introduce themselves and extend greetings.

The most frequently used VP-based FS in M1 is "I would like to", present in both M1S2 and M1S3, with a total of 105 occurrences pmw. The FS "I would like to" is commonly found in academic spoken discourse, including lectures, seminars (Wang, 2017), and in various university registers, such as instructional and non-academic contexts, including written course management (Biber, 2007). Nesi and Basturkmen (2006) note that "I would like to" is absent from the list of most frequent four-word bundles produced by English native language (ENL) speakers in academic lectures. Additionally, it is not included in Simpson-Vlach and Ellis' Academic Formula List (AFL). Therefore, Wang (2017) suggests that "I would like to" may be the characteristic of ELF usage in spoken academic discourse. Although "I would like to" is more common in spoken discourse, Hyland (2008c) reported that it also appears in written academic writing as the only personal stance structure in applied linguistics. In M1S2 (Thanking the committee members and/or audience and/or chair and/or acknowledgment of supervisors), the identified FSs are primarily associated with expressing gratitude, including phrases like "thank you so/very much" and "express my sincere gratitude to." This result aligns with the communicative purpose of M1S2, which involves expressing gratitude to the committee members or the audience.

In M2 (Announcing the topic), both OPPD and OPTDs share the same most frequently used Clause-based FSs: "the title of my thesis is". This FS serves to foreshadow the information the presenter will provide next. The majority of FSs in this step contribute to achieving the communicative purpose of announcing the topic.

Moving on to M3, the most frequent Clause-based FS is "I will," with 11 instances, totaling 165 times pmw. Upon examining the concordance of "I will" in Antconc 3.5.9, it was observed that most verbs following the FS "I will" in M3 include actions like "talk about," "discuss," "describe," "pay main attention to," and "focus more on." Furthermore, the nouns following these verbs encompass elements of the presentation, such as "the results of the study," "the background of the study," and "the methodology," among others. Another frequently used Clause-based FS in M3 is "there is/are." Analyzing the concordance of "there is/are" in Antconc 3.5.9 revealed that most noun phrases following "there is/are" include terms like "five parts," "five

sections," and "six parts," indicating a preview of the presentation's elements. This function of "there is/are" has also been highlighted by Jiang and Hyland (2020). To sum up, both FSs "I will" and "there is/are" in M3 serve to indicate the elements of the presentation, aligning with the communicative goal of M3, which is to outline the presentation.

In summary, the most frequently used FSs in the Initiation Phase are Clause-based FSs (e.g., "Good afternoon," "my name is," and "the title of my thesis is"), serving as signposts for the move or step. This result is in line with Cortes's (2013) research, which emphasizes a strong connection between specific FSs and moves or steps. It is noted that certain FSs, particularly those at the beginning of sentences, often exhibit this connection with moves or steps. This observation concurs with the findings of Li et al. (2020), highlighting that particular FSs play a role in achieving the communicative purpose of moves or steps, and sentence-initial FSs are more likely to be identified as move indicators.

5.2.2.2 FSs in the Introduction Phase

A list of FSs in the Introduction Phase is given in Table 5.10, where a total of 132 FS types with 410 instances were identified, occurring 6,150 times pmw. As depicted in Figure 5.6, the prevalent use of NP-based FSs in this phase echoes the findings observed in OPPD, constituting 36%, followed by VP-based and Clause-based FSs, comprising 29% and 17%, respectively. The inclination towards NP-based, VP-based, and Clause-based sentence structures aligns with the communicative purposes of the Introduction Phase. During this phase, presenters need to emphasize the field's importance, to establish a research need, and to introduce the ongoing study. VP-based and Clause-based FSs facilitate a clear and concise expression of ideas, a critical aspect when conveying information about the presentation's purpose, scope, and value in M6. In this context, the utilization of VP-based and Clause-based FSs helps effective information transmission without unnecessary elaboration.

AdjP-based and AdvP-based FSs exhibit a very low frequency, accounting for only two percent and one percent, respectively. Despite the low frequency of AdvP-based FSs, they still hold importance since AdvP-based FSs are crucial for appreciating their anaphoric contribution to relational meaning, thereby facilitating a more straightforward discourse structure. This, in turn, provides a scaffold for compositional semantics, as noted by Webber et al. (2001). The infrequent use of AdjP-based and AdvP-based FSs in this phase may be attributed to their grammatical functions. This observation resonates with Aggabao's (2020) finding that AdjP-based FSs

are identified as the least frequently employed FSs in both written and oral modes of communication by ESL students.
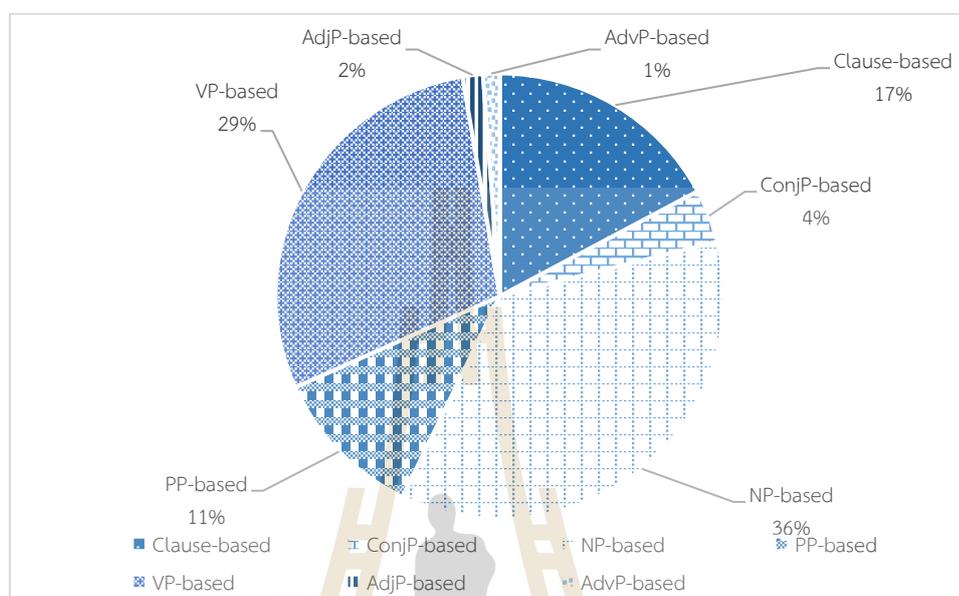
Figure 5.6 **Distribution of structural category of FSs in the Introduction Phase**

Table 5.10 FSs in the Introduction Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M4S1 (Providing topic generalization/background)		54	810
	there is/are	3	45
	has/have been	3	45
	abbreviated as	3	45
	this is	2	30
	they are	2	30
	there was/were	2	30
	one of	2	30
	in order to	2	30
	each other	2	30
	used by	1	15
	the use of	1	15
	the same	1	15
	the importance of	1	15
	the first part	1	15
	the first	1	15
	the fact that	1	15
	the concept of	1	15
	the combination of	1	15

Table 5.10 FSs in the Introduction Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M4S1 (Providing topic generalization/background)		54	810
	there is/are	3	45
	has/have been	3	45
	abbreviated as	3	45
	this is	2	30
	they are	2	30
	there was/were	2	30
	one of	2	30
	in order to	2	30
	each other	2	30
	used by	1	15
	the use of	1	15
	the same	1	15
	the importance of	1	15
	the first part	1	15
	the first	1	15
	the fact that	1	15
	the concept of	1	15
	the combination of	1	15
	the background of	1	15
	that is	1	15
	talk about	1	15
	result in	1	15
	on the other hand	1	15
	of the study	1	15
	number of	1	15
	now let's come to	1	15
	now let me	1	15
	not only... but also	1	15
	need to be	1	15
	need to	1	15
	look at	1	15
	in line with	1	15
	I will	1	15
	due to	1	15
	consist of	1	15
	at the same time	1	15
	as a result of	1	15
	and then	1	15
	and from	1	15
	and for	1	15
	a variety of	1	15
	(be) divided into	1	15
M4S2 (Indicating the centrality/importance of the topic)		47	705
	it is	8	120

Table 5.10 FSs in the Introduction Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	we can see	2	30
	this is	2	30
	there is/are	2	30
	the importance of	2	30
	the first	2	30
	of the study	2	30
	in order to	2	30
	can be	2	30
	and also	2	30
	used by	1	15
	to investigate	1	15
	to enhance	1	15
	the use of	1	15
	the relationship between	1	15
	the quality of	1	15
	the first part	1	15
	the benefit of	1	15
	that is	1	15
	such as	1	15
	now let's come to	1	15
	look at	1	15
	level of	1	15
	involved in	1	15
	here is/are	1	15
	has/have been	1	15
	can be considered as	1	15
	and there are/is	1	15
	and so on	1	15
	and here is/are	1	15
	(be) aware of	1	15
M5S1 (Indicating problems and/or needs and/or motivation)		73	1095
	such as	4	60
	(the) lack of	4	60
	there is/are	3	45
	it is	3	45
	to investigate	2	30
	to explore	2	30
	to address	2	30
	the use of	2	30
	the lack of	2	30
	the importance of	2	30
	the concept of	2	30
	be consistent with	2	30
	as well	2	30
	a lot of	2	30

Table 5.10 FSs in the Introduction Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	we can see that	1	15
	to increase	1	15
	to achieve	1	15
	they are	1	15
	the second is	1	15
	the second	1	15
	the first	1	15
	the findings of	1	15
	the fact that	1	15
	the development of	1	15
	structure of	1	15
	some of them	1	15
	some of	1	15
	show that	1	15
	rather than	1	15
	one of	1	15
	look at	1	15
	level of	1	15
	it is necessary to	1	15
	is likely to	1	15
	interact with	1	15
	in terms of	1	15
	in order to	1	15
	has/have been	1	15
	due to	1	15
	difficulties in	1	15
	deal with	1	15
	consist of	1	15
	can be	1	15
	because of	1	15
	as well as	1	15
	as to	1	15
	as for	1	15
	and there are/is	1	15
	and also	1	15
	all of	1	15
	aim to	1	15
	(could/might/may) lead to	1	15
	(be) related to	1	15
M5S2 (Reviewing/Summarizing previous studies)		**41**	**585**
	has/have been	9	135
	the effect(s) of	4	60
	there is/are	3	45
	it is	3	45
	this is	2	30

Table 5.10 FSs in the Introduction Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	the use of	1	15
	the process of	1	15
	the first	1	15
	the effectiveness of	1	15
	such as	1	15
	one of	1	15
	of the studies	1	15
	most of	1	15
	indicate that	1	15
	in terms of	1	15
	for example	1	15
	contribute to	1	15
	and there are/is	1	15
	and so on	1	15
	according to	1	15
	a variety of	1	15
	(the) lack of	1	15
	(be) related to	1	15
M5S3 (Indicating the research gap in previous research)		**23**	**330**
	there is/are	4	60
	the effect(s) of	2	30
	types of	2	30
	focus more on	2	30
	(the) lack of	2	30
	to investigate	1	15
	the result(s) of	1	15
	the importance of	1	15
	relationship between... and	1	15
	it is	1	15
	is to	1	15
	focus on	1	15
	carry out	1	15
	based on	1	15
	and from	1	15
M6S1 (Indicating the scope of research)		**12**	**180**
	the background of	2	30
	framework for	2	30
	to investigate	1	15
	to improve	1	15
	to explore	1	15
	that is	1	15
	in order to	1	15
	be conducted	1	15
	(be) related to	1	15

Table 5.10 FSs in the Introduction Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	(be) embedded in	1	15
M6S2 (Indicating research aims/objectives/purposes)		**64**	**960**
	to investigate	12	180
	the effect(s) of	9	135
	to explore	7	105
	aim to	5	75
	there is/are	4	60
	this is	2	30
	the effectiveness of	2	30
	of the study	2	30
	is to	2	30
	and then	2	30
	(the) perception(s) of	2	30
	want to	1	15
	try to	1	15
	to what extent	1	15
	to achieve	1	15
	the use of	1	15
	the relationship between	1	15
	the purpose(s) of	1	15
	the last one	1	15
	that is	1	15
	structure of	1	15
	so this is	1	15
	listen to	1	15
	in my study	1	15
	in line with	1	15
	based on	1	15
M6S3 (Proposing research questions or hypothesis)		**66**	**990**
	the effect(s) of	20	300
	is about	4	60
	the use of	3	45
	the second	3	45
	structure of	3	45
	in terms of	3	45
	(the) perception(s) of	3	45
	there is/are	2	30
	the third	2	30
	the last one	2	30
	the development of	2	30
	according to	2	30
	abbreviated as	2	30
	(be) similar to	2	30
	types of	1	15
	to what extent	1	15

Table 5.10 FSs in the Introduction Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	to improve	1	15
	to achieve	1	15
	the relationship between	1	15
	the first	1	15
	in my study	1	15
	here is/are	1	15
	based on	1	15
	aspects of	1	15
	and then	1	15
	(could/might/may) lead to	1	15
	(be) embedded in	1	15
M6S4 (Defining key terms/concept)		**11**	**165**
	refer to	2	30
	(be) used to	2	30
	the use of	1	15
	such as	1	15
	in this study	1	15
	in order to	1	15
	can be	1	15
	and for	1	15
	(be) used as	1	15
M6S5 (Showing the significance/value of the present study)		**22**	**330**
	the effect(s) of	3	45
	of the study	3	45
	this is	2	30
	the development of	2	30
	the lack of	1	15
	the importance of	1	15
	interact with	1	15
	has/have been	1	15
	each other	1	15
	deal with	1	15
	contribute to	1	15
	can be	1	15
	as to	1	15
	as for	1	15
	(the) lack of	1	15
	(the) improvement of	1	15
Grand Total		**410**	**6,150**

In M4 (Establishing a Territory), a total of 60 FS types have been identified. The most frequently occurring two-word FS, based on normalized frequency, is "it is," falling within a medium-frequency band (199–100 pmw) with reference to Grabowski's

(2018) classification. The remaining 59 FS types in M4 fall into a bottom-frequency band (fewer than 100 pmw). Following closely is "there are/is," ranking the second among two-word FSs. Both "it is" and "there are/is" are Clause-based FSs, serving to establish clear and assertive statements that lay the groundwork for subsequent information. "It is" often introduces specific points or ideas, while "there are/is" is utilized to assert the (non) existence of entities (Jiang & Hyland, 2020). Together, they contribute to a concise and confident expression of information in establishing a territory. Moving to three-word FSs in M4, the top-ranking ones are PP-based, including "in order to" and "of the study," along with the NP-based FS "the importance of." Despite all of them falling within a bottom-frequency band, the function of these FSs cannot be underestimated.

PP-based FSs serve to clarify, signal intent, provide structure, and emphasize important points within the research being presented and NP-based FSs assist in elucidating and providing background information and knowledge. Specifically, "the importance of" acts as a signpost, indicating the centrality or significance of the topic, aligning with one of the communicative purposes of M4S2.

In M5 (Establishing a Niche), 74 FS types have been identified. The leading two-word FSs are "has/have been" and "there is/are," both with a normalized frequency of 150 pmw, placing them in a medium-frequency band. Upon examining the concordance of "has/have been" within its context, it is evident that the majority (90%) of occurrences of this FS are found in M5S2, where the goal is to summarize previous studies. The FS "has/have been" in M5 may be used to establish the background or context of the research by referring to previous studies or research activities that have been conducted in the field. This result contributes significantly to the creation of a cohesive and comprehensive overview of existing literature in a given field, as in Example 8). Through concordance analysis, it was discovered that all instances of the FS "there is/are" in M5 serve the purpose of summarizing previous studies and highlighting the drawbacks or issues within them. The function aligns with one of the three primary functions identified by Jiang and Hyland (2020) for the existential "there": asserting the (non)existence of entities, marking enumeration, and summarizing given information. The examples are shown in 9), 10), and 11). Those examples proved that the FS "there is/are" aids in indicating problems or research gaps, aligning with one of the essential communicative purposes of M5.

> 8) Moreover, extensive studies **_have been_** conducted on conversations in academic setting. (M5S2-TD3)
> 9) the social practice of thesis writing. And **_there is_** a lack of discussion about... (M5S2-TD12)

*10) It is very interesting to know that **there is** very little research about ELF communications. (M5S3-TD7)*
*11)**There are** difficulties or were reflected in the...(M5S1-TD9)*

The key three-word FS in M5 is the NP-based "(the) lack of", also found in a medium-frequency band in OPTDs. Based on Lu et al.'s (2021) classification of p-frames, the present study also divided FSs into three similar groups: Specialized FSs, which occurred only in one specific move-step in the corpus; Semi-specialized FSs, which occurred in two or more rhetorical move-steps but clearly demonstrated a strong association with one particular function; and non-specialized FSs, which occurred in two or more rhetorical move-steps with no apparent association with any particular move-step. Therefore, "(the) lack of" qualifies as a move-specific FS in the present study, which only appeared in M5 in this phase. Specifically, it constitutes 70% of instances in M5S1, indicating problems, and 30% in M5S3, signifying a research gap. Examples are provided below:

*12)...also arise many prominent problems, including **lack of** empirical studies, contradictory results from...(M5S1-TD11)*
*13) There's **lack of** studies on spoken language in internationalized... (M5S3-TD3)*

In M6, 64 FSs are identified. The top two-word FSs are the VP-based FSs "to investigate" and "to explore," with normalized frequencies of 195 times pmw and 120 times pmw, respectively, both falling within a medium-frequency band. The two FSs "to investigate" and "to explore" are move-specific, appearing only in M6S2 in this phase, indicating research aims, as shown in examples 14) and 15). The leading three-word FS in M6 is the NP-based "the effect(s) of," occurring 32 times and totaling 480 occurrences pmw, placing it in the top-frequency band. The majority (6two percent) of instances of "the effect(s) of" are observed in M6S3 when addressing research questions, while 29% appear in M6S2 when discussing research aims. The results of concordance analysis reveal that the FS "the effect(s) of" is predominantly utilized in empirical research, highlighting its association with this research type, as shown in examples 16) and 17).

*14) Secondly, **to investigate** the effectiveness of the OPA in...(M6S2-TD1)*
*15) And lastly, **to explore** the transfer strategies during this process. (M6S2-TD14)*
*16) Number one, what were **the effects of** Listening Hacked on Vietnamese...(M6S3-TD5)*
*17) One is to explore **the effects of** the lexical approach on students..(M6S2-TD17)*

In summary, mirroring the findings in OPPD, the Introduction Phase displayed a significant rise in both the variety and frequency of FSs compared to the Initiation Phase. VP-based and Clause-based FSs were the prevailing choices during the Introduction Phase. Notably, in contrast to the FSs in OPPD, fewer FSs were primarily confined to one step, with the majority spanning across multiple steps without a clear association with any particular one.

5.2.2.3 FSs in the Literature Review Phase

Table 5.11 shows that during the Literature Review Phase, 144 FS types were identified, totaling 438 occurrences with a normalized frequency of 6,570 times pmw. Among the FS structure, VP-based FSs rank the top in this phase, constituting 33%, followed by NP-based and Clause-based FSs at 24% and 2%, respectively. Similar to the Introduction Phase mentioned earlier, AdjP-based and AdvP-based FSs are the least frequently used in this phase, each accounting for only two percent of the total category. The low frequency may be attributed to the formal and precise nature required in academic presentations. AdjP-based and AdvP-based FSs might be perceived as less informal or less precise than other structural patterns. Moreover, their use may introduce ambiguity or diminish clarity of the message if not employed carefully.
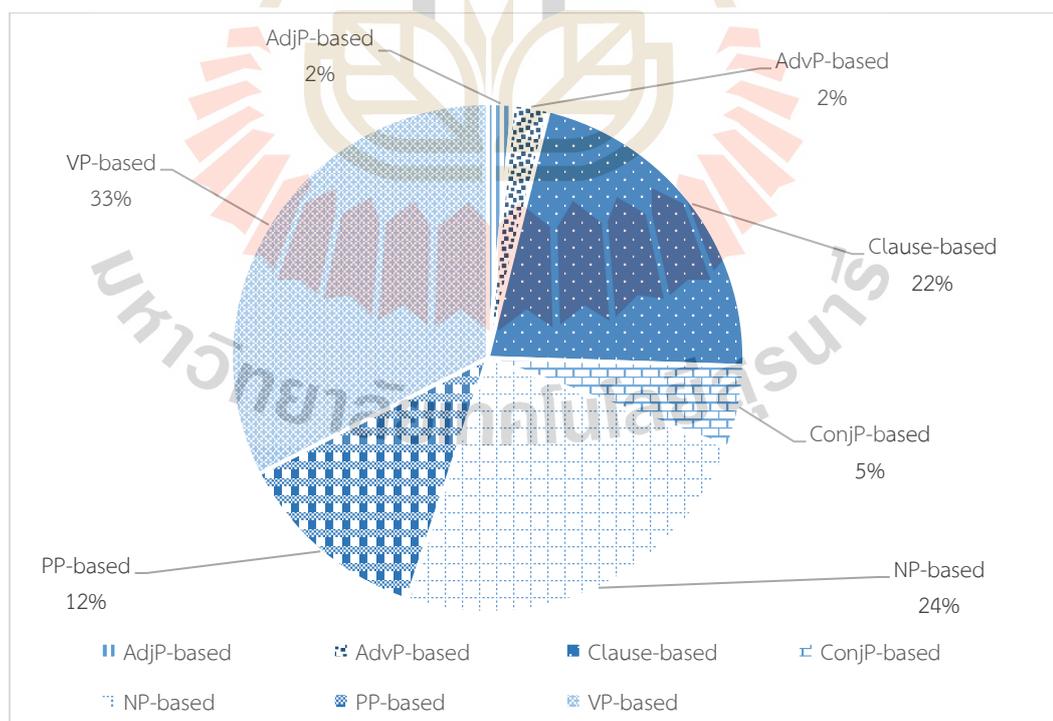
Figure 5.7 Distribution of structural category of FSs in the Literature Review Phase

In this phase, M7 comprises the majority (63%) of the FSs, likely due to its higher word count compared to other moves. Notably, most VP-based FSs occur in M7S2, involving the survey of non-research-related phenomena or knowledge claims. The prevalent use of VP-based FSs in this phase is attributed to their inherent association with action and description. When surveying non-research-related phenomena, it is common to describe actions, processes, or states. Utilizing VP-based FSs enables speakers to convey these aspects more dynamically and vividly.

Table 5.11 FSs in the Literature Review Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M7S1 (Outlining the current part)		15	225
	there is/are	3	45
	try to	1	15
	they are	1	15
	such as	1	15
	some of	1	15
	now let's move (on) to	1	15
	it is	1	15
	is about	1	15
	I will	1	15
	consist of	1	15
	as well as	1	15
	as for	1	15
	(be) used to	1	15
M7S2 (Surveying the non-research-related phenomena or knowledge claims)		256	3840
	it is	16	240
	there is/are	12	180
	based on	12	180
	proposed by	7	105
	(be) used to	7	105
	in this study	6	90
	has/have been	6	90
	could be	5	75
	can be	5	75
	and so on	5	75
	according to	5	75
	a lot of	5	75
	this is	4	60
	the first	4	60
	such as	4	60
	can be seen	4	60
	will be	3	45
	the second	3	45
	the level of	3	45
	that is	3	45
	structure of	3	45
	need to be	3	45
	more than	3	45
	is about	3	45
	interact with	3	45
	in order to	3	45

Table 5.11 FSs in the Literature Review Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	framework for	3	45
	as to	3	45
	and then	3	45
	want to	2	30
	types of	2	30
	to enhance	2	30
	the third	2	30
	the function of	2	30
	the effectiveness of	2	30
	the effect(s) of	2	30
	the definition of	2	30
	the combination of	2	30
	tend to	2	30
	some of them	2	30
	some of	2	30
	of the study	2	30
	need to	2	30
	look at	2	30
	it's about	2	30
	it means that	2	30
	is to	2	30
	in this case	2	30
	in the present study	2	30
	in terms of	2	30
	found that	2	30
	focus on	2	30
	each other	2	30
	consist of	2	30
	because of	2	30
	and there are/is	2	30
	and also	2	30
	a number of	2	30
	(be) aware of	2	30
	you can see	1	15
	was/were found to be	1	15
	to what extent	1	15
	they are	1	15
	the use of	1	15
	the second is	1	15
	the same	1	15
	the quality of	1	15
	the process of	1	15
	the meaning of	1	15
	the last one is	1	15
	the last one	1	15
	the importance of	1	15
	the first is	1	15
	the field of	1	15
	the background of	1	15
	talk about	1	15
	show that	1	15
	one of	1	15
	one another	1	15
	now let me talk about	1	15
	now let me	1	15
	not only... but also	1	15
	level of	1	15

Table 5.11 FSs in the Literature Review Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	it seems that	1	15
	is/are expected to	1	15
	instead of	1	15
	in the field of	1	15
	in other words	1	15
	I will	1	15
	here is/are	1	15
	for example	1	15
	first of all	1	15
	difficulties in	1	15
	deal with	1	15
	carry out	1	15
	aspects of	1	15
	as you can see	1	15
	as well	1	15
	as for	1	15
	and this is	1	15
	and after	1	15
	allow us to	1	15
	a few	1	15
	(the) perception(s) of	1	15
	(the) improvement of	1	15
	(be) used as	1	15
	(be) similar to	1	15
	(be) related to	1	15
	(be) divided into	1	15
M7S3 (Claiming centrality)		7	105
	found that	2	30
	types of	1	15
	the second	1	15
	one of	1	15
	followed by	1	15
	be able to	1	15
M8S1 (Counter-claiming)		6	90
	of the studies	1	15
	in the present study	1	15
	have to	1	15
	has/have been	1	15
	carry out	1	15
	as for	1	15
M8S2 (Gap-indicating)		34	510
	the effect(s) of	9	135
	has/have been	4	60
	this is	2	30
	found that	2	30
	based on	2	30
	was/were identified	1	15
	to explore	1	15
	there is/are	1	15
	the effectiveness of	1	15
	need to be	1	15
	need to	1	15
	it was found that	1	15
	it is necessary to	1	15
	it is	1	15
	indicate that	1	15
	in order to	1	15

Table 5.11 FSs in the Literature Review Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	each other	1	15
	can be	1	15
	be consistent with	1	15
	a few	1	15
M8S3 (Making confirmative claims)		**6**	**90**
	the development of	2	30
	the importance of	1	15
	contribute to	1	15
	according to	1	15
	(the) improvement of	1	15
M8S4 (Synthesizing the theoretical framework/position)		**2**	**30**
	was adopted	1	15
	instead of	1	15
M9S1 (Announcing: research aims, focus, questions or hypotheses)		**18**	**270**
	the effect(s) of	6	90
	there is/are	2	30
	to investigate	1	15
	to improve	1	15
	the title of my thesis is	1	15
	the fact that	1	15
	the combination of	1	15
	proposed by	1	15
	it is	1	15
	and there are/is	1	15
	and so on	1	15
	(could/might/may) lead to	1	15
M9S2 (Announcing theoretical positions/theoretical frameworks)		**25**	**375**
	proposed by	3	45
	to analyze	2	30
	of the study	2	30
	based on	2	30
	as to	2	30
	and then	2	30
	(be) used to	2	30
	you can see	1	15
	they are	1	15
	the quality of	1	15
	the field of	1	15
	rather than	1	15
	in this study	1	15
	in the field of	1	15
	I will	1	15
	framework for	1	15
	as you can see	1	15
M9S3 (Announcing research design/processes)		**47**	**705**
	will be	3	45
	there is/are	3	45
	the effect(s) of	3	45
	based on	3	45
	want to	2	30
	this is	2	30
	the purpose(s) of	2	30
	that is	2	30
	such as	2	30
	need to be	2	30

Table 5.11 FSs in the Literature Review Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	need to	2	30
	it is	2	30
	to analyze	1	15
	they had to	1	15
	they are	1	15
	the size of	1	15
	the same	1	15
	the first one	1	15
	listen to	1	15
	is to	1	15
	in this study	1	15
	in the present study	1	15
	I'm going to	1	15
	I will	1	15
	have to	1	15
	and then	1	15
	and also	1	15
	and after	1	15
	all of	1	15
	a number of	1	15
	a lot of	1	15
M9S4 (Announcing interpretations of the terminology used in the study)		22	330
	want to	3	45
	refer to	2	30
	and also	2	30
	to improve	1	15
	the first	1	15
	the differences in	1	15
	the difference in	1	15
	the concept of	1	15
	not only... but also	1	15
	it means that	1	15
	in this study	1	15
	here is/are	1	15
	have to	1	15
	as well as	1	15
	as well	1	15
	as to	1	15
	and so on	1	15
	a group of	1	15
Grand Total		438	6570

In M7, 114 FS types were identified, predominantly falling into the bottom-frequency band, with 109 FS types categorized as such. Among 114 FS types, two FS types reached the top-frequency band, including "it is," and "there is/are". Additionally, three FSs belong to the medium-frequency band, including "based on", "(be) used to" and "proposed by". The majority of the top and medium-frequency FSs consist of two-word combinations.

The most frequently used two-word FSs in M7 are "it is" and "there is/are," sharing a similarity with M4 regarding the FS types. However, in M7, both are in

the top-frequency band, distinguishing them from M4, where they fall into a medium-frequency band. This similarity between M4 and M7 may stem from their comparable communicative purposes in which both M4 and M7 serve to establish a territory: M4 establishes a territory, while M7 delineates one aspect of the territory in one's own research. The difference of these two moves lie in their scope. The increased frequency of "it is" and "there is/are" in M7 compared to M4 can be attributed to the higher word count in M7. Generally, a move with more words will yield a higher number of identified FSs. Thus, while M4 and M7 share similarities in the most frequently used two-word FSs, the normalized frequency of "it is" and "there is/are" is bigger in M7 than in M4.

In M8, 32 FS types were identified, all falling within the bottom-frequency band. The top three two-word FSs in terms of normalized frequency are "has/have been," "based on," and "found that." Notably, all three FSs occur in M8S2, specifically used to provide context or detail in highlighting the research gap, as illustrated in examples 18) and 19).

> 18) only from Anglophone countries. No genre analysis *has been* done on Chinese EMI lectures. (M8S2-TD11)
> 19) findings *have been* detected in these studies. *Based on* the previous review, it is necessary to... (M8S2-TD10)

It is interesting to note that the top two-word FS in M8 is the same as the one in M5. One possible reason for this similarity is the shared communicative function of M8 and M5, both aimed at creating a research niche. However, the difference lies in their scope: M8 focuses on establishing a research niche in response to M7.

M9 encompasses 61 FS types, all categorized within the bottom-frequency band. The top two-word FS types in this phase are "based on," "there is/are," and "want to," each appearing 75 times per million words, respectively.

In summary, during the Literature Review Phase, M7 dominates with the highest number of FS types and occurrences. Notably, an interesting parallel is observed with the top FSs echoing those of the Introduction Phase. For instance, the most frequently used two-word FSs in M7, namely "it is" and "there is/are," exhibit a similarity with M4 in terms of FS types. Additionally, it is noteworthy that the top two-word FS in M8 mirrors the one in M5.

5.2.2.4 FSs in the Method and Procedure Phase

A total of 107 FS types have been identified, amounting to 345 occurrences and totaling 5,175 times pmw, as shown in Table 5.12, which displays the

FSs identified during the Method and Procedure Phase of the OPTDs. In this phase, VP-based, Clause-based FSs and NP-based FSs rank the top three, constituting 28%, 26% and 19%, respectively. The predominance of using VP-based FSs (e.g., "(be) used to" and "to analyze") in this phase may be because VP-based FSs might involve emphasizing the role and structure of verb phrases in conveying information. In the Method and Procedure Phase, verbs are often crucial in describing actions and processes, as in example 20). Clause-based FSs (e.g., "this is" and "here is") can be used to introduce new information or steps in a method. They signal to the listener that the following text will provide a description or explanation of a particular aspect of the procedure, as in example 21). NP-based FSs (e.g., "the effect(s) of", "the data of" and "(the) analysis of") often involve concrete entities and play a significant role in providing details and specificity in describing methods and procedures, as in example 22).

> 20) Fourth, a questionnaire **_was used to_** collect the students' opinions of using (M12S2-TD5)
> 21) I will explain my research methodology briefly. **_This is_** my research framework, it would be... (M11-TD2)
> 22) ...and **_the analysis of_** the data generated from various sources are explained in this on the screen.(M13S1-TD4)
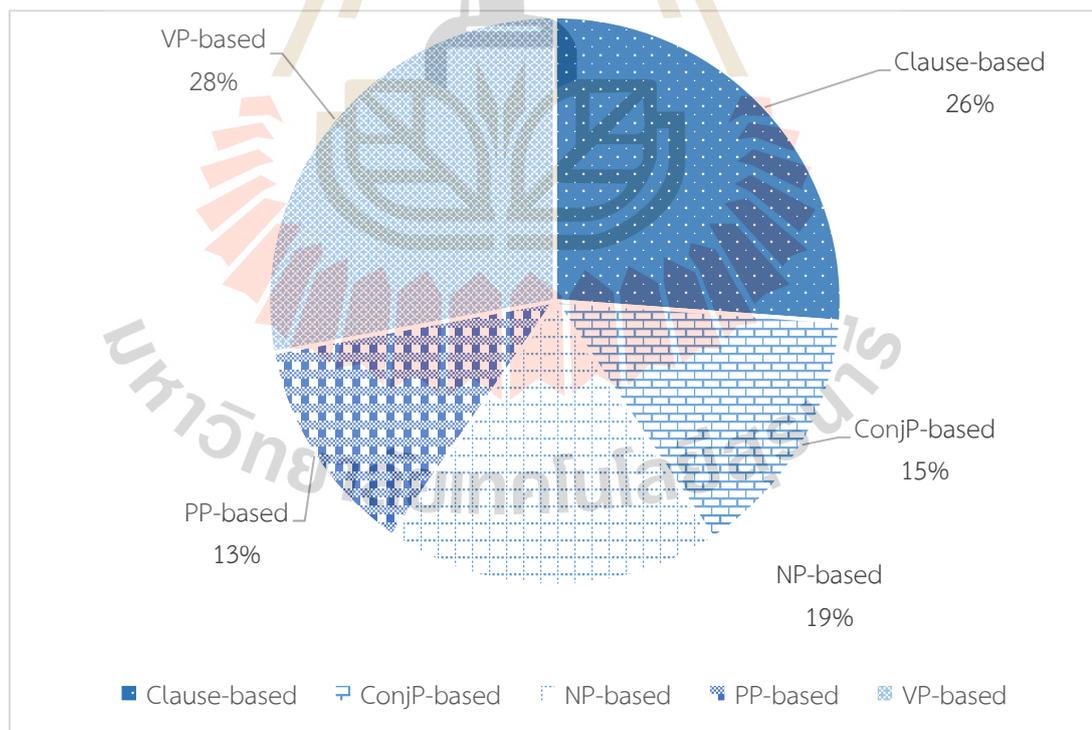
Figure 5.8 Distribution of structural category of FSs in the Method and Procedure Phase

In the Method and Procedure Phase, no AdjP-based and AdvP-based FSs were identified. The absent use of AdjP-based and AdvP-based FSs in this phase

could be attributed to the nature and purpose of this phase. The Method and Procedure Phase is often action-oriented, emphasizing the sequence of steps to be followed. AdjP-based and AdvP-based FSs while important in other contexts, might not play a central role in this phase.

Table 5.12 FSs in the Method and Procedure Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M10 (Preparatory information for presenting method and procedure)		6	90
	of the study	1	15
	now let's move (on) to	1	15
	it is	1	15
	is about	1	15
	I would like to	1	15
	I will	1	15
M11 (Presenting an overview of the methodological approach)		54	810
	this is	8	120
	the effect(s) of	3	45
	according to	3	45
	in this study	2	30
	consist of	2	30
	as for	2	30
	and for	2	30
	was adopted	1	15
	used by	1	15
	types of	1	15
	to investigate	1	15
	to analyze	1	15
	to address	1	15
	there is/are	1	15
	the use of	1	15
	the second	1	15
	the first one	1	15
	talk about	1	15
	relationship between... and	1	15
	now let's come to	1	15
	now let me talk about	1	15
	now let me	1	15
	it would be	1	15
	it is	1	15
	in the present study	1	15
	in terms of	1	15

Table 5.12 FSs in the Method and Procedure Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	I will	1	15
	here is/are	1	15
	focus on	1	15
	can be	1	15
	both of them	1	15
	based on	1	15
	aspects of	1	15
	as well	1	15
	and there are/is	1	15
	and then	1	15
	and also	1	15
	after that	1	15
	(the) perception(s) of	1	15
M12S1 (Describing the sample (participants, location, time))		26	390
	in this study	4	60
	they are	2	30
	there is/are	2	30
	the number of	2	30
	based on	2	30
	and for	2	30
	(be) used as	2	30
	to answer	1	15
	there was/were	1	15
	the size of	1	15
	the first one	1	15
	of the study	1	15
	in my study	1	15
	here is/are	1	15
	carry out	1	15
	be conducted	1	15
	(be) divided into	1	15
M12S2 (Describing methods and/or steps in data collection)		45	675
	listen to	7	105
	(be) used to	6	90
	the first	5	75
	I will	3	45
	as to	3	45
	you can see	2	30
	of the study	2	30
	in this study	2	30
	carry out	2	30
	and from	2	30
	a total of	2	30
	try to	1	15
	the process of	1	15

Table 5.12 FSs in the Method and Procedure Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	the end of	1	15
	so that's	1	15
	now let me	1	15
	let me give you	1	15
	in order to	1	15
	and this is	1	15
	(be) used for	1	15
M12S3 (Justifying data collection procedures)		97	1455
	and then	12	180
	the same	7	105
	this is	6	90
	have to	5	75
	and also	5	75
	there is/are	4	60
	and after	4	60
	here is/are	4	60
	to answer	3	45
	the second	3	45
	be conducted	3	45
	after that	3	45
	based on	3	45
	it is	3	45
	they are	2	30
	these are	2	30
	the use of	2	30
	let's look at	2	30
	was/were identified	2	30
	and for	2	30
	according to	2	30
	(be) used for	2	30
	the effect(s) of	2	30
	types of	1	15
	to achieve	1	15
	they had to	1	15
	the last one is	1	15
	the effect(s) of	1	15
	that is	1	15
	structure of	1	15
	in terms of	1	15
	in my study	1	15
	in addition	1	15
	I will	1	15
	followed by	1	15
	as you can see	1	15

Table 5.12 FSs in the Method and Procedure Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	as well	1	15
	as for	1	15
	(be) shown in	1	15
	(be) divided into	1	15
	was adopted	1	15
	there was/were	1	15
	talk about	1	15
	focus on	1	15
	aim to	1	15
	a group of	1	15
M13S1 (Explaining specific methods of data analysis)		**55**	**825**
	the data of	6	90
	(be) used to	6	90
	to analyze	4	60
	the effect(s) of	3	45
	in this study	3	45
	and for	3	45
	(be) used for	3	45
	to address	2	30
	this is	2	30
	it is	2	30
	be conducted	2	30
	as for	2	30
	and then	2	30
	(the) analysis of	2	30
	used by	1	15
	types of	1	15
	to explore	1	15
	this one is	1	15
	the same	1	15
	the differences in	1	15
	the difference in	1	15
	such as	1	15
	in terms of	1	15
	deal with	1	15
	based on	1	15
	and this is	1	15
	(be) related to	1	15
M13S2 (Recounting data analysis procedures)		**51**	**765**
	this is	5	75
	and then	4	60
	you can see	2	30
	there was/were	2	30
	there is/are	2	30
	here is/are	2	30

Table 5.12 FSs in the Method and Procedure Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	as well as	2	30
	as for	2	30
	and you can see	2	30
	was/were identified	1	15
	was adopted	1	15
	to increase	1	15
	to explore	1	15
	this one is	1	15
	the third	1	15
	the second	1	15
	the relationship between	1	15
	the number of	1	15
	the majority of	1	15
	the first	1	15
	the example(s) of	1	15
	such as	1	15
	is to	1	15
	in this study	1	15
	in terms of	1	15
	in order to	1	15
	have to	1	15
	for example	1	15
	can be seen	1	15
	can be	1	15
	and this is	1	15
	and there are/is	1	15
	and here is/are	1	15
	and for	1	15
	and after	1	15
	allow us to	1	15
	(the) analysis of	1	15
M13S3 (Justifying the data analysis procedures)		2	30
	to improve	1	15
	be conducted	1	15
Grand Total		345	5,175

In the Method and Procedure Phase, the most frequently occurring two-word Clause-based FSs among the top ten are "this is," "there is/are," and "here is/are," with frequencies of 315 times pmw, 285 times pmw, and 180 times pmw, respectively. These FSs serve the purpose of drawing attention to visuals or diagrams associated with the method or procedure. The metadiscourse functions of "this is," "there is/are," and "here is/are" will be further illustrated in the next chapter.

Compared with other FSs mentioned in the former sections, it was also found that more FSs signaling the sequence such as "and then," "the second" and "after that" occurred in this phase. This result maybe attributed to the communicative purposes of this phase, which often involves presenting a series of steps or actions. Using FSs like "and then" and "after that" helps to organize information clearly and structured. Listeners can easily follow the progression of steps, ensuring a logical flow.

In summary, the Method and Procedure Phase, being action- and procedure-oriented, places VP-based, Clause-based FSs, and NP-based FSs as the top three structures among all FSs. Additionally, there is a notable presence of FSs signaling sequence, such as "and then," "the second," and "after that," reflecting the procedural nature of this phase. The absence of AdjP-based and AdvP-based FSs suggests that while they could contribute descriptive elements, they may not be as crucial for conveying step-by-step instructions.

4.2.2.5 FSs in the Results and Discussion Phase

During the Results and Discussion Phase, 209 FS types were identified, with 1,535 occurrences, totaling 23,025 times pmw. The list of FSs with occurrences and normalized frequency is presented in Table 5.13. Compared with the seven phases including the Initiation Phase (43 types, 124 tokens), the Introduction Phase (132 types, 410 tokens), the Literature Review Phase (144 types, 438 tokens), the Method and Procedure Phase (107 types, 345 tokens), and the Termination Phase (12 types, 41 tokens), more FSs in terms of types and tokens appeared in the Results and Discussion Phase. This may because the presenters shifted their focus on presenting the results in OPTDs. Thus, the average length of the Results and Discussion Phase (857 words) was longer than most of the other Phases. Shi (2014) discovered that, generally, as the size of a sub-corpus increases, the number of FS tokens also tends to increase.

Among all the FSs in this phase, as shown in Figure 5.9, similar to the distribution of structural category of FSs in the Method and Procedure Phase, most of the FSs are VP-based, Clause-based and NP-based, occupying 29%, 27% and 2two percent, respectively. VP-based FSs typically emphasize primary actions, while Clause-based FSs often underscore key discussion points. This alignment corresponds effectively with the objective of the Results and Discussion phase: to emphasize significant findings and their implications. Similar to the previous phases, AdjP-based and AdvP-based FSs are utilized sparingly, accounting for only two percent, respectively.
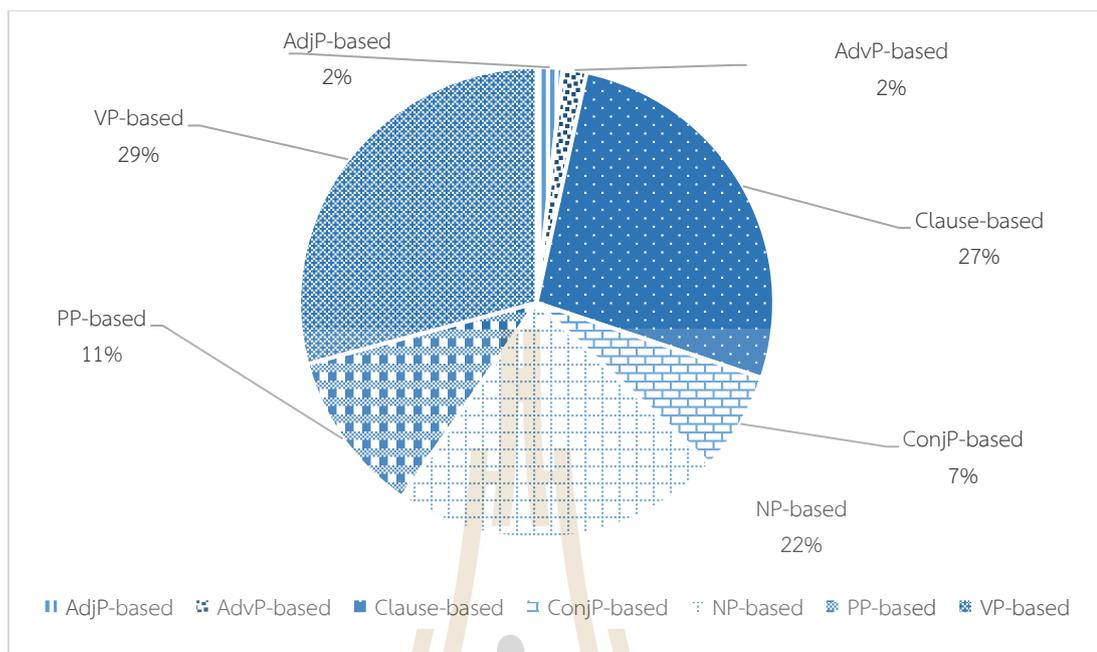
Figure 5.9 Distribution of structural category of FSs in the Results and
Discussion Phase

Table 5.13 FSs in the Results and Discussion Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M14S1 (Reviewing revisions after the pilot study)		73	1095
	is to	7	105
	there is/are	5	75
	the second	5	75
	due to	4	60
	these are	3	45
	according to	3	45
	to be specific	2	30
	the third	2	30
	the result(s) of	2	30
	the nature of	2	30
	some of	2	30
	in order to	2	30
	here is/are	2	30
	has/have been	2	30
	be consistent with	2	30
	based on	2	30
	and also	2	30
	the use of	1	15
	the second is	1	15

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	the process of	1	15
	the importance of	1	15
	the first is	1	15
	the first	1	15
	the definition of	1	15
	some of them	1	15
	should be provided	1	15
	should be	1	15
	now let's come to	1	15
	most of	1	15
	it means that	1	15
	I will	1	15
	difference between... and	1	15
	could be	1	15
	as well as	1	15
	and there are/is	1	15
	and then	1	15
	and here is/are	1	15
	all of	1	15
	a few	1	15
	(the) perception(s) of	1	15
	(be) divided into	1	15
M14S2 (Providing background information or how results are presented)		**141**	**2115**
	to answer	9	135
	the effect(s) of	9	135
	I will	7	105
	the result(s) of	5	75
	(be) related to	5	75
	will be	4	60
	now let's move (on) to	4	60
	there was/were	3	45
	the second	3	45
	the findings of	3	45
	look at	3	45
	let's look at	3	45
	it is	3	45
	I'm going to	3	45
	focus on	3	45
	as for	3	45
	(the) perception(s) of	3	45
	(be) used for	3	45
	the first	2	30
	talk about	2	30
	so that's	2	30
	of the study	2	30

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	is to	2	30
	is about	2	30
	in this study	2	30
	in terms of	2	30
	in order to	2	30
	here is/are	2	30
	consist of	2	30
	based on	2	30
	as to	2	30
	we can see	1	15
	was/were identified	1	15
	was identified	1	15
	types of	1	15
	to improve	1	15
	to analyze	1	15
	to address	1	15
	the use of	1	15
	the third	1	15
	the same	1	15
	the number of	1	15
	the level of	1	15
	the function of	1	15
	the first is	1	15
	the development of	1	15
	that is	1	15
	such as	1	15
	structure of	1	15
	refer to	1	15
	number of	1	15
	now let's come to	1	15
	now let me talk about	1	15
	now let me	1	15
	not only... but also	1	15
	in general	1	15
	in addition	1	15
	frequency of	1	15
	framework for	1	15
	due to	1	15
	carry out	1	15
	because of	1	15
	be conducted	1	15
	aspects of	1	15
	and here is/are	1	15
	and after	1	15
	after the experiment	1	15

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	according to	1	15
	(the) analysis of	1	15
	(be) divided into	1	15
M15S1 (Introducing graphics)		**38**	**570**
	there was/were	6	90
	used by	3	45
	as to	3	45
	we can see	2	30
	this is	2	30
	much better than	2	30
	and there are/is	2	30
	you can see	1	15
	we can see from	1	15
	the use of	1	15
	the result(s) of	1	15
	the frequency of	1	15
	that is	1	15
	rather than	1	15
	now let's come to	1	15
	now let me	1	15
	in this study	1	15
	here is/are	1	15
	could be found in	1	15
	could be	1	15
	can be	1	15
	as you can see	1	15
	as for	1	15
	and then	1	15
	(be) shown in	1	15
M15S2 (Reporting major findings)		**964**	**14460**
	this is	44	660
	there was/were	30	450
	found that	28	420
	as for	28	420
	show that	27	405
	there is/are	26	390
	was/were identified	23	345
	and then	23	345
	(be) used to	20	300
	the use of	19	285
	it is	19	285
	(be) related to	18	270
	types of	15	225
	here is/are	15	225
	as well as	15	225

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	to answer	13	195
	the same	13	195
	and here is/are	13	195
	they are	12	180
	that is	12	180
	the second	11	165
	such as	11	165
	in terms of	11	165
	and also	11	165
	used by	10	150
	the findings of	10	150
	so this is	10	150
	can be	10	150
	and for	10	150
	we can see that	8	120
	was/were found to be	8	120
	now let's come to	8	120
	followed by	8	120
	and there are/is	8	120
	(the) perception(s) of	8	120
	(the) analysis of	8	120
	you can see	7	105
	was identified	7	105
	some of	7	105
	for example	7	105
	due to	7	105
	we can see	6	90
	try to	6	90
	the least	6	90
	indicate that	6	90
	in this case	6	90
	frequency of	6	90
	difference between... and	6	90
	can be seen	6	90
	based on	6	90
	as you can see	6	90
	and from	6	90
	after the experiment	6	90
	(could/might/may) lead to	6	90
	(be) used as	6	90
	(be) embedded in	6	90
	the result(s) of	5	75
	the example(s) of	5	75
	tend to	5	75
	rather than	5	75

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	more than	5	75
	in addition	5	75
	each other	5	75
	and after	5	75
	agree that	5	75
	account for	5	75
	want to	4	60
	this is the example of	4	60
	the third	4	60
	the difference in	4	60
	the development of	4	60
	most of	4	60
	focus on	4	60
	focus more on	4	60
	and this is	4	60
	according to	4	60
	a few	4	60
	will be	3	45
	the relationship between	3	45
	the number of	3	45
	the increase of	3	45
	the frequency of	3	45
	the first	3	45
	some of them	3	45
	should be	3	45
	one of	3	45
	number of	3	45
	now let's move (on) to	3	45
	need to be	3	45
	need to	3	45
	look at	3	45
	it was found that	3	45
	is about	3	45
	in order to	3	45
	have to	3	45
	has/have been	3	45
	difficulties in	3	45
	be consistent with	3	45
	aspects of	3	45
	as well	3	45
	as to	3	45
	as I mentioned	3	45
	and so on	3	45
	(the) lack of	3	45
	(be) divided into	3	45

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	we can see from	2	30
	the process of	2	30
	the majority of	2	30
	the difficulty of	2	30
	the definition of	2	30
	that is to say	2	30
	structure of	2	30
	relationship between... and	2	30
	proposed by	2	30
	on the other hand	2	30
	now let's see some examples	2	30
	much better than	2	30
	listen to	2	30
	level of	2	30
	involved in	2	30
	in my study	2	30
	in line with	2	30
	first of all	2	30
	could be	2	30
	contribute to	2	30
	consist of	2	30
	carry out	2	30
	both of them	2	30
	because of	2	30
	an increase of	2	30
	all of	2	30
	a total of	2	30
	a lot of	2	30
	(be) similar to	2	30
	to address	1	15
	this one is	1	15
	they had to	1	15
	these are	1	15
	the quality of	1	15
	the purpose(s) of	1	15
	the nature of	1	15
	the meaning of	1	15
	the level of	1	15
	the function of	1	15
	the first one	1	15
	the first is	1	15
	the differences in	1	15
	the change of	1	15
	the benefit of	1	15

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	the background of	1	15
	talk about	1	15
	so that's why	1	15
	should be provided	1	15
	refer to	1	15
	one another	1	15
	might be	1	15
	it's about	1	15
	it would be	1	15
	interact with	1	15
	instead of	1	15
	in this study	1	15
	in the present study	1	15
	in other words	1	15
	in general	1	15
	I'm going to	1	15
	framework for	1	15
	could be found in	1	15
	be included in	1	15
	at the same time	1	15
	and you can see	1	15
	a variety of	1	15
	(the) improvement of	1	15
	(be) shown in	1	15
	(be) aware of	1	15
M16S1 (Interpreting results)		**90**	**1350**
	indicate that	11	165
	show that	7	105
	this is	6	90
	could be	4	60
	want to	3	45
	the use of	3	45
	the definition of	3	45
	can be	3	45
	(be) used for	3	45
	to improve	2	30
	the effect(s) of	2	30
	the change of	2	30
	in this study	2	30
	found that	2	30
	(the) lack of	2	30
	(the) improvement of	2	30
	(could/might/may) lead to	2	30
	to increase	1	15
	there was/were	1	15

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	there is/are	1	15
	the result(s) of	1	15
	the purpose(s) of	1	15
	the meaning of	1	15
	the lack of	1	15
	the importance of	1	15
	the first	1	15
	the effectiveness of	1	15
	the difficulty of	1	15
	the difference in	1	15
	the connection between and	1	15
	tend to	1	15
	such as	1	15
	so this is	1	15
	should be	1	15
	need to be	1	15
	need to	1	15
	it is	1	15
	is to	1	15
	involved in	1	15
	in the slides	1	15
	due to	1	15
	can be considered as	1	15
	based on	1	15
	aspects of	1	15
	as well	1	15
	as for	1	15
	(the) perception(s) of	1	15
	(be) related to	1	15
M16S2 (Comparing results with literature)		**80**	**1200**
	this is	7	105
	the findings of	6	90
	be consistent with	6	90
	(be) used for	6	90
	was/were found to be	5	75
	in general	4	60
	the effect(s) of	3	45
	should be	3	45
	can be	3	45
	(be) similar to	3	45
	want to	2	30
	result in	2	30
	proposed by	2	30
	of the studies	2	30
	I will	2	30

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	as for	2	30
	types of	1	15
	they should be	1	15
	there is/are	1	15
	the meaning of	1	15
	that is	1	15
	so this is	1	15
	show that	1	15
	rather than	1	15
	not only... but also	1	15
	need to be	1	15
	need to	1	15
	indicate that	1	15
	in this study	1	15
	in the present study	1	15
	in line with	1	15
	has/have been	1	15
	due to	1	15
	can be considered as	1	15
	based on	1	15
	as well	1	15
	and this is	1	15
	account for	1	15
M16S3 (Accounting for results)		**131**	**1965**
	due to	9	135
	because of	6	90
	it is	5	75
	want to	4	60
	this is	4	60
	there is/are	4	60
	might be	4	60
	found that	4	60
	could be	4	60
	the first	3	45
	in the slides	3	45
	in my study	3	45
	to increase	2	30
	the use of	2	30
	the nature of	2	30
	the first one	2	30
	the combination of	2	30
	that is	2	30
	so that's why	2	30
	result in	2	30
	one of	2	30

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	may/might be due to	2	30
	listen to	2	30
	level of	2	30
	focus more on	2	30
	and then	2	30
	and for	2	30
	and also	2	30
	(the) perception(s) of	2	30
	(the) lack of	2	30
	(be) used to	2	30
	(be) related to	2	30
	to improve	1	15
	to achieve	1	15
	this one is	1	15
	the third	1	15
	the second	1	15
	the same	1	15
	the relationship between	1	15
	the process of	1	15
	the fact that	1	15
	the connection between and	1	15
	so that's	1	15
	show that	1	15
	relationship between... and	1	15
	one another	1	15
	on the other hand	1	15
	number of	1	15
	not only... but also	1	15
	most of	1	15
	more than	1	15
	it seems that	1	15
	is likely to	1	15
	involved in	1	15
	in this study	1	15
	in terms of	1	15
	for example	1	15
	deal with	1	15
	contribute to	1	15
	can be	1	15
	based on	1	15
	as well as	1	15
	as a result of	1	15
	and there are/is	1	15
	all of	1	15
	account for	1	15

Table 5.13 FSs in the Results and Discussion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	according to	1	15
	a group of	1	15
	(could/might/may) lead to	1	15
	(be) aware of	1	15
M17 (Summarizing results)		10	150
	found that	2	30
	the second	1	15
	the first	1	15
	now let me	1	15
	more than	1	15
	in other words	1	15
	I will	1	15
	consist of	1	15
	(could/might/may) lead to	1	15
M19S1 (Drawing pedagogic implications)		8	120
	this is	2	30
	to address	1	15
	to achieve	1	15
	the process of	1	15
	the first	1	15
	the findings of	1	15
	on the other hand	1	15
Grand Total		1535	23025

In the Results and Discussion Phase, M15 (Reporting results) stands out with the highest number of FS types, totaling 175 FS types, followed by M16 (Commenting on results) with 111 FS types. In terms of tokens, M15 also leads with 1,002 FS tokens, constituting 65%, while M16 follows with 301 FS tokens, making up 20%. The prevalence of FS tokens in M15 can be attributed to the need for efficiently communicating complex information when reporting results, as highlighted by Campbell et al. (2005). FSs play a crucial role in signaling discourse relations and reducing ambiguity in academic presentations, as emphasized by Nesi and Basturkmen (2006). Moreover, they provide a means to streamline the communication process by using concise and established phrases, saving time (Gil & Caro, 2019), and ensuring clarity for the audience (Cortes, 2008).

In this phase, 29 FS types are in a top-frequency band and 43 FS types fall into a medium-frequency band. The number suggests a higher prevalence of FSs fitting into these bands compared to the first three phases. Within the top-frequency band, the leading three Clause-based FSs in this phase are "this is", "there

was/were" and "there is/are", which take up 975 times pmw, 600 times pmw, and 555 times pmw, respectively. These normalized frequencies are notably higher than the same FSs in other phases mentioned earlier in OPTDs. Specifically, 63% of the top three Clause-based FSs occur in M15S2 (Reporting major findings). The high percentage of using "this is", "there was/were," and "there is/are" indicated that these three FSs are useful in reporting major findings. This result is because these clause-based structures offer a direct and clear way to present information. "This is" allows for immediate identification and declaration of a particular finding, while "there was/were" and "there is/are" help establish the existence of specific elements or conditions related to the findings, as shown in examples 23) and 24) below.

> 23) The findings of RQ1 indicate that GCE … ***There are*** altogether 20 themes …(M15S2-TD13)
> 24) ***This is*** the example of the something …occurs in Grade 6 will be…(M15S2-TD13)

The top verb-based FSs are "found that" and "show that" which both occupy 540 times pmw, respectively. Notably, most (79%) of these verb-based FSs appear in M15S2. Considering all phases in the present study, 63% of occurrences of "found that" and "show that" are concentrated in M15S2. This outcome indicates that these verb-based FSs are typical in reporting major findings. This finding aligns with Thomas and Hawes' (1994) and Charles' (2006) research, highlighting the importance and frequent usage of reporting verbs like "found/show" to convey specific results and findings, as illustrated in example 25). Therefore, "found that" and "show that" can be regarded as two semi-specialized FSs in the present study.

> 25) The study ***found that*** supervisors used much positive connotation on content category and used much negative connotation on grammar. (M15S2-TD2)

The leading NP-based FSs are "the use of" and "the findings of." Notably, the majority (57%) of occurrences of the FS "the findings of" in this study are concentrated in the Results and Discussion Phase. The FS "the findings of" also qualifies as a semi-specialized FS in the present study. The heavy use of "the findings of" is likely attributed to the primary communicative purpose of this phase, which is to present the research findings, as exemplified in Example 26).

> 26) As for ***the findings of*** corpus-based stance investigation, … (M15S2-TD9)

In summary, the Results and Discussion Phase highlights that M15 (Reporting results) has the highest number of FS types and FS tokens. Among the top-

frequency band, the three leading Clause-based FSs in this phase are "this is," "there was/were," and "there is/are." Additionally, the two VP-based FSs, "found that" and "show that," emerge as semi-specialized FSs, commonly employed in reporting major findings. Furthermore, the semi-specialized FS "the findings of" is prevalent in this phase, aligning with its primary communicative purpose of presenting research findings.

5.2.2.6 FSs in the Conclusion Phase

During the Conclusion Phase, 147 FS types were identified with 497 occurrences, totaling 7,455 times pmw. The list of the FSs in each move within the Conclusion Phase is presented in Table 5.14. In terms of the numbers of FS types and occurrences, compared with the Conclusion Phase in OPPD, the number of FSs (147 FS types, 7,455 times pmw) in OPTDs is more than that (10 FS types, 232 times pmw) in OPTDs. This result may indicate that a greater variety of FSs are used in the Conclusion phase in OPTDs. One of the possible reasons for the higher number of FS types is due to the longer word counts of the Conclusion Phase in OPTDs (10,038 words) than in OPPD (172 words). Meanwhile, the longer word counts may also indicate that presenters prefer to make a more detailed conclusion in OPTDs than in OPPD.

As shown in Figure 5.10, the predominant FS type in this phase is VP-based, constituting 34%, followed by NP-based FSs (2two percent), Clause-based FSs (17%) and PP-based FSs (15%). AdjP-based and AdvP-based FSs were the least two types in this phase, accounting for two percent and one percent, respectively.
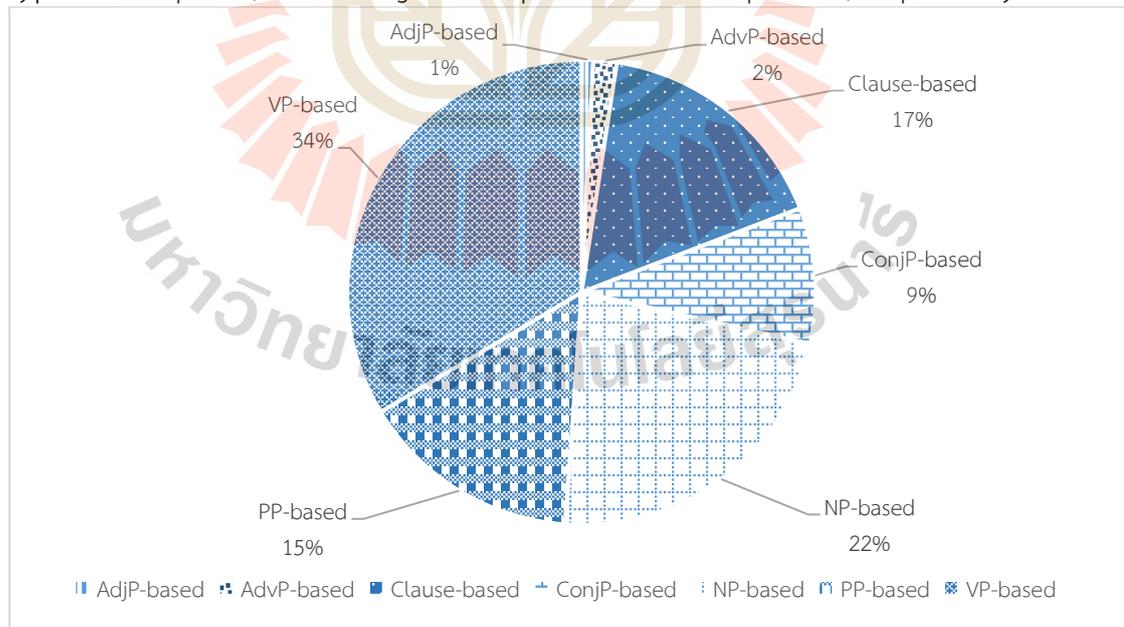
Figure 5.10 Distribution of structural category of FSs in the Conclusion Phase

Table 5.14 FSs in the Conclusion Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M20 (Preparatory information for concluding the study)		**15**	**225**
	the effect(s) of	3	45
	the use of	2	30
	that is	2	30
	to investigate	1	15
	that is to say	1	15
	now let me	1	15
	it is	1	15
	in line with	1	15
	I will	1	15
	aspects of	1	15
	and also	1	15
M21 (Summarizing the study)		**52**	**780**
	types of	6	90
	was/were identified	5	75
	as for	4	60
	there is/are	3	45
	the majority of	2	30
	show that	2	30
	it is	2	30
	be consistent with	2	30
	as well as	2	30
	we can see from	1	15
M20 (Preparatory information for concluding the study)		**15**	**225**
	the effect(s) of	3	45
	the use of	2	30
	that is	2	30
	to investigate	1	15
	that is to say	1	15
	now let me	1	15
	it is	1	15
	in line with	1	15
	I will	1	15
	aspects of	1	15
	and also	1	15
M21 (Summarizing the study)		52	780
	types of	6	90
	was/were identified	5	75
	as for	4	60
	there is/are	3	45
	the majority of	2	30
	show that	2	30
	it is	2	30

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	be consistent with	2	30
	as well as	2	30
	we can see from	1	15
	to improve	1	15
	the use of	1	15
	the same	1	15
	the process of	1	15
	the findings of	1	15
	the development of	1	15
	such as	1	15
	some of	1	15
	result in	1	15
	of the study	1	15
	now let's move (on) to	1	15
	now let's come to	1	15
	now let me	1	15
	much better than	1	15
	most of	1	15
	in the present study	1	15
	in terms of	1	15
	could be	1	15
	consist of	1	15
	and there are/is	1	15
	and also	1	15
	a variety of	1	15
	(be) embedded in	1	15
M22S1 (Indicating limitations)		78	1170
	of the study	7	105
	there is/are	6	90
	this is	4	60
	the size of	3	45
	in this study	3	45
	focus on	3	45
	to improve	2	30
	the second	2	30
	such as	2	30
	rather than	2	30
	it is	2	30
	in order to	2	30
	have to	2	30
	for example	2	30
	due to	2	30
	because of	2	30
	and thirdly	2	30

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	and then	2	30
	(be) used for	2	30
	types of	1	15
	the use of	1	15
	the third	1	15
	the same	1	15
	the nature of	1	15
	the first one	1	15
	the data of	1	15
	the change of	1	15
	some of them	1	15
	some of	1	15
	so this is	1	15
	number of	1	15
	now let's move (on) to	1	15
	need to be	1	15
	more than	1	15
	here is/are	1	15
	be conducted	1	15
	and there are/is	1	15
	and here is/are	1	15
	and from	1	15
	and also	1	15
	aim to	1	15
	a lot of	1	15
	(the) improvement of	1	15
	(be) related to	1	15
	(be) divided into	1	15
M22S2 (Indicating significance/advantage)		81	1215
	as well as	6	90
	should be	5	75
	the field of	4	60
	contribute to	4	60
	this is	3	45
	it is	3	45
	in the field of	3	45
	want to	2	30
	to improve	2	30
	to enhance	2	30
	the importance of	2	30
	the benefit of	2	30
	is/are expected to	2	30
	in terms of	2	30
	has/have been	2	30

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	found that	2	30
	and for	2	30
	(be) used to	2	30
	will be	1	15
	we can see that	1	15
	was adopted	1	15
	to explore	1	15
	they should be	1	15
	there is/are	1	15
	the result(s) of	1	15
	the first	1	15
	the findings of	1	15
	the development of	1	15
	that is	1	15
	one of	1	15
	one another	1	15
	of the study	1	15
	not only... but also	1	15
	it would be	1	15
	it seems that	1	15
	instead of	1	15
	in this study	1	15
	in other words	1	15
	in addition	1	15
	each other	1	15
	consist of	1	15
	can be seen	1	15
	can be	1	15
	aspects of	1	15
	as for	1	15
	and then	1	15
	a lot of	1	15
	(the) improvement of	1	15
	(the) analysis of	1	15
M23S1 (Making suggestions)		**88**	**1320**
	should be	8	120
	the effect(s) of	5	75
	might be	5	75
	there is/are	4	60
	in order to	4	60
	need to be	3	45
	could be	3	45
	be conducted	3	45
	and thirdly	3	45

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	and also	3	45
	types of	2	30
	to explore	2	30
	they should be	2	30
	such as	2	30
	should be provided	2	30
	it is	2	30
	in this study	2	30
	found that	2	30
	focus on	2	30
	could be beneficial	2	30
	aspects of	2	30
	(the) perception(s) of	2	30
	will be	1	15
	they are	1	15
	the result(s) of	1	15
	the process of	1	15
	the importance of	1	15
	the field of	1	15
	of the study	1	15
	need to	1	15
	in the field of	1	15
	in general	1	15
	here is/are	1	15
	framework for	1	15
	contribute to	1	15
	can be	1	15
	be able to	1	15
	based on	1	15
	as to	1	15
	as for	1	15
	and here is/are	1	15
	according to	1	15
	(the) improvement of	1	15
	(could/might/may) lead to	1	15
	(be) aware of	1	15
M23S2 (Recommending further research)		**35**	**525**
	there is/are	5	75
	should be	3	45
	to investigate	2	30
	carry out	2	30
	can be	2	30
	be conducted	2	30
	and for	2	30

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	types of	1	15
	to increase	1	15
	to explore	1	15
	the quality of	1	15
	the effectiveness of	1	15
	need to be	1	15
	is to	1	15
	in this study	1	15
	in order to	1	15
	could be	1	15
	be included in	1	15
	as well	1	15
	as for	1	15
	and thirdly	1	15
	and then	1	15
	an increase of	1	15
	(the) analysis of	1	15
M23S3 (Drawing pedagogic implications)		**143**	**2145**
	in this study	6	90
	can be	6	90
	(be) used as	6	90
	the second	5	75
	the findings of	5	75
	should be	5	75
	such as	4	60
	focus on	4	60
	and for	4	60
	there was/were	3	45
	that is	3	45
	have to	3	45
	could be	3	45
	as well	3	45
	and also	3	45
	will be	2	30
	want to	2	30
	to improve	2	30
	they are	2	30
	the use of	2	30
	the importance of	2	30
	the effect(s) of	2	30
	not only... but also	2	30
	need to be	2	30
	is to	2	30
	in order to	2	30

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	as to	2	30
	as for	2	30
	and so on	2	30
	(the) analysis of	2	30
	(be) used for	2	30
	(be) related to	2	30
	to enhance	1	15
	to be specific	1	15
	to achieve	1	15
	this one is	1	15
	they should be	1	15
	the third	1	15
	the second is	1	15
	the same	1	15
	the result(s) of	1	15
	the purpose(s) of	1	15
	the level of	1	15
	the first is	1	15
	the difficulty of	1	15
	the development of	1	15
	the concept of	1	15
	the benefit of	1	15
	show that	1	15
	one of	1	15
	one another	1	15
	of the study	1	15
	need to	1	15
	much better than	1	15
	might be	1	15
	listen to	1	15
	it is	1	15
	is likely to	1	15
	instead of	1	15
	indicate that	1	15
	in general	1	15
	I would like to	1	15
	here is/are	1	15
	for example	1	15
	first of all	1	15
	each other	1	15
	deal with	1	15
	could be beneficial	1	15
	carry out	1	15
	be included in	1	15

Table 5.14 FSs in the Conclusion Phase of OPTDs (Cont.)

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
	be conducted	1	15
	be able to	1	15
	based on	1	15
	at the same time	1	15
	as well as	1	15
	allow us to	1	15
	a lot of	1	15
	(be) aware of	1	15
M24 (Presenting the references)		**1**	**15**
	here is/are	1	15
M25 (Introducing the researchers' own publications)		4	60
	will be	1	15
	this is	1	15
	that is	1	15
	has/have been	1	15
Grand Total		497	7455

The most common FSs in the Conclusion Phase are also two-word. They are "should be" and "there is/are", which appeared 315 times pmw and 285 times pmw, respectively. These two FSs fall into a top-frequency band. The majority (83%) of "should be" appeared in M23 (Deductions from the study), which is to make suggestions, as in example 27); give recommendations for further study, as shown in example 28); and draw pedagogic implications, as shown in example 29). The FS "should be" in the present study is also a semi-specialized FS.

> 27) More professional and profile aspects of communicative abilities, such as formal receptions, the master of ceremonies, growth, and public speaking*, should be c*overed. (M23S1-TD3)
> 28) many further studies **should be** carried out concerning the impacts of mobile apps on other language skills in EFL settings. (M23S2-TD8)
> 29) For teachers and students,…and the neuroscience of … **should be** included in teacher education programs. (M23S3-TD6)

The FS "there is/are" is used across the moves in the Conclusion Phase. According to the three main functions of "there is/are" mentioned in Jiang and Hyland (2020), the function of "there is/are" can be used to mark enumeration, as example 30); To assert the (non)existence of entities, as example 31); And to summarize given information, as example 32). In this phase, all the "there is/are" with

the function of summarizing given information appeared in M21 which is to summarize the major findings.

> 30) But **there are** so some limitations of this study...(M22S1-TD18)
> 31) research instrument L2 writer identity survey. So **there is** a need to compare the undergraduate...(M23S1-TD12)
> 32) Answers to research Question 2, the results show **there are** five factors could be affecting the students' (M21-TD16)

In the Conclusion Phase, the top three-word FSs included "in this study", "of the study", "the effect(s) of" and "the findings of", which are all NP-based FSs, situating in a medium-frequency band. For the FS "of the study", it was found that most of the FS "of the study" is followed by unspecific abstract nouns, such as "limitations," "results" and "findings," which are called "shell nouns" by Schmid (2000), "signaling nouns" by Flowerdew and Forest (2015), and "metadiscursive nouns" by Jiang & Hyland (2016). Examples are shown as follows:

> *33) Limitations **of the Study**. First, let's say, general liabilities of the findings. (M22S1-TD16)*
> *34) So theoretical implications. Now the **results of the study** could add it to the growing body of literatures on sociocultural theory...(M22S2-TD4)*
> *35) this **findings of the study** may not be generaliziable to ...(M22S1-TD16)*

5.2.2.7 FSs in the Termination Phase

Table 5.15 reveals the presence of 12 FS types with 41 occurrences, totaling 615 times pmw in the Termination Phase. VP-based FSs predominate in this phase in OPTDs, as depicted in Figure 5.11, comprising 49% of the occurrences. This prevalence of VP-based FSs aligns with the Termination Phase in OPPD. Notably, these VP-based FSs primarily express gratitude, such as "thank you so/very much." Clause-based FSs, NP-based FSs, and PP-based FSs comprise 24%, 15%, and 10%, respectively. Similar to the findings in the Method and Procedure Phase, AdjP-based and AdvP-based FSs are also absent.
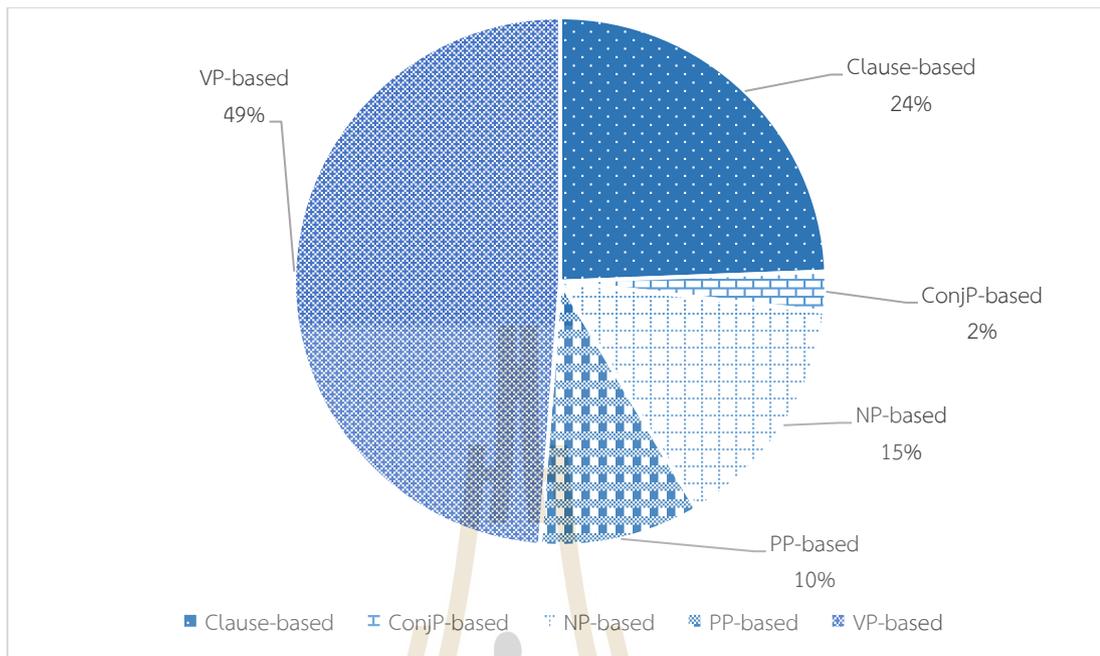
Figure 5.11 Distribution of structural category of FSs in the Termination Phase

Table 5.15 FSs in the Termination Phase of OPTDs

Move/step	FS	Occurrence	Sum of normalized frequency (pmw)
M26S1 (Signaling the end of the presentation**)**		**17**	**255**
	due to	4	60
	the end of my presentation	3	45
	the end of	3	45
	this is	2	30
	and that's all for my presentation	2	30
	that is	1	15
	so this is	1	15
	so that's	1	15
M26S2 (Expressing thanks**)**		**21**	**315**
	thank you so/very much	14	210
	thank you (so/very much) for your attention	6	90
	and for	1	15
M26S3 (Inviting comments and questions**)**		**3**	**45**
	Your comments and suggestions are welcome.	3	45
Grand Total		**41**	**615**

It was observed that the FS "thank you so/very much" is the only FS situated in a top-frequency band, appearing 210 times pmw. Notably, FSs expressing gratitude in the Termination Phase serve a different purpose compared to those in the

Initiation Phase. In this phase, for example, the FS "thank you so/very much" is primarily used to end the presentation, whereas in the Initiation Phase, it aims to open the presentation and create a positive impression among the audience. The remaining 11 FSs are all in a bottom-frequency band, each occurring below 100 times pmw. Among these low-frequency FSs, "the end of" emerges as the top NP-based FS used in this phase, occurring exclusively in M26S1 (Signaling the end of the presentation). Two FSs "the end of my presentation" and "and that's all for my presentation," serve a similar function to the FS "the end of," explicitly signaling the conclusion of the presentation. Furthermore, the six-word FS "Your comments and suggestions are welcome" stands as the sole FS in M26S3, which qualifies as a specialized FS, serving the purpose of inviting comments and suggestions.

In summary, the Termination Phase has the lowest number of FS types and tokens among the six phases analyzed. VP-based FSs dominate this phase in OPTDs. Notably, "Your comments and suggestions are welcome" stands out as a specialized FS, serving a unique purpose in M26S3. On the other hand, "thank you so/very much" is identified as a semi-specialized FS, occurring specifically in M1S1 and M26S2.

5.2.3 Summary

A total of 248 types of FSs with varying lengths were identified in OPTDs, with predominant types observed in 2-word and 3-word sequences. However, it's crucial to recognize that results regarding FS types and tokens in OPTDs can be influenced by factors such as corpus size and chosen cut-off points for frequency, as emphasized by Biber et al. (1999). In terms of structural categories, OPTDs predominantly utilize Verb Phrase-based (VP-based), Clause-based, Noun Phrase-based (NP-based), and Preposition Phrase-based (PP-based) FSs, with relatively lower percentages for AdvP-based and AdjP-based FSs. Despite their low frequency, AdvP-based FSs are crucial for appreciating their anaphoric contribution to relational meaning, facilitating a more straightforward discourse structure and providing a scaffold for compositional semantics, as noted by Webber et al. (2001). Furthermore, FSs in OPTDs features the mixture of "oral" (characterized by VP and clausal bundle) and "literate" characteristics (characterized by NP and PP bundle).

The identification and analysis of FSs in OPTDs hold significant pedagogical implications for both educators and students in the field of applied linguistics. Educators can use the findings from FS analysis in OPTDs to develop pedagogical materials tailored to the needs of students preparing for oral presentations. These

materials can include exercises, activities, and examples that focus on the use of FSs in OPTDs, allowing students to practice and refine their presentation skills.

5.3 Metadiscourse functions of formulaic sequences in OPTDs

To address the third research question, this section commences with an overview of the metadiscourse function of FSs in OPTD. Subsequently, the results and discussion focus on two broad categories-interactive and interactional resources. These are derived from Hyland's (2005) model and present insights into each subcategory. Similar to OPPDs, it is essential to note that not all FSs serve a metadiscourse function, as highlighted by Li et al. (2017). Consequently, the analysis for the third research question exclusively concentrates on those FSs that convey metadiscourse functions in OPTDs. Similar to OPPDs, the final frequencies are also normalized to 1,000,000 words. This normalization ensures a reliable comparison across the two corpora and within each phase, enhancing the robustness of the study's findings. During this phase, a subset of 60 FSs, which accounted for 24% of the total FSs, was examined by two raters for their metadiscourse functions. An inter-coder agreement of 96% was attained in identifying the metadiscourse functions of these FSs.

5.3.1 Overview of metadiscourse functions of FSs in OPTDs

It was revealed by Li et al. (2017) that not all FSs can be definitively assigned a metadiscourse function according to Hyland's (2005) model. Therefore, as outlined in Section 4.3.1, this study will focus only on those FSs with clear metadiscourse functions for analysis. In OPTDs, among the 248 FSs identified, 163 types (66%) with varying lengths were identified as conveying metadiscourse functions. Similar to OPPDs, to ensure reliability, a second coder independently verified assigned functions. Discrepancies were discussed until a 100% agreement was reached. The results were exclusively derived from the 163 FSs with established functions.

As mentioned in Section 4.3.1, categorizing FSs into specific metadiscourse functions does not mean exclusive use of that function. Instead, FSs were categorized based on their most frequently used function. In cases where the primary metadiscourse function cannot be determined from the context, multiple functions may be assigned to a single FS. These instances were counted separately for each function category. When calculating the frequency of FSs with multiple metadiscourse functions, the same FS serving two functions was tallied twice, each time based on its assigned metadiscourse function.
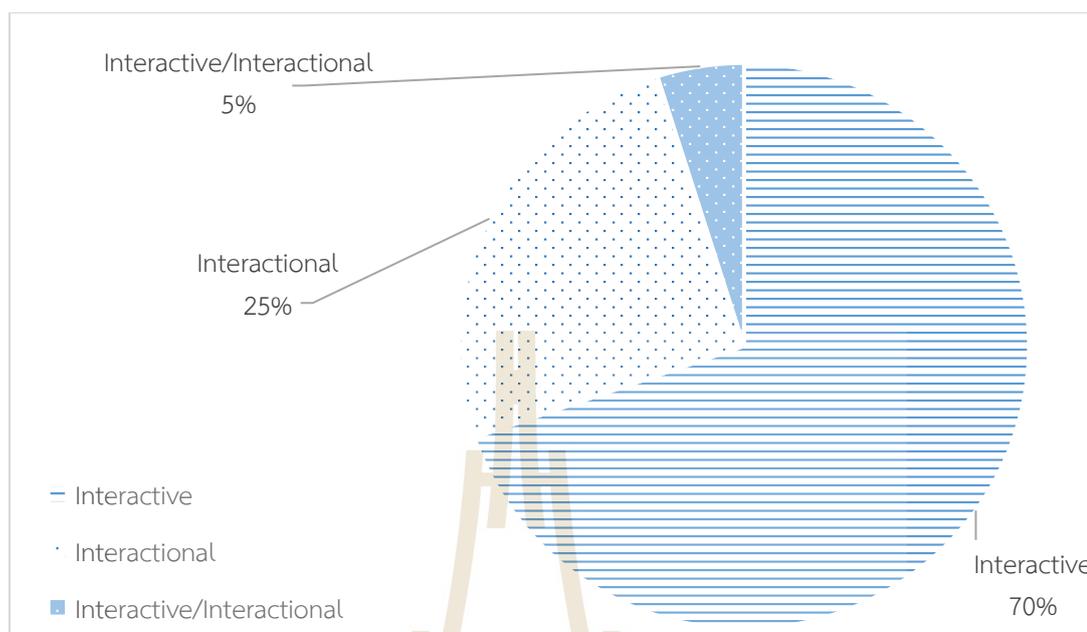
Figure 5.12 Overall distribution of metadiscourse functions of FSs in OPTDs

OPTDs, as shown in Figure 5.12, are similar to OPPDs in that the majority of FSs primarily serve an interactive function, accounting for 70%, with fewer FSs conveying interactional functions exclusively, at 25%. Additionally, five percent of FSs in OPTDs serve in both interactive and interactional categories, which echoes Li et al.'s (2017) finding that a small portion of FSs serve multiple functions.

In the overall distribution of metadiscourse functions, similar to OPPDs, the results from OPTDs reveal that postgraduate students tend to utilize more interactive FSs than interactional ones, both in terms of type and token, during their presentations. This observation is consistent with previous studies on postgraduate thesis writing (Li et al., 2017) and research articles in applied linguistics (Al-Mudhaffari, 2020). Furthermore, it supports Thompson's (2001) argument that interactional resources are generally less frequent and overt in academic text. Additionally, this finding may also align with research suggesting that ELF learners often avoid explicitly marking authorial stance, preferring a more detached and impersonal style (Lee & Deakin, 2016).

There are also a tiny proportion (5%) of FSs conveying both interactive and interactional metadiscourse functions. For example, the FS "we can see" serves as both an engagement marker, a subcategory of interactive resource, a self-mention, and a subcategory of interactional resource. Similarly, the FS "now let's come to" functions as both a frame marker and an engagement marker, belonging to interactional and interactive resources, respectively. As mentioned in Section 4.3.1, those FSs with

multiple functions deserve more pedagogical attention despite the tiny proportion. These FSs with multiple functions in OPTDs are presented in Table 5.16.

Table 5.16 FSs with multiple metadiscourse functions in OPTDs

Metadiscourse function	FS	Sum of normalized frequency (pmw)
Frame markers/Self-mention	I will	525
	I would like to	135
	I'm going to	105
	the end of my presentation	45
	my name is	45
	I am happy to be here today	30
	and that's all for my presentation	30
		Total 915
Frame markers/Engagement markers	now let's come to	225
	now let's move (on) to	165
	now let me	150
	now let me talk about	45
	let's begin with	30
	let me give you	30
		Total 645
Transitions/Endophoric markers	and here is/are	285
	and this is	150
		Total 435
Engagement markers/Self-mention	we can see	165
	we can see that	150
	allow us to	45
	express my sincere gratitude to	30
		Total 390
Transitions/Frame markers	and after	210
		Total 210
Endophoric markers/Code glosses	the example(s) of	90
	this is the example of	60
		Total 150
Transitions/Hedges	in this case	120
		Total 120
Engagement markers/Endophoric markers	we can see from the table	60
	now let's see some examples	30
		Total 90
Transitions/Engagement markers	and you can see	45
		Total 45
Frame markers/Attitude markers	is/are expected to	45
		Total 45
Attitude markers/Hedges	could be beneficial	45
		Total 45
Grand Total		3090

From Table 5.16, it is evident that there are eleven combinations of multiple metadiscourse functions. The majority involve both interactive and interactional categories, notably "interactive + interactional" pairings. These combinations show that FSs with multiple functions guide listeners and engage them in the discourse. The most common combination is "Frame markers + Self-mention", as shown in Table 5.16. For instance, the FS "I will" in example 1) not only serves as a frame marker to provide coherence and organization to the discourse by indicating the forthcoming topics, but also serves as a self-mention by asserting the presenter's role and responsibility in the accountability for the presentation. The second most common combination is "Frame markers + Engagement markers", For example, the FS "now let's come to," as shown in example 3), not only acts as a frame marker by indicating a topic shift to the findings of RQ4 in the discourse, but also serves as an engagement marker inviting the reader's attention and participation in the upcoming discussion. And the third most combination is "Transitions + Endophoric markers". As shown in example 2). the FS "and here is" serves as a transition marker by indicating a continuation or addition to the discourse, but also serves as an endophoric marker by drawing the listener's attention to the contents shown in the slide. Interestingly, the top two combinations resemble those found in OPPDs, indicating their importance for graduate presenters during oral presentations in defenses.

Examining all FSs with multiple metadiscourse functions, it is observed that "I will" (525 times pmw), "and here is/are" (285 times pmw), "now let's come to" (225 times pmw) and "and after" (210 times pmw), emerge as the most frequently used FSs in OPTDs. Examples are shown as follows:

> 1) *In the introduction part, **I will** explain the research problems, rationale, objectives, and research questions. (M4S1-TD10)*
> 2) ***And here is** the first part. (M4S2-TD18)*
> 3) ***Now let's come to** the findings of RQ4, similarities and differences among great levels, which will still be elaborated from two aspects (M15S2-TD13)*
> 4) ***And after** interviewing the 15 students, I used the snowboarding method to invite five supervisors from four schools to provide their supplementary information about EFL postgraduate thesis writing. (M12S2-TD12)*

Table 5.17 Overall distribution of metadiscourse functions of FSs in OPTDs

Category	Type of FS	Token of FS	No. per 1,000,000 words	% of total
Transition markers	28	484	7,200	21%
Frame markers	49	594	8,900	25%
Evidentials	3	84	1,300	4%
Endophoric markers	18	343	5,126	15%
Code glosses	13	140	2,092	6%
Condition markers	2	34	510	1%
Interactive	**111**	**1,645**	**24,618**	**71%**
Hedges	15	146	2,200	6%
Boosters	6	121	1,800	5%
Attitude markers	10	54	800	2%
Engagement markers	30	262	3,915	11%
Self-mentions	12	90	1,345	4%
Interactional	**73**	**673**	**10,060**	**29%**

Table 5.17 reveals that among interactive resources, frame markers and transition markers are the top two metadiscourse functions in OPTDs in terms of tokens, mirroring the findings in OPPDs. The high frequency of using frame makers and transition markers in both OPPDs and OPTDs may be because in the context of proposal and thesis defenses, where complex ideas and arguments are presented, frame markers help to clearly delineate different sections or stages of the presentation and make it easier for the audience to follow along by sequencing, labeling, predicting and shifting arguments. Furthermore, transition markers contribute to the coherence of the presentation by connecting ideas and helping the audience see the relationship between different concepts (Hyland, 2018). Overall, the high frequency of using frame markers and transition markers in both proposal and thesis defenses reflects their importance in effectively organizing information, guiding the audience through the presentation, enhancing coherence, and managing audience engagement and attention, as supported by Lee and Subtirelu (2015) and Guest (2018).

In terms of interactional resources, it was found that, similar to the results observed in OPPDs, engagement markers rank the highest among all the interactional resources, and more hedges were used than boosters. This trend can be attributed to factors discussed in Section 4.3.1 of OPPDs, such as the real-time nature of speech and the preference for low-risk strategies in academic discourse.

In summary, both OPPDs and OPTDs exhibit similar patterns in the distribution of metadiscourse functions. Presenters in both genres tend to use a limited number of interactional devices compared to interactive devices. Among interactive

resources, frame markers and transition markers emerge as the two most frequently used metadiscourse functions in both OPPDs and OPTDs. Additionally, both genres demonstrate a higher usage of hedges compared to boosters.

5.3.2 Interactive resources in OPTDs

This section presented the results of metadiscourse functions within interactive resources in OPTDs, as well as a discussion of the results. Due to the extensive list of identified metadiscourse functions, only the top 20 most frequently used metadiscourse devices, ranked by normalized frequency (pmw) are displayed in the table. If metadiscourse devices share the same frequency as the 20th ranking, they are included in the table as the 21st or 22nd in the ranking.

5.3.2.1 Transition markers

There are 28 FS types with transition functions, with a total of 7,260 times pmw. Among them, nine start with "and," which accounts for 32% of the total transition markers in terms of types. However, from the perspective of tokens, the structure of FSs with "and +" occurred 3,180 times pmw, occupying 44% of the total tokens of transition markers. The high frequency of using "and +" is also in line with the results of a previous study reported by Lei (2012), which states that in regard to frequency, both L1 English and L2 English student writers overuse transition markers, compared to respective L1 or L2 English expert writers. This was particularly true for overuse of transition markers of addition, such as "and." Though this claim by Lei (2012) is on written discourse, the present study on spoken discourse may also share a similar feature. The overuse of "and" is also supported by Hyland and Jiang's (2018) finding that "and" is so prevalent that it is sometimes left out of rhetorical analysis because it is regarded as the default option of "marking conjunctive relations" of addition.

As demonstrated in examples 5), 6), and 7), presenters often opt for using "and +" FSs to indicate transition markers, even when "and" may not be necessary to convey an additive connection, as seen in example 5) below. Alternatively, presenters can employ other equivalent FSs. For instance, "in addition" can replace "and also," as shown in example 6). Similarly, "in terms of" can substitute "and for" in example 7) to demonstrate the range of expressions for additive connections.

> 5) **and then** comes lexical grammatical, linguistic appropriateness and organization. (M15S2-TD2)
> 6) Autobiographical self and possibilities of self-hood are more dominant in ...than the other two aspects. **And also** EFL postgraduate thesis writing promotes the process of .... (M21S12-TD1)

*7) So a thesis writer's identity consists of individual identity and social identity. **And for** the individual identity, it is consisted of … **And for** the social identity, … (M11S12-TD1)*

Table 5.18 The most frequently used transition markers in OPTDs

No.	Transition marker	Occurrence	Sum of normalized frequency (pmw)
1	and then	61	915
2	as for	57	855
3	and also	39	585
4	and for	33	495
5	as well as	32	480
6	due to	31	465
7	and there are/is	22	330
8	as to	22	330
9	and here is/are	19	285
10	as well	15	225
11	so this is	15	225
12	(could/might/may) lead to	14	210
13	and after	14	210
14	because of	14	210
15	and from	11	165
16	rather than	11	165
17	and this is	10	150
18	not only… but also	9	135
19	in addition	8	120
20	in this case	8	120

Table 5.18 presents the top 20 transition markers in the list. It can be seen from Table 5.18 that similar to the results in OPPDs, the majority of these common transition markers consist of two or three-word sequences. The top five transition markers in Table 5.18 are "and then," "as for," "and also," "and for," and "as well as." Notably, four of these, namely "and then," "and also," "and for," and "as well as," are also among the top five transition markers in OPPDs. These five frequently used transitional phrases are consistent with findings from previous studies (Wang, 2017, 2018b). Particularly, "and then," which is the most prevalent transition in both OPPDs and OPTDs, appears 915 times pmw, constituting 13% of the total tokens of transition markers in OPTDs. Wang (2018b) notes that "and then" is also among the most common transitional phrases across various disciplines, such as social science, natural sciences, and medicine, in ELF academic lectures. Similarly, "and also," which

is prominent in the present study, is also frequently observed in social science and natural sciences contexts, according to Wang's (2018b) research.

Table 5.19 Distribution of transition markers across different moves/steps

Moves/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	180	37%
M16S3 (Accounting for reasons)	32	7%
M12S3 (Justifying data collection procedure(s))	29	6%
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	20	4%
M23S3 (Drawing pedagogic implications)	18	4%
M13S2 (Recounting data analysis procedures)	15	3%
M14S2 (Providing background information or how results are presented)	13	3%
M22S1 (Indicating limitations)	13	3%
M22S2 (Indicating significance/advantage)	13	3%
M16S2 (Comparing results with literature)	11	2%
M5S1 (Indicating problems and/or needs and/or motivation)	11	2%
M14S1 (Reviewing revisions after the pilot study)	10	2%
M11 (Presenting an overview of the methodological approach)	9	2%
M21 (Summarizing the study)	9	2%
M13S1 (Explaining specific methods of data analysis)	8	2%
M15S1 (Introducing graphics)	8	2%
M12S2 (Describing methods and steps in data collection)	7	1%
M23S1 (Making suggestions)	7	1%
M4S1 (Providing topic generalization/background)	7	1%
M16S1 (Interpreting results)	6	1%
M26S1 (Signaling the end of the presentation)	6	1%
M9S4 (Announcing interpretations of the terminology used in the study)	6	1%
M23S2 (Recommending further research)	5	1%
M3 (Outlining the presentation)	5	1%
M9S2 (Announcing theoretical positions/theoretical frameworks)	5	1%
M4S2 (Indicating the centrality/importance of the topic)	4	1%
M6S2 (Indicating research aims/objectives/ purposes)	3	1%
M9S3 (Announcing research design/processes)	3	1%

Table 5.19 shows the distribution of transitional FSs across different moves/steps. It can be found that most transition markers are more likely to appear

in M15S2 (Reporting major findings), accounting for 37%. The relatively high frequency of transition markers in M15S2 is different from the results in OPPDs, where a much lower frequency of transition markers occurred in a similar move, which is to report preliminary findings in the pilot study phase. One possible reason for the difference is that M15S2 in the main study might involve more extensive and conclusive findings compared to the preliminary findings reported in the pilot study phase of OPPDs. The preliminary findings in OPPDs often deal with initial observations, which might not require as many transition markers. The transition markers "as for," "and then" and "as well as" are the top three most frequently used FSs in M15S2. "As for," as an additive transition marker, is often used to introduce a new aspect or topic, providing a clear structure for the presentation, as shown in examples 8), 9) and 10). "And then," both as a frame maker and a transition marker, signals a sequence of events or findings. In the context of M15S2 (Reporting major findings), it helps convey a sense of progression, allowing the audience to understand the chronological order in which the results are presented, as shown in example 9). The transition marker "as well as," is valuable for connecting related ideas or findings. It is inclusive and suggests that the subsequent point complements or adds to the previous one. In thesis defenses, where major findings might have interconnections or implications, using "as well as" helps underscore the holistic nature of the research, as shown in example 10).

> 8) *As for the quantitative stance variations in the six units between the two sub-disciplines, the findings reveal that … As for hedges, except for the abstract unit, they were use more in the IPR than in the TPR in other five units. (M15S2-TD9)*
> 9) *So this research argue that … They took part in the dormant specific literacy activities and then they gained the disciplinary knowledge. (M15S2-TD12)*
> 10) *It is used to elaborate on or rephrase the theories, mechanisms, motivations, as well as common practices related to the topic. (M15S2-TD11)*

Another interesting finding in OPTDs is that, in terms of the types, most transition markers help express the reasons in OPTDs including "due to," "because of" "result in," "so that's why," "(could/might/may) lead to" and "account for." Notably, those transition markers for expressing the reasons are more likely to occur in M16S3 (Accounting for the reasons), as shown in example 11).

Upon conducting concordance analysis using Antconc, it was found that in the majority of transition markers conveying reasons, such as "due to," the preceding words of these transition markers conveying reasons predominantly include "might be," "may be" and "perhaps," as shown in example 11) and 12). These preceding

words (e.g., might be, could) serve as hedges, indicating that presenters in the current study explained reasons with caution by using hedges to show alternative voices and viewpoints. This observation also aligns with Liu and Huang's (2017) argument that presenters and writers tend to express their discussions tentatively, exercising caution and circumspection when making assertions. This cautious approach is considered a safe strategy in humanities and social sciences, as highlighted by Farnia and Gerami (2021).

> 11) This **might be** <u>due to</u> the Chinese lecturers' general instructional styles which advocate citing authorities. (M16S2-TD11)
> 12) but the negative connotation **could** <u>lead to</u> much higher frequency of unsuccessful uptake, new uptake or unverifiable uptake. (M15S2-TD2)

To wrap up, the frequent use of transition markers in both OPPDs and OPTDs highlights their critical role in enhancing comprehension and text cohesion. As noted by Hyland (2005a) and Carrell (1984), transition markers play a pivotal role in facilitating the reader's or speaker's understanding while fostering cohesion within the discourse.

5.3.2.2 Frame markers

In total, 52 frame markers are examined in OPTDs, and Table 5.20 shows the top 21 most frequently used frame markers in OPTDs. The most frequently used frame marker is the goal announcer "(be) used to," followed by the sequencing marker "the second." This result differs from the most frequently used frame markers in OPPDs, where "focus on" and "I'd like to/I would like to" are the most frequently used. The difference may suggest that the most frequently used frame markers have genre variations, though both OPPDs and OPTDs belong to spoken discourse but different genres. This claim is also supported by the evidence in Deng's (2021) research on EMI lectures, which states that the most frequently used frame marker is "we're going to talk about." The FS "(be) used to," as the most frequently used goal announcers, signals that the subsequent information (three reasons) is employed for a specific purpose, as shown in example 13), explaining the findings. The FS "the second," functions as a frame marker that guides the audience through a sequence of steps, as shown in example 14).

> 13) Three reasons might **be used to** explain the findings. First …(M16S3-TD17)
> 14) The first is to conduct the …. And **the second** is to consider supporting the development of other English language skills…(M23S3-TD8)

Table 5.20 The most frequently used frame markers in OPTDs

No.	Frame marker	Occurrence	Sum of normalized frequency (pmw)
1	(be) used to	48	720
2	the second	41	615
3	I will	35	525
4	the first	30	450
5	in order to	29	435
6	want to	27	405
7	to answer	26	390
8	(be) used for	22	330
9	to investigate	22	330
10	focus on	21	315
11	is to	20	300
12	to explore	17	255
13	(be) used as	16	240
14	is about	16	240
15	to improve	16	240
16	now let's come to	15	225
17	the third	15	225
18	and after	14	210
19	now let's move (on) to	11	165
20	focus more on	10	150
21	now let me	10	150

Based on Hyland's (2018) four pragmatic functions of frame markers (announce goals, sequencing, shift topic, and label stages), most of the most frequently used frame markers in OPTDs are to announce goals. This accounts for 74% of the total occurrences of frame markers, as shown in Table 5.21. Sequencing ranks second, occupying 24%. Shifting topic and labeling stages are two less frequent subtypes, taking up only two and one percent, respectively. The ranks of subtypes of frame markers in terms of normalized frequency (pmw) showed a similar result in OPPDs. The similarity suggests that to mark boundaries or elements of the schematic of the speech structure, presenters prefer using goal announcers among all the frame markers in oral presentations of defenses, followed by sequencing markers. Meanwhile, the low frequency of labeling stages aligns with the previous study conducted by Wu and Yang (2022), which states that labeling stages are the least frequently used device among the four pragmatic functional categories realizing frame markers.

Table 5.21 Subcategories of frame markers in OPTDs

Subcategory	Type	Token	Normalized frequency (pmw)	%
announce goals	32	453	6,795	74%
sequencing	14	147	2,205	24%
shift topic	4	11	165	2%
label stages	2	5	75	1%

From the distribution of frame markers, as shown in Table 5.22, most frame markers are more likely to show up in M15S2 (Reporting major findings), M14S2 (Providing background information or how results are presented), M7S2 (Surveying the non-research-related phenomenon or knowledge claims), and M23S3 (Drawing pedagogic implications), as well as some other moves/steps. Examples are shown as follows:

> 15) So ***to answer*** research question two. In brief, the OPA had positive effects on learners' working memory capacity ... (M15S2-TD1)
> 16) And ***the last one is*** the patterns, which is called an expert and novice ... (M7S2-TD4)
> 17) The analysis of the student transcription will help the teachers ...and use the information ***to improve*** the teaching procedures and course curriculum. (M23S3-TD16)

Table 5.22 Distribution of frame markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	111	18%
M14S2 (Providing background information or how results are presented)	50	8%
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	41	7%
M23S3 (Drawing pedagogic implications)	34	6%
M6S2 (Indicating research aims/objectives/ purposes)	31	5%
M3 (Outlining the presentation)	25	4%
M14S1 (Reviewing revisions after the pilot study)	21	3%
M12S2 (Describing methods and steps in data collection)	19	3%
M16S3 (Accounting for results)	19	3%
M22S1 (Indicating limitations)	17	3%
M13S1 (Explaining specific methods of data analysis)	16	3%

Table 5.22 Distribution of frame markers across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M12S3 (Justifying data collection procedures)	15	2%
M6S3 (Proposing research questions or hypothesis)	14	2%
M5S1 (Indicating problems and/or needs and/or motivation)	13	2%
M16S1 (Interpreting results)	12	2%
M22S2 (Indicating significance/advantage)	12	2%
M1S2 (Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors)	11	2%
M23S1 (Making suggestions)	11	2%
M11 (Presenting an overview of the methodological approach)	10	2%
M16S2 (Comparing results with literature)	10	2%
M2 (Announcing the topic)	10	2%
M9S3 (Announcing research design/processes)	10	2%
M13S2 (Recounting data analysis procedures)	8	1%
M4S1 (Providing topic generalization/background)	8	1%
M4S2 (Indicating the centrality/importance of the topic)	8	1%
M23S2 (Recommending further research)	7	1%
M1S1 (Identifying oneself and making greetings)	5	1%
M26S1 (Signaling the end of the presentation)	5	1%
M5S3 (Indicating the research gap in previous research)	5	1%
M7S1 (Outlining the current part)	5	1%
M9S2 (Announcing theoretical positions/theoretical frameworks)	5	1%
M9S4 (Announcing interpretations of the terminology used in the study)	5	1%
M10 (Preparatory information for presenting method and procedure)	4	1%
M12S1 (Describing the sample (participants, location, time))	4	1%
M17 (Summarizing results)	4	1%
M21 (Summarizing the study)	4	1%
M6S1 (Indicating the scope of research)	4	1%
M6S4 (Defining key terms/concept)	4	1%
In Total	597	100%

To conclude, the predominant use of frame markers across various interactive resources underscores their significance in both OPPDs and OPTDs. Specifically, among four common pragmatic functions attributed to frame markers, presenters prefer employing goal announcers. These goal announcers serve to delineate and emphasize key boundaries or elements within the speech structure, elucidating the presenter's objectives and enhancing the coherence and organization of the presentation.

5.3.2.3 Evidentials

Fewer evidentials were identified in OPTDs than in other subcategories of metadiscourse function. Only three evidentials were found: the two-word FSs "based on," "according to," and "proposed by." Similar to results in OPPDs, "based on" and "according to" are the top two most frequently used evidentials in OPTDs. This finding suggests that "based on" and "according to" are significant in the present study, playing a crucial role in guiding the listener's interpretation and establishing the author's authority on the subject. The high frequency of these FSs may indicate that speakers heavily rely on them to introduce or support information with a reliable source, as highlighted by Mushin (2000). However, in terms of normalized frequency, "based on" (675 times per million words) and "according to" (360 times per million words) are less frequently used in OPTDs compared to "based on" (1,860 times per million words) and "according to" (1,511 times per million words) in OPPDs. One possible reason for the difference can be attributed to the different communicative purposes of OPPDs and OPTD. In OPPDs, where the emphasis is on establishing the rationale and theoretical framework for the study, according to Hyland (2005a), evidentials help to convey the reliability and grounding of the information presented. Therefore, presenters frequently employ evidentials like "based on" and "according to" to reference existing literature, theories, or methodologies. However, in OPTDs, the focus shifts to presenting completed research work and defending its findings. Presenters rely less on such evidentials to reference external sources, prioritizing the presentation of original research findings, data analysis, and interpretations.

Table 5.23 List of evidentials in OPTDs

No.	Evidential	Occurrence	Sum of normalized frequency (pmw)
1	based on	45	675
2	according to	24	360
3	proposed by	15	225

From the distribution of evidential markers across different moves/steps, it can be concluded that most evidentials occurred in M7S2 (Surveying the non-research-related phenomenon or knowledge claims), followed by M15S2 (Reporting major findings). Examples 18), 19) and 20) highlighting evidentials such as "based on," "proposed by" and "according to" demonstrate their use in attributing sources to scholars or establishing the foundation of information. Moreover, the employment of these three evidentials also aids listeners in understanding the context and framing of statements. This result aligns with Bergqvist's (2017) assertion that evidentials help to qualify the speaker's indexical point of view regarding information sources.

> 18) The study gives a theoretical framework **based on** various learning theories in the field of ..., including radical constructivism, **proposed by** XXX ... and the idea of precision language education, **proposed by** professor XXX, ... (M7S2-TD5)
> 19) First is the chunking theory. **According to** Miller, people hold 5 to 9 units of information. So people can expand the memory capacity through ... (M7S2-TD17)
> 20) Now let's come to the findings of RQ2, **based on** the analysis of RQ1, those figures imply that... (M15S2-TD13)

Table 5.24 Distribution of evidentials across different moves/steps

Move/step	Occurrence	% of the total occurrences
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	24	29%
M15S2 (Reporting major findings)	12	14%
M14S1 (Reviewing revisions after pilot study)	5	6%
M9S2 (Announcing theoretical positions/theoretical frameworks)	5	6%
M11 (Presenting an overview of the methodological approach)	4	5%
M12S3 (Justifying data collection procedure(s))	4	5%
M14S2 (Providing background information or how results are presented)	3	4%
M16S2 (Comparing results with literature)	3	4%
M6S3 (Proposing research questions or hypothesis)	3	4%
M9S3 (Announcing research design/processes)	3	4%
M12S1 (Describing the sample (participants, location, time))	2	2%
M16S3 (Accounting for results)	2	2%
M23S1 (Making suggestions)	2	2%

Table 5.24 Distribution of evidentials across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M7S2 (Surveying the non-research-related phenomenon or knowledge claims)	24	29%
M15S2 (Reporting major findings)	12	14%
M14S1 (Reviewing revisions after pilot study)	5	6%
M9S2 (Announcing theoretical positions/theoretical frameworks)	5	6%
M11 (Presenting an overview of the methodological approach)	4	5%
M12S3 (Justifying data collection procedure(s))	4	5%
M14S2 (Providing background information or how results are presented)	3	4%
M16S2 (Comparing results with literature)	3	4%
M6S3 (Proposing research questions or hypothesis)	3	4%
M9S3 (Announcing research design/processes)	3	4%
M12S1 (Describing the sample (participants, location, time))	2	2%
M16S3 (Accounting for results)	2	2%
M23S1 (Making suggestions)	2	2%
M8S2 (Gap-indicating)	2	2%
M12S3 (Justifying data collection procedures)	1	1%
M13S1 (Explaining specific methods of data analysis)	1	1%
M16S1 (Interpreting results)	1	1%
M2 (Announcing the topic)	1	1%
M23S3 (Drawing pedagogic implications)	1	1%
M5S2 (Reviewing/Summarizing previous studies)	1	1%
M5S3 (Indicating the research gap in previous research)	1	1%
M6S2 (Indicating research aims/objectives/ purposes)	1	1%
M8S3 (Making confirmative claims)	1	1%
M9S1 (Announcing: research aims, focus, questions or hypotheses)	1	1%
In Total	84	100%

In brief, despite being the least frequently used metadiscourse markers in OPTDs, the importance of evidentials should not be underestimated. This is because evidentials serve to provide transparency and credibility for the information presented, helping to build trust with the audience and strengthen the persuasiveness of the speaker's arguments in OPTDs.

5.3.2.4 Endophoric markers (two new subtypes under this category)

In OPTDs, a total of 18 endophoric markers were identified, as detailed in Table 5.25. Similar to findings in the OPPDs, two new subtypes-metadiscursives and visuals-were added to Hyland's (2018) list of endophoric markers

in OPTD. As mentioned earlier in Section 4.3.2.4, metadiscursives in this study refer to endophoric markers structured as "the + metadiscursive noun + of," such as "the result(s) of" and "the findings of." Visuals, on the other hand, denote metadiscourse markers that direct the audience's attention to relevant visual content. The bolded FSs in Table 4.3.2.4 represent examples of metadiscursives, while the underlined ones signify examples of visuals, including FSs like "we can see from the table" and "in the slides". The endophoric marker "the results of" in example 21) below refers cataphorically to the propositional information provided in the following part. The FSs "we see from the table" in example 22), and "here is" in example 23) serve as visuals, guiding the audience to look at the table/examples or any other graphs in the slides for information. The subsequent mention of specific visuals in the slides further directs attention to relevant details.

> 21) And then come **the results of** the interview, 15 participants attended the interview based on the post... reading post-test scores and there are six interview questions. (M14S1-TD17)
> 22) <u>We can see from the Table</u> that over half of skilled or less-skilled learners in the MG reported the improvement in most factors except the two aspects of metacognitive awareness... (M15S2-TD10)
> 23) As for methodology. <u>Here is</u> an overall research design to address the research problems, two levels of studies or conducted the study...(M11-TD9)

Table 5.25 List of endophoric markers in OPTD

No.	Endophoric marker	Occurrence	Sum of normalized frequency (pmw)
1	this is	116	1740
2	in this study	44	660
3	here is/are	36	540
4	the findings of	28	420
5	and here is/are	19	285
6	the result(s) of	19	285
7	(the) analysis of	17	255
8	and this is	10	150
9	in my study	9	135
10	in the present study	8	120
11	the definition of	8	120

Table 5.25 List of endophoric markers in OPTD (Cont.)

No.	Endophoric marker	Occurrence	Sum of normalized frequency (pmw)
12	**the background of**	6	90
13	the example(s) of	6	90
14	<u>in the slides</u>	4	60
15	this is the example of	4	60
16	<u>we can see from the Table</u>	4	60
17	as I mentioned before	3	45
18	<u>now let's see some examples</u>	2	30

Table 5.26 Distribution of endophoric markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	122	36%
M7S2 (Surveying the non-research-related or knowledge claims)	17	5%
M16S2 (Comparing results with literature)	16	5%
M23S3 (Drawing pedagogic implications)	15	4%
M14S2 (Providing background information or how results are presented)	14	4%
M16S1 (Interpreting results)	13	4%
M11 (Presenting an overview of the methodological approach)	12	3%
M13S2 (Recounting data analysis procedures)	12	3%
M16S3 (Accounting for results)	11	3%
M12S3 (Justifying data collection procedures)	10	3%
M22S1 (Indicating limitations)	9	3%
M13S1 (Explaining specific methods of data analysis)	8	2%
M22S2 (Indicating significance/advantage)	7	2%
M12S1 (Describing the sample (participants, location, time))	6	2%
M14S1 (Reviewing revisions after the pilot study)	6	2%
M15S1 (Introducing graphics)	6	2%
M23S1 (Making suggestions)	5	1%
M3 (Outlining the presentation)	5	1%
M4S2 (Indicating the centrality/importance of the topic)	4	1%
M9S3 (Announcing research design/processes)	4	1%
M12S2 (Describing methods and steps in data collection)	3	1%
M19S1 (Drawing pedagogic implications)	3	1%

Table 5.26 Distribution of endophoric markers across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M21 (Summarizing the study)	3	1%
M4S1 (Providing topic generalization/background)	3	1%
M6S2 (Indicating research aims/objectives/ purposes)	3	1%
M2 (Announcing the topic)	2	1%
M23S2 (Recommending further research)	2	1%
M26S1 (Signaling the end of the presentation)	2	1%
M5S2 (Reviewing/Summarizing previous studies)	2	1%
M6S1 (Indicating the scope of research)	2	1%
M6S3 (Proposing research questions or hypothesis)	2	1%
M6S5 (Showing the significance/value of the present study)	2	1%
M8S2 (Gap-indicating)	2	1%
M9S4 (Announcing interpretations of the terminology used in the study)	2	1%
In Total	335	100%

From Table 5.26, it can be seen that the majority (36%) of the endophoric markers such as "this is," "here is/are" and "the findings of" occurred in M15S2 (Reporting major findings). A possible reason contributing to this result is that there needs to be more clarity and precision when reporting major findings. This is because in OPTDs, the presenter aims to demonstrate the unique contributions of their research to the field. The move "reporting the major findings" in OPTDs reflects the completion of the study and the need to present conclusive results. Endophoric markers help provide clarity and precision by explicitly connecting the presenter's statements to specific elements in the presentation, such as data tables, figures, or key findings. By saying "this is" or "here is/are," the presenter is guiding the audience to focus on a particular piece of information, making the presentation more accessible and understandable, as shown in the following examples:

> 24) And **_here are_** some examples. (M15S2-TD13)
> 25) and **_here is_** the result from this semi-structured interview
> .... And **_this is_** the result here. (M15S2-TD18)

When comparing OPPDs with OPTDs, the analysis of endophoric markers across different moves/steps revealed notable differences. In OPPDs, the majority of endophoric markers were observed in M12S3 (Describing methods and steps in data collection), different from OPTDs where endophoric markers

predominantly appeared in M15S2 (Reporting major findings), as seen from Table 5.27. In OPPDs, M12S3 typically involves detailing the methodology employed in data collection, such as research instruments, sampling techniques, or data collection procedures. Endophoric markers help the presenter guide the audience through these complexities by linking current information to the slides and making information salient to their listeners/readers. In OPTDs, M15S2 often involves presenting complex data sets, statistical analyses, and interpretations. Thus, presenters use endophoric markers to draw attention to key findings of their research and connect different parts of the presentation. The possible reason why most of the endophoric markers occurred in M12S3 (Describing methods and steps in data collection) in OPPDs instead of M17S2 (Reporting preliminary findings), though M17S2 in OPPDs and M15S2 in OPTDs both involve reporting results. One of the possible reasons is that the communicative purposes of M17S2 in OPPDs and M15S2 in OPTDs are different. In OPPDs, findings are often preliminary and may include pilot study results or initial data exploration. The primary focus is on demonstrating the feasibility and soundness of the proposed research plan. However, unlike the preliminary findings in OPPDs, the findings in OPTDs are comprehensive. Therefore, presenters may show more details about the results presented with graphs. Thus, it is more likely to use endophoric markers to help connect the audience directly to the concrete data and outcomes, as shown in example 26).

26) So ***this is the example of*** pragmatic strategies and transactional communication. (M15S2-TD7)

In summary, the use of endophoric markers in reporting major findings in OPTDs enhances cohesion and clarity in presentations. These markers clarify references, reducing ambiguity and ensuring accurate interpretation by the audience. They assist presenters in guiding audiences through complex information, facilitating understanding and appreciation of the research's significance.

5.3.2.5 Code glosses

In OPTDs, there are 14 FS types of code glosses, presented in Table 5.27, with "such as," "that is," "and so on," and "for example," being the most frequent, each with a normalized frequency over 200. Despite being less frequent than other subcategories of interactive resources, code glosses are widespread, occurring in thirty-two steps and accounting for almost half of the total steps. In other words, although code glosses have fewer FS types, they are prevalent across a wide range of steps in OPTDs.

Table 5.27 List of code glosses in OPTDs

No.	Code gloss	Occurrence	Sum of normalized frequency (pmw)
1	such as	38	570
2	that is	35	525
3	and so on	14	210
4	for example	14	210
5	the definition of	8	120
6	refer to	6	90
7	the example(s) of	6	90
8	abbreviated as	5	75
9	in other words	4	60
10	it means that	4	60
11	the meaning of	4	60
12	this is the example of	4	60
13	that is to say	3	45
14	to be specific	3	45

Table 5.28 Distribution of code glosses across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	49	33%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	19	13%
M23S3 (Drawing pedagogic implications)	11	7%
M16S1 (Interpreting results)	5	3%
M14S1 (Reviewing revisions after the pilot study)	4	3%
M22S1 (Indicating limitations)	4	3%
M4S1 (Providing topic generalization/background)	4	3%
M5S1 (Indicating problems and/or needs and/or motivation)	4	3%
M9S3 (Announcing research design/processes)	4	3%
M9S4 (Announcing interpretations of the terminology used in the study)	4	3%
M13S2 (Recounting data analysis procedures)	3	2%
M14S2 (Providing background information or how results are presented)	3	2%
M16S3 (Accounting for results)	3	2%
M20 (Preparatory information for concluding the study)	3	2%

Table 5.28 Distribution of code glosses across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M4S2 (Indicating the centrality/importance of the topic)	3	2%
M5S2 (Reviewing/Summarizing previous studies)	3	2%
M6S4 (Defining key terms/concept)	3	2%
M16S2 (Comparing results with literature)	2	1%
M22S2 (Indicating significance/advantage)	2	1%
M23S1 (Making suggestions)	2	1%
M6S3 (Proposing research questions or hypothesis)	2	1%
M12S3 (Justifying data collection procedures)	1	1%
M13S1 (Explaining specific methods of data analysis)	1	1%
M15S1 (Introducing graphics)	1	1%
M17 (Summarizing results)	1	1%
M21 (Summarizing the study)	1	1%
M25 (Introducing the researchers' own publications)	1	1%
M26S1 (Signaling the end of the presentation)	1	1%
M6S1 (Indicating the scope of research)	1	1%
M6S2 (Indicating research aims/objectives/ purposes)	1	1%
M7S1 (Outlining the current part)	1	1%
M9S1 (Announcing: research aims, focus, questions or hypotheses)	1	1%
In Total	148	100%

Table 5.28 showed that most code glosses appear in M15S2 (Reporting major findings), accounting for 33%, followed by M7S2 (Surveying the non-research-related phenomena or knowledge claims) and M23S3 (Drawing pedagogic implications), accounting for 13% and seven percent, respectively. The higher prevalence of code glosses in M15S2 and M7S2 can be attributed to the nature of the communicative purposes of these two steps. In the context of reporting major findings and surveying the non-research-related phenomena or knowledge claims, there is a heightened need for clarity and precision in conveying complex or specialized terminology, concepts, or data. Code glosses serve as a valuable tool for elucidating such content, ensuring that the audience, which may include both specialists and non-specialists, can comprehend the presented information effectively. Therefore, given the pivotal role of M15S2 and M7S2, it is logical that a significant proportion of code glosses are employed in this section to facilitate understanding and interpretation. Examples are shown as follows:

*27) Other language functions, <u>**such as**</u> elaborating, questioning were used sparingly. (M15S2-TD4)*
*28) It's usually used in business. <u>**For example**</u>, buying and selling, <u>**and so on**</u>. (M7S2-TD7)*

FSs "such as," "for example" and "and so on," in examples 27) and 28) serve as code glosses by providing clarification or explanation. Moreover, "such as," in example 27), is used to introduce examples of other language functions besides the ones explicitly mentioned. The FS "for example," in example 28) indicates that the presenter is providing an example "buying and selling" to explain the typical occasion in a business context. The FS "and so on" shown in example 28) suggests that "buying and selling" is just one example among many possible occasions in a business context, and other occasions are not explicitly stated. The FS "such as", "for example" and "and so on" shown in examples contribute to the overall clarity of the statement by providing concrete examples and signaling that the list is not exhaustive, thereby allowing the listener to grasp the intended meaning more effectively.

In sum, code glosses are valuable in academic discourse, particularly when terms might have specialized or context-specific meanings. They contribute to clarity and precision in communication, helping listeners understand how certain terms are defined or used within the scope of the study. This result is in line with Guziurova (2020) and Hyland (2005a), who both state that code glosses supply additional information by rephrasing, explaining or elaborating what has been said to ensure the listener/reader is able to recover the researcher's intended meaning.

5.3.2.6 New category: Condition Markers

Similar to the findings in OPPDs, OPTDs also found a new subcategory of interactive resources known as condition markers, exemplified by FSs such as "in terms of" and "in the field of." This finding aligns with the earlier research conducted by Li et al. (2017), which highlighted the absence of condition markers in Hyland's wordlist of metadiscourse markers. As mentioned earlier in Section 4.3.2.6, the definition of condition markers is adopted from Li et al. (2017) and are used to present the prerequisites for subsequent arguments, indicating specific contexts, cases and perspectives. Examples of condition markers include "in the case of," "in terms of", "in spite of," "with regard to," and "on the basis of."

There are only two FSs qualified as condition markers in OPTDs, they are "in terms of" and "in the field of," as shown in Table 5.30. The condition marker "in terms of" occurred 420 times pmw, making it the most frequently used condition marker, which shares a similar result with OPPDs. The high frequency of "in terms of" in both OPPDs and OPTDs suggests a preference among graduate presenters for using

it in oral presentations of defenses. This preference likely stems from the metadiscourse function of condition markers, which provide a contextual frame for the information, allowing the speaker to specify the context or conditions under which specific findings, methodologies, or recommendations should be understood.

Table 5.29 List of condition markers in OPTDs

No.	Condition marker	Occurrence	Sum of normalized frequency (pmw)
1	in terms of	28	420
2	in the field of	6	90

Table 5.30 Distributions of condition markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	11	32%
M22S2 (Indicating significance/advantage)	5	15%
M6S3 (Proposing research questions or hypothesis)	3	9%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	3	9%
M14S2 (Providing background information or how results are presented)	2	6%
M11 (Presenting an overview of the methodological approach)	1	3%
M12S3 (Justifying data collection procedures)	1	3%
M13S1 (Explaining specific methods of data analysis)	1	3%
M13S2 (Recounting data analysis procedures)	1	3%
M16S3 (Accounting for results)	1	3%
M21 (Summarizing the study)	1	3%
M23S1 (Making suggestions)	1	3%
M5S1 (Indicating problems and/or needs and/or motivation)	1	3%
M5S2 (Reviewing/Summarizing previous studies)	1	3%
M9S2 (Announcing theoretical positions/theoretical frameworks)	1	3%
In total	34	100

Table 5.30 showed that most condition markers appear in M15S2 (Reporting major findings), M22S2 (Indicating significance/advantage), M6S3 (Proposing research questions or hypothesis) and M7S2 (Surveying the non-research related phenomenon or knowledge claims), and other moves/steps. As illustrated in examples 29) and 30), "in terms of" in M15S2 and "in the field of" in M22S2 are used to structure

the content and signal that the speaker is about to report a finding or contribution on a specific aspect. The use of condition makers contributes to the clarity and organization of the discourse by framing the statement or information within a specific context or perspective.

> 29) And ***in terms of*** *accuracy, the analysis revealed that learners had a significant increase in error-free clauses from pretest writings to postage writing. (M15S2-TD4)*
> 30) ***In the field of*** *teacher education, the… the current finding also makes a significant theoretical contribution …(M22S2-TD1)*

In summary, both OPPD and OPTD studies have identified condition markers, underscoring their commonality and significance in oral defense presentations. This research underscores the importance of considering these markers in pedagogical contexts. Despite their limited number, condition markers greatly contribute to enhancing clarity and organizing discourse, warranting increased pedagogical attention.

5.3.3 Interactional resources in OPTDs

This section presents the findings on metadiscourse functions within interactional resources in OPTDs, including hedges, boosters, attitude markers, engagement markers, and self-mentions, along with a discussion of these results.

5.3.3.1 Hedges

In OPTDs, 15 types of FSs were categorized as hedges, with "can be," "could be," and "indicate that," ranking as the top three most frequently used. The list of hedges in OPTDs is presented in Table 5.31. Similar to the results in OPPDs, the frequency of hedges surpasses that of boosters in OPTDs. The higher frequency of using hedges in the present study aligns with the findings of Hyland and Tse (2004), who observed a similar trend in both master's and doctoral dissertations. However, it is worth noting that Hyland and Tse's (2004) findings are based on written discourse. This similarity may suggest that more hedges than boosters were used in both academic spoken and written discourse in applied linguistics.

Table 5.31 The list of hedges in OPTDs

NO.	Hedge	Occurrence	Sum of normalized frequency (pmw)
1	can be	41	615
2	could be	25	375
3	indicate that	21	315
4	might be	11	165
5	in general	8	120
6	in this case	8	120
7	tend to	8	120
8	the majority of	5	75
9	can be considered as	3	45
10	could be beneficial	3	45
11	is likely to	3	45
12	it seems that	3	45
13	it would be	3	45
14	could be found in	2	30
15	may/might be due to	2	30

Table 5.32 Distribution of hedges across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	35	24%
M16S1 (Interpreting results)	20	14%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	15	10%
M23S3 (Drawing pedagogic implications)	14	10%
M16S3 (Accounting for results)	13	9%
M23S1 (Making suggestions)	12	8%
M16S2 (Comparing results with literature)	9	6%
M15S1 (Introducing graphics)	3	2%
M21 (Summarizing the study)	3	2%
M22S2 (Indicating significance/advantage)	3	2%
M23S2 (Recommending further research)	3	2%
M4S2 (Indicating the centrality/importance of the topic)	3	2%
M11 (Presenting an overview of the methodological approach)	2	1%
M13S2 (Recounting data analysis procedures)	2	1%
M5S1 (Indicating problems and/or needs and/or motivation)	2	1%
M8S2 (Gap-indicating)	2	1%

Table 5.32 Distribution of hedges across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M14S1 (Reviewing revisions after the pilot study)	1	1%
M14S2 (Providing background information or how results are presented)	1	1%
M5S2 (Reviewing/Summarizing previous studies)	1	1%
M6S4 (Defining key terms/concept)	1	1%
M6S5 (Showing the significance/value of the present study)	1	1%
In Total	146	100%

Table 5.32 presents the distribution of hedges across different moves/steps in OPTDs. It can be found that most hedges occurred in M15S2 (Reporting major findings), M16S1 (Interpreting results), M7S2 (Surveying the non-research-related phenomena or knowledge claims), and M23S3 (Drawing pedagogic implications). The distribution reveals that hedges are more likely to appear in the results and discussion phase, particularly in M15 and M16. The high frequency of using hedges in M15 and M16 may suggest that presenters prefer to report and comment on their research results with soft claims and cautions, which is confirmed by the interview results in the present study. In other words, presenters seem to prefer to keep their claims provisional, hence creating room for the listeners to express their viewpoints, as Ward (2015) argued. This result also aligns with findings in the previous studies (Liu & Huang, 2017; Farnia & Gerami, 2021), which state that writers/presenters in soft science disciplines prefer to express themselves in their discussion with tentativeness, cautiousness and circumspection, when making assertions, as highlighted by Crismore et al. (1993) and Liu and Huang (2017). Examples are shown in 31) and 32).

> 31)...**_in this case_**, members make joint contributions in text co-construction. (M15S2-TD4)
> 32) This **_might be due to_** the Chinese lecturers' general instructional styles which advocate citing authorities. (M16S1-TD11)

Some hedges were also observed in the literature review phase, particularly in M7S2, which was consistent with findings in OPPDs. The prevalence of hedges in both the introduction and literature review phase, aligns with Akoto's (2020) research on thesis writing. This occurrence can be attributed to several factors. For one thing, the introduction and literature review phase of a study typically involves reviewing research problems and previous studies related to the research topic. Researchers may use hedges to acknowledge the uncertainty or limitations in previous

research, highlighting areas where further investigation is needed. Furthermore, hedges can help build credibility because hedges help demonstrate a careful and thoughtful approach to the topic, showing that the researcher is aware of the complexities and nuances within the field, thus, gaining community acceptance for a contribution to disciplinary knowledge, as illustrated by Martín (2022) and Hyland (2018). The interview results reinforce the understanding that in the field of social science and humanities, presenters perceive reasons behind research findings as varied and multifaceted. Presenters are advised to leave room for audience interpretation and negotiation. When presenting findings without absolute certainty, it is recommended to incorporate hedges to strengthen the rigor of claims.

It should be noted that while hedges commonly occur in reporting and commenting on results in OPTDs, the degree of hedging can vary not only across different phases but also depending on factors such as discipline, the nature of the research, and the preferences of the academic community. This variability is supported by Farookhi and Emami's (2008) observation that the distribution of hedges may be influenced by the norms and practices of specific disciplines. For instance, in Farookhi and Emami's (2008) research, it was found that there is a high frequency of hedges in applied linguistics corpora of computer science and electrical engineering research articles. Meanwhile, Takimoto's (2015) study and Farnia and Gerami's (2021) research revealed a high occurrence of hedges in the humanities corpora of natural sciences. In other words, hard science writers tend to emphasize their certainty with force in propositions, as supported by Hyland (2004), and express their views more directly than the soft science discipline writers.

5.3.3.2 Boosters

It can be observed from Table 5.33 in OPTDs that six boosters were identified. Similar to the results in OPPDs, the majority of boosters contain the core verb "found," such as "found that," "was/were found to be" and "it was found that," along with the core verb "show," such as "show that" and "(be) shown in." The most frequently used booster in OPTDs is "found that," with 46 occurrences, accounting for 690 pmw. A detailed examination of concordance lines for "found that" reveals that most preceding subjects are "this research," "this study" or in passive voice constructions like "it was found that," as presented in examples 33), 34), and 35) as well as Figure 5.13. A similar pattern is observed with the booster "show that" in OPTDs through concordance line analysis.

*33) And **this research** <u>found that</u> the participants had some inherently emotional responses to the thesis writing practice. (M15S2-TD12)*

*34) **This study** <u>found that</u> supervisors mainly used direct strategies for grammar and linguistic appropriateness and used indirect strategies for ...(M15S2-TD2)*

*35) Likewise, <u>**it was found that**</u> learners produced more words that made a longer stretch in a clause... (M15S2-TD4)*

Figure 5.13 Concordance line of "found that" in OPTD in Antconc 3.5.9

The booster types and the concordance line result both suggest that most presenters in OPTDs tend to avoid using explicit personal pronouns (e.g., I, we) with boosters, aiming to conceal their personal views. This result is different from what we found in OPPDs. When examining the distribution of boosters across different moves/steps, (details are presented later in this section), it was found that self-mention is seldom used with boosters in those moves/steps when findings are presented. This result may suggest that presenters are aware of presenting their claims with appropriate caution since self-mention is a risky strategy and might increase the subjectivity in the social science discipline. The interview results also confirm this claim that most interviewers believe that to avoid overusing first-person pronouns like "I" or "my" when reporting research findings helps maintain objectivity and professionalism in the

presentation of results, particularly in academic contexts where emphasis is placed on the research itself rather than the individual researcher. Thus, to increase objectivity, presenters use passive voice or avoid using self-mention. The absence of boosters along with self-mentions in most cases in OPTDs is in line with Hyland (2002), who states that novice writers/presenters preferred to use passivization to present and discuss their arguments.

Table 5.33 List of boosters in OPTDs

No.	Booster	Occurrence	Sum of normalized frequency (pmw)
1	found that	46	690
2	show that	41	615
3	was/were found to be	14	210
4	a lot of	13	195
5	it was found that	4	60
6	(be) shown in	3	45

Table 5.34 Distribution of boosters across different moves/steps

Move/step	Occurrence	% of the total occurrence
M15S2 (Reporting major findings)	69	57%
M16S1 (Interpreting results)	9	7%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	9	7%
M16S2 (Recounting data analysis procedure(s))	6	5%
M16S3 (Justifying the data analysis procedure(s))	5	4%
M22S2 (Indicating significance/advantage)	3	2%
M5S1 (Indicating problems and/or needs and/or motivation)	3	2%
M8S2 (Gap-indicating)	3	2%
M17 (Summarizing results)	2	2%
M21 (Summarizing the study)	2	2%
M23S1 (Making suggestions)	2	2%
M23S3 (Drawing pedagogic implications)	2	2%
M7S3 (Claiming centrality)	2	2%
M12S3 (Justifying data collection procedures)	1	1%
M15S1 (Introducing graphics)	1	1%
M22S1 (Indicating limitations)	1	1%
M9S3 (Announcing research design/processes)	1	1%
In Total	121	100%

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When investigating the moves/steps of boosters that occurred, it was found that boosters heavily appeared in M15S2 (Reporting major findings), accounting for 57%. Boosters are also identified in M16S1 (Interpreting results), M7S2 (Surveying the non-research-related phenomena or knowledge claims), M16S2 (Recounting data analysis procedure(s)) and M16S3 (Justifying the data analysis procedure(s)), occupying seven percent, seven percent, five percent and four percent, respectively. Similar to OPPDs, the highest frequency use of boosters identified in the move in the nature of reporting findings, in OPPD, the move is reporting preliminary findings, in OPTD, it is reporting findings. From Table 5.35, it can be found that boosters are also more likely to occur in those moves/steps describing procedures like M16S2 and M16S3. The frequent use of boosters in presenting findings and describing procedures is consistent with Wang and Zeng's (2021) finding that student researchers employ most boosters for presenting research findings and describing research procedures. This result may be attributed to the functions of boosters which can help the presenters strengthen the credibility of findings, instilling confidence in the audience about the validity and importance of the results, as shown in examples 33), 34) and 35) mentioned earlier in this section.

In summary, boosters are found to be more likely to appear in presenting findings and describing procedures in OPTDs. Most presenters in OPTDs tend to avoid using explicit personal pronouns (e.g., I, we) with boosters to increase objectivity. It should also be noted that adding self-mentions to the boosters indicates a cultural or linguistic preference in academic writing/presentation practices, where presenters from different linguistic backgrounds may employ varying strategies to engage with their audience and express their viewpoints.

5.3.3.3 Attitude markers

Table 5.35 presents a total of 10 types of attitude markers, with the most frequently used being "contribute to," occurring 240 times pmw. Interestingly, similar to the findings in OPPDs, the frequency of using attitude markers in OPTDs is lower compared to hedges and boosters. This result contrasts with Qiu and Jiang's (2021) research on 3MT presentations, where attitude markers were more prevalent than hedges and boosters. One of the possible reasons for the higher frequency of using attitude markers in 3MT presentations is the different audience. The 3MT presentations typically target a diverse audience, including individuals from various disciplines who may not have specialized knowledge in the presenter's field. In contrast, OPTDs often cater to a more specialized audience of experts or graduate students within the field. As a result, 3MT presenters may use more attitude markers

to engage and connect with a broader audience, making the research accessible and relatable, as highlighted by di Carlo (2015), who states that attitude markers play a crucial role in making science accessible and engaging to a broad audience. However, in OPTDs, which are influenced by the nature of written theses, the use of attitudinal stance is generally discouraged, as research writing or presentation prioritizes epistemic judgment over personal feelings, as supported by Hyland (2005a).

Table 5.35 List of attitude markers in OPTDs

No.	Attitude marker	Occurrence	Sum of normalized frequency (pmw)
1	contribute to	16	240
2	much better than	6	90
3	agree that	5	75
4	the importance of	5	75
5	difficulties in	5	75
6	the benefit(s) of	5	75
7	the difficulty of	4	60
8	could be beneficial (to)	3	45
9	is/are expected to	3	45
10	it is necessary to	2	30

Table 5.36 Distribution of attitude markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M22S2 (Indicating significance/advantage)	14	26%
M15S2 (Reporting major findings)	8	15%
M23S3 (Drawing pedagogic implications)	6	11%
M23S1 (Making suggestions)	4	7%
M5S1 (Indicating problem(s) and/or need(s) and/or motivation)	4	7%
M4S2 (Indicating the centrality/importance of the topic)	3	6%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	3	6%
M15S1 (Introducing graphics)	2	4%
M16S1 (Interpreting results)	2	4%
M14S1 (Reviewing revisions after the pilot study)	1	2%
M21 (Summarizing the study)	1	2%

Table 5.36 Distribution of attitude markers across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M4S1 (Providing topic generalization/background)	1	2%
M5S2 (Reviewing/Summarizing previous studies)	1	2%
M5S3 (Indicating the research gap in previous research)	1	2%
M6S5 (Showing the significance/value of the present study)	1	2%
M8S2 (Gap-indicating)	1	2%
M8S3 (Making confirmative claims)	1	2%
Total	54	100

Table 5.36 presents the distribution of attitude markers across different moves/steps. It can be seen that a significant portion (26%) of attitude markers are found to occur in M22S2 (Indicating significance/advantage), followed by M15S2 (Reporting major findings) and M23S3 (Drawing pedagogic implications), accounting for 15% and 11% respectively. The reason why attitude markers were more likely to occur in M22S2, M15S2 and M23S3 may be attributed to the communicative purposes of these moves/steps. These moves involve presenting the significance, advantages, major findings, and pedagogic implications of the research, where attitude markers serve as metadiscourse devices to convey the speaker's or researcher's perspective, stance, or emotions regarding the information being presented, as highlighted by Zali et al. (2020).

Another interesting observation is that most of the attitude markers in M22S2, M15S2 and M23S3 are positive attitude markers, such as "contribute to," "much better than," and "could be beneficial to," just name a few. These positive attitude markers are helpful in demonstrating the value of the research. The attitude marker "contributed to" in example 36) indicates that the study has made a positive and meaningful impact on pragmatic strategies. It suggests that the research has added value, knowledge, or insights to the existing body of literature within this specific academic domain. The attitude marker "much better than" in example 37) serves as a comparative expression, indicating a significant difference in performance between the experimental group (EG) and the control group (CG).

> 36) It's now possible to state that this study has **contributed to** the field of pragmatic strategies in terms of the specific setting investigated. (M22S2-TD3)

> 37) However, as to the post test, we can see the EG outperformed **much better than** the CG and there was a significant difference between these two groups. (M15S2-TD17)

*38) And these findings from the genre transfer **could be
beneficial to** the students and the Supervisors. (M23S3-TD14)*

In summary, attitude markers present the writer's or speaker's appraisal of propositional information, showing surprise, force, approval, and importance, as illustrated by Ghahremani Mina and Biria (2017). They are particularly prevalent in moves, where the researcher discusses the significance or advantages of their work (M22S2), emphasizing its contribution to existing knowledge, and addressing gaps in the literature. Similarly, moves like M15S2 are used to frame research findings positively, reinforcing their significance and implications for the field. Additionally, in moves addressing pedagogic implications (M23S3), attitude markers underscore the potential benefits of the research for educational contexts. To sum up, attitude markers play a crucial role in a presentation by influencing the speaker's tone, emphasis, and overall attitude.

5.3.3.4 Engagement markers

There are 30 FS types identified with engagement function. The top 21 engagement markers are listed in Table 5.37. The top five most frequently used engagement markers are "should be," "need to be," "thank you so/very much," "have to," and "now let's come to." Similar to the results in OPPDs, engagement markers are the most prevalent among interactional subtypes in OPTDs, indicating that graduate students recognize the importance of establishing social interactions with their audience, as supported by Jiang and Ma (2018).

Table 5.37 The most frequently used engagement markers in OPTDs

No.	Engagement marker	Occurrence	Sum of normalized frequency (pmw)
1	should be	29	435
2	need to be	19	285
3	thank you so/very much	19	285
4	have to	17	255
5	now let's come to	15	225
6	you can see	14	210
7	need to	13	195
8	can be seen	12	180
9	look at	11	165
10	now let's move (on) to	11	165

Table 5.37 The most frequently used engagement markers in OPTDs (Cont.)

No.	Engagement marker	Occurrence	Sum of normalized frequency (pmw)
11	we can see	11	165
12	Good afternoon	10	150
13	now let me	10	150
14	we can see that	10	150
15	as you can see	9	135
16	thank you (so/very much) for your attention	6	90
17	let's look at	5	75
18	they should be	5	75
19	please allow me to	4	60
20	should be provided	4	60
21	we can see from the Table	4	60

As mentioned in Section 4.3.3.4, engagement categories can be divided into listener pronouns, directives, questions, shared knowledge, and personal asides based on Hyland's (2005, 2018) metadiscourse model. Details of subtypes of engagement markers in OPTDs are shown in Table 5.39.

Table 5.38 Subcategories of engagement markers in OPTDs

Subcategory	Type	Token	Normalized frequency (pmw)	%
directives	23	197	2955	63%
hearer mention	16	117	1755	37%
shared knowledge	0	0	0	0%
questions	0	0	0	0%
personal asides	0	0	0	0%

In Table 5.38, directives stand out as the most prevalent type of engagement types in OPTDs in terms of total types and tokens. According to Hyland (2002), directives instruct hearers to carry out one of the possible actions, including textual acts (e.g., "see Smith 1999" and "refer to the slide"), physical acts (e.g., "open a bottle" and "put it in the oven"), and cognitive acts (e.g., "note," "concede," and "consider"). Concordance line analysis reveals that the majority (60%) of directives identified in the OPTDs are related to textual acts. These textual acts are used by presenters to guide their audience to another part of the text or another text. The directives like "now let's move on to" or "let's look at" serve as a way to transition smoothly between different sections or topics during the thesis defense oral presentation, as illustrated in example 39). The reason for this prevalence could be

rooted in effective communication strategies. Using such directives helps presenters structure their presentations, thus ensuring that the audience stays engaged and can easily navigate through the information being presented.

The remaining 39% of the directives in OPTDs are used to carry cognitive acts (e.g., should be, need to be). Compared to textual acts, the less frequent use of cognitive acts may be because of the face threats. This is because, as emphasized by Hyland and Zou (2022), cognitive directives imply not only that the speaker has superior knowledge about something, but also a right to instruct hearers to see things in the speaker's way. It claims a relationship of unequal power. This feature of cognitive directives also explains why most of these cognitive directives occurred more likely in M23 (Deductions from the study), including M23S1 (Making suggestions), M23S2 (Recommending further research) and M23S3 (Drawing pedagogic implications). In M23, as shown in the example 40). The presenters have to equip themselves with superior knowledge so that the audience can learn something from the suggestions, recommendations, and implications.

No physical acts were found in OPTDs. In contrast, Hyland and Zou (2022) found that physical acts are the most frequent function in 3MT presentations, compared to textual acts and cognitive acts. As underscored by Hyland and Zou (2022), physical directives involve either the research process or real-world actions, pushing the audience toward tangible, real-world actions. One possible reason for the absence of physical acts in OPTDs could be the online nature of the presentations. This format may limit the presenter's ability to engage in physical demonstrations or actions compared to in-person presentations typical of 3MT events.

> 39) **Now let's move to** the research findings. In response to Research Question one…(M14S2-TD3)
> 40) In order to … some aspects concerning levels of students' independent ability and the role of teachers **should be** considered in further research. (M23S1-TD15)

The high frequency of using directives in OPTDs aligns with Jiang and Ma's (2018) study, which identified directives as the most frequently used engagement metadiscourse types in both PhD confirmation reports and research articles. However, in contrast to the previous studies (Hyland & Zou, 2022; Qiu & Jiang, 2021), listener pronouns, instead of directives, as the most explicit ways of bringing hearers into a discourse (Hyland, 2005c), account for the largest proportion of engagement markers in 3MT presentations. Siahpoosh and Varghaei's (2022) research on medical discourse revealed that reader pronouns were the most frequently used in spoken medical

discourse, while directives held the highest frequency in written medical discourse. Additionally, reader pronouns were the most common metadiscourse bundles in 3MT presentations, as reported by Hyland and Zou (2022) as well as Qiu and Jiang (2021).

Notably, similar to the results in OPPDs, personal asides and questions, identified as the least utilized engagement features in prior studies (Hyland & Jiang, 2016; Jiang & Ma, 2018), are rarely used in the present study, possibly due to students' perceptions of power dynamics with professorial assessors. Students consider the use of questions and personal asides a potentially risky strategy, as highlighted by Zou and Hyland (2020). Another factor contributing to the low frequency of questions is their primary role in dialogic engagement (Hyland, 2002). It is important to note that the present study focuses on monologue spoken discourse.

Shared knowledge, which is one of the less frequent engagement features in OPPDs, is absent in OPTDs. Although reported to be more common in hard science talks (Hyland & Zou, 2022), engagement features occurred in OPPDs but didn't occur in OPTDs. This may suggest that presenters vary in using engagement devices with shared knowledge and may have a discipline variation based on Hyland and Zou's (2022) finding that shared knowledge is more common in hard science talks.

Table 5.39 Distribution of engagement markers across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	66	25%
M26S2 (Expressing thanks)	20	8%
M23S1 (Making suggestions)	16	6%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	16	6%
M14S2 (Providing background information or how results are presented)	14	5%
M23S3 (Drawing pedagogic implication)	13	5%
M1S1 (Identifying oneself and making greetings)	10	4%
M1S2 (Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors)	10	4%
M12S3 (Justifying data collection procedures)	9	3%

Table 5.39 Distribution of engagement markers across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	66	25%
M22S2 (Indicating significance/advantage)	8	3%
M13S2 (Recounting data analysis procedures)	7	3%
M15S1 (Introducing graphics)	7	3%
M16S2 (Comparing results with literature)	6	2%
M9S3 (Announcing research design/processes)	6	2%
M4S1 (Providing topic generalization/background)	5	2%
M12S2 (Describing methods and steps in data collection)	4	2%
M21 (Summarizing the study)	4	2%
M22S1 (Indicating limitations)	4	2%
M23S2 (Recommending further research)	4	2%
M4S2 (Indicating the centrality/importance of the topic)	4	2%
M11 (Presenting an overview of the methodological approach)	3	1%
M14S1 (Reviewing revisions after the pilot study)	3	1%
M16S1 (Interpreting results)	3	1%
M26S3 (Inviting comments and questions)	3	1%
M3 (Outlining the presentation)	3	1%
M2 (Announcing the topic)	2	1%
M5S1 (Indicating problems and/or needs and/or motivation)	2	1%
M8S2 (Gap-indicating)	2	1%
M9S2 (Announcing theoretical positions/theoretical frameworks)	2	1%
In total	256	100%

Table 5.39 presents the distribution of engagement markers across different moves/steps in OPTDs. From Table 5.39, it can be seen that engagement markers are more likely to occur in M15S2 (Reporting major findings), M26S2 (Expressing thanks) and M23S1 (Making suggestions). After closer examination of the concordance line, it was found many listener pronouns and directives occurred in these moves/steps. For example, in example 41), the listener pronouns, "we can see that" which helps guide hearers toward the speaker's favored interpretation of the data. Another hearer mentioned, "as you can see" in example 42) suggests that the speaker understands the hearers' needs and directly addresses the audience to ensure they see what is salient and bring them to the preferred findings. Hearer mention also occurred frequently in M26S2, this is because the hearer is always the target to express thanks, and especially in the spoken mode, the presenter can address the hearer

directly, as shown in example 44). Many directives appeared in M23S2. This is because directives help instruct the audience to perform an action, as shown in example 43). Overall, the use of hearer mention is also more frequent in social science talks, as highlighted by Hyland and Zou (2022).

> 41) And regarding the focus in different draft stages, *__we can see that__* grammar was the most common type of feedback in text. (M5S2-TD2)
> 42) *__as you can see__*, many formulaic sequences in CC are embedded in the pronoun we marked in red and many form …uh formulaic sequences in CEL in …uh included a pronoun "I" and marked in blue. (M15S2-TD11)
> 43) Thirdly, besides vocabulary learning, many further studies *__should be__* carried out concerning the impacts of mobile apps on … (M23S2-TD8)
> 44). *__Thank you for your attention__*. (M26S2-TD1)

In summary, similar to the results in OPPDs, engagement markers are the most prevalent subtype among interactional resources in OPTDs, suggesting that graduate students in both OPPDs and OPTDs recognize the importance of fostering social interactions with their audience through specific linguistic features. In OPTDs, directives and listener pronouns emerge as the two most commonly used engagement markers. Notably, the majority (60%) of directives identified in OPTDs are related to textual acts, serving to guide the audience to another part of the text or another text.

5.3.3.5 Self-mentions

There are 12 self-mention markers in the OPTDs, as presented in Table 5.40. Similar to the results in OPPDs, most of the types are first-person singular pronoun based, including "I-based" and "my-based" self-mention markers such as "I will," "I would like to," "I'm going to," "my name is," "the end of my presentation," and "and that's all for my presentation," just name a few. Only a few self-mention markers are "we-based," such as "we can see." This result aligns with findings in the previous study (Hyland, 2001), that researchers in soft sciences tended to use "I-based" more often, whereas those in hard sciences preferred to use "we-based" instead, which may help them tone down their claims.

Table 5.40 List of self-mentions in OPTDs

No.	Self-mention	Occurrence	Sum of normalized frequency (pmw)
1	I will	35	525
2	we can see	11	165
3	we can see that	10	150
4	I would like to	9	135
5	I'm going to	7	105
6	allow us to	3	45
7	as I mentioned	3	45
8	my name is	3	45
9	the end of my presentation	3	45
10	and that's all for my presentation	2	30
11	express my sincere gratitude to	2	30
12	I am happy to be here today	2	30

A close examination of concordance analysis revealed that those "I-based" self-mention markers are more likely to occur as a frame marker occurring in those moves that are to signal elements of the discourse or to announce the goal, such as M3 (Outlining the presentation). The function of self-mentions in the present study aligns with the function mentioned in the previous studies (Hyland, 2002; Henderson & Barr, 2010) on written discourse that the L2 student writers are inclined to use first-person pronouns to guide the organization structure of the texts or state a goal or purpose. For instance, "I'm going to" in M3, which is to outline the presentation, as shown in example 45), and "I'm going to" and "I will" in M14S2, which is to give some preparatory information for introducing results. Based on Tang and John's (1999) continuum of six functions of first-person pronouns from low-risk to high-risk in academic writing, including "I" as representative and "I" as guide, "I" as architect, "I" as recounter of research process, "I" as opinion holder, and "I" as originator, it was found that most "I-based" self-mention markers in the present study are used more with low-risk functions such as "I" as representative and "I" as guide (e.g., "I'm going to," "I will" and "I would like to"), as shown in examples 45) and 46), and less with higher risk functions such as "I" as opinion holder, and "I" as originator. However, "we-based" (e.g., "we can see that") are more likely to appear in M15S2 (Reporting major findings). Inclusive "we" in "we-based" self-mention markers pull hearers into the orbit of the speaker, implying a shared experience or joint exploration of a research issue (Hyland & Zou, 2022), as shown in example 47).

*45) And today **I'm going to** present my thesis from the
following five aspects: introduction, literature review,
methodology, results and discussions and conclusion. (M3-TD12)*
*46) **I'm going to** demonstrate a little bit about how I analyze
the data after I got the conversation and transcribe them, **I will**
divide them into transactional and interactional. (M14S2-TD7)*
*47) So, **we can see that** the students in the control group did
not improve their listening scores significantly. (M15S2-TD5)*

Table 5.41 Distribution of self-mentions across different moves/steps

Move/step	Occurrence	% of the total occurrences
M15S2 (Reporting major findings)	18	20%
M3 (Outlining the presentation)	13	14%
M14S2 (Providing background information or how results are presented)	11	12%
M1S2 (Thanking the committee members/audience/chair and/or acknowledgement of supervisor(s))	8	9%
M26S1 (Signaling the end of the presentation)	5	6%
M1S1 (Identifying oneself and making greetings)	4	4%
M12S2 (Describing methods and steps in data collection)	3	3%
M10 (Preparatory information for presenting method and procedure)	2	2%
M15S1 (Introducing graphics)	2	2%
M16S2 (Comparing results with literature)	2	2%
M2 (Announcing the topic)	2	2%
M23S3 (Drawing pedagogic implications)	2	2%
M4S2 (Indicating the centrality/importance of the topic)	2	2%
M7S2 (Surveying the non-research-related phenomena or knowledge claims)	2	2%
M9S3 (Announcing research design/processes)	2	2%
M11 (Presenting an overview of the methodological approach)	1	1%
M12S3 (Justifying data collection procedures)	1	1%
M13S2 (Recounting data analysis procedures)	1	1%
M14S1 (Reviewing revisions after the pilot study)	1	1%
M17 (Summarizing results)	1	1%
M1S3 (Acknowledging time management and previous progress)	1	1%
M20 (Preparatory information for concluding the study)	1	1%

Table 5.41 Distribution of self-mentions across different moves/steps (Cont.)

Move/step	Occurrence	% of the total occurrences
M22S2 (Indicating significance/advantage)	1	1%
M4S1 (Providing topic generalization/background)	1	1%
M5S1 (Indicating problems and/or needs and/or motivation)	1	1%
M7S1 (Outlining the current part)	1	1%
M9S2 (Announcing theoretical positions/theoretical frameworks)	1	1%
In Total	90	100%

In summary, first-person pronouns, as the most prominent authorial presence, explicitly signal the presenters' willingness to take responsibility for the research roles in claims and actions (Hyland, 2002; Hyland & Jiang, 2018). However, it is important to note that the tendency to use self-mention markers, such as "I-based" and "we-based" constructions, can vary due to genre-specific features and norms, cultural factors, and expectations, as well as the writers' status in the academic world, as highlighted by Can and Cangır (2019).

5.3.4 Summary

In OPTDs, the majority of FSs predominantly serve an interactive function, with fewer FSs conveying interactional functions exclusively. However, a small portion of FSs serve multiple functions, indicating versatility in their usage. Among interactive resources, frame markers and transition markers emerge as the top two metadiscourse functions in OPTDs in terms of tokens. Engagement markers rank highest among all interactional resources, while hedges are more commonly used than boosters. Similar to findings in OPPDs, OPTDs also contribute two new subtypes-metadiscursives and visuals-to Hyland's (2018) list of endophoric markers. Additionally, a new subcategory of interactive resources known as condition markers is identified in OPTDs, reflecting nuanced language use and discourse strategies within this academic genre.

The analysis of metadiscourse functions in OPTDs provides valuable insights for improving presentation skills, enhancing audience engagement, facilitating effective communication. Educators can use the findings from metadiscourse analysis to raise students' awareness of genre conventions in academic presentations. By examining how metadiscourse is used to shape the presentation and convey the speaker's stance and attitude, students develop a deeper understanding of rhetorical strategies in academic communication.

CHAPTER 6
CONCLUSION

This chapter wraps up the research by summarizing the main findings, discussing their implications, and acknowledging the limitations while suggesting areas for further research.

6.1 Summary of the major findings

Aiming at exploring both the macro-structure and the micro-linguistic features of oral presentations of graduate defenses including OPPDs and OPTDs, the present research investigated the rhetorical move structure and FSs as well as metadiscourse functions of FSs in OPPDs and OPTDs given by graduate students in an ELF context. The major findings are summarized in the following sections.

6.1.1 Rhetorical move structure

First of all, both OPPDs and OPTDs, as two spoken genres in a genre chain, exhibit a rhetorical structure that mirrors academic written genres while also revealing some unique features particular to oral presentations. Specifically, the macro-structure of OPPDs and OPTDs closely adheres to the conventional move structure of written proposal and thesis, as noted in prior research (He & Pramoolsook, 2022; Zareva, 2013). However, in contrast to the traditional move structure found in written academic genres, as highlighted in previous studies (Chen & Kuo, 2012; Amnuai, 2012; X. Yang, 2014), both OPPDs and OPTDs incorporate an Initiation Phase and a Termination Phase, which involve real-time speech and direct interaction with the audience on a specific topic. Notably, the Initiation Phase starts with greetings and topic announcements, while the Termination Phase concludes with expressions of gratitude or invitations for comments and suggestions. The Initiation and Termination Phases show the unique features of spoken discourse instead of written discourse. It should also be noted that though the move structure of OPPDs mirrors the academic written proposal, the result of the inclusion of the Pilot Study phase in OPPDs differs from the move structure reported by Ghane et al. (2021) that there is the absence of the PS phase in an academic written proposal. This result may be due to the institutional expectations for including a PS phase in graduate proposal writing. This speculation is confirmed by the interviewees in the present study.

Secondly, comparing OPPDs and OPTDs, the study reveals similarities in most phases but differences in a few. OPPDs predominantly follows two main structure patterns: Ini-Intr-LR-M-PS-T (54%) and Ini-Intr-LR-M-PS-C-T (46%). In contrast, OPTDs exhibits four macro-structural patterns, with the majority (72%) favoring the Ini-Intr-LR-M-R&D-C-T structure. The key distinction lies in the absence of the PS phase in OPTDs and the R&D phase in OPPDs. This variation aligns with the different communicative purposes of each. The inclusion of the PS phase in OPPDs instead of in OPTDs is because OPPDs aims to persuade the audience of the feasibility and significance of the proposed research. The presence of the PS phase in OPPDs allows the presenter to showcase any preliminary findings or initial data gathered in support of the proposed research to validate the feasibility of the research approach. Conversely, OPTDs focus on presenting and defending completed research results. Hence including an R&D phase in OPTDs allows the presenter to delve into the significance of the results, address any unexpected outcomes, and defend the conclusions drawn from the research. The frequency and status of moves/steps of OPPDs and OPTDs in each phase are presented in Table 6.1 and Table 6.2.

Table 6.1 Complete move-step structure in OPPDs

Phase	Move/Step	%	Status
Initiation	M1 Starting the presentation	100%	obligatory
	S1 Identifying oneself and making greetings	100%	obligatory
	S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors	54%	conventional
	M2 Announcing the topic	100%	obligatory
	M3 Outlining the presentation	100%	obligatory
Introduction	M4 Establishing a territory	92%	conventional
	S1 Outlining the current part	23%	optional
	S2 Providing topic generalization/background	62%	conventional
	S3 Indicating the centrality/importance of the topic	62%	conventional
	M5 Establishing a niche	92%	conventional
	S1 Indicating problems and/or needs and/or motivation	92%	conventional
	S2 Reviewing/Summarizing previous studies	15%	optional
	S3 Indicating the research gap in previous research	54%	conventional
	M6 Occupying the niche	100%	obligatory
	S1 Indicating the scope of research	62%	conventional
	S2 Indicating theoretical position	15%	optional
	S3 Indicating research aims/objectives/ purposes	100%	obligatory
	S4 Proposing research questions or hypothesis	92%	conventional
	S5 Defining key terms/concept	38%	optional
	S6 Showing the significance/value of the present study	77%	conventional
	S7 Indicating findings /results	8%	optional

Table 6.1 Complete move-step structure in OPPDs (Cont.)

Phase	Move/Step	%	Status
	S8 Indicating limitations of the study	8%	optional
Literature Review	**M7 Establishing one part of the territory of one's own research**	**100%**	obligatory
	S1 Outlining the current part	38%	optional
	S2 Surveying the non-research-related phenomena or knowledge claims	100%	obligatory
	S3 Claiming centrality	31%	optional
	S4 Surveying research-related phenomena	38%	optional
	M8 Creating a research niche in response to Move 7	**100%**	obligatory
	S1 Counter-claiming	38%	optional
	S2 Gap-indicating	69%	conventional
	S3 Making confirmative claims	46%	optional
	S4 Claiming relevancy	23%	optional
	S5 Synthesizing the theoretical framework/position	15%	optional
	M9 Occupying the research niche	**62%**	conventional
	S1 Announcing research aims, focus, questions or hypotheses	23%	optional
	S2 Announcing theoretical positions/theoretical frameworks	38%	optional
	S3 Announcing interpretations of the terminology used in the study	23%	optional
Method and Procedure	**M10 Preparatory information for presenting method and procedure**	**69%**	conventional
	S1 Outlining the current part of presentation	46%	optional
	S2 Providing background information	23%	optional
	M11 Presenting an overview of the methodological approach	**92%**	conventional
	M12 Describing data collection method and procedures	**100%**	obligatory
	S1 Describing the sample participants, location, time, etc.	100%	obligatory
	S2 Describing the selection criteria	38%	optional
	S3 Describing methods and steps in data collection	85%	conventional
	S4 Justifying data collection procedures	54%	conventional
	M13 Describing data analysis method and procedures	**92%**	conventional
	S1 Explaining specific methods of data analysis	54%	conventional
	S2 Recounting data analysis procedures	69%	conventional
	S3 Justifying the data analysis procedures	46%	optional
	S4 Previewing results	8%	optional
Pilot Study	**M14 Preparatory information for introducing the pilot study**	46%	optional
	M15 Describing data collection method and procedure of the pilot study	**77%**	conventional
	S1 Describing the sample for the pilot study	77%	conventional
	S2 Describing methods and/or steps in data collection	38%	optional
	S3 Justifying data collection procedures	15%	optional
	M16 Describing data analysis method and procedure of the pilot study	**31%**	optional
	S1 Explaining specific methods of data analysis	15%	optional
	S2 Recounting data analysis procedures	23%	optional
	S3 Justifying the data analysis procedures	8%	optional

Table 6.1 Complete move-step structure in OPPDs (Cont.)

Phase	Move/Step	%	Status
	S4 Previewing results	8%	optional
	M17 Presenting pilot results	**77%**	conventional
	S1 Introducing graphics	15%	optional
	S2 Reporting preliminary findings	69%	conventional
	M18 Commenting on pilot results	**31%**	optional
	S1 Interpreting the pilot results	8%	optional
	S2 Comparing results with literature	15%	optional
	S3 Accounting for pilot results	23%	optional
	M19 Summarizing the pilot findings	**8%**	optional
	M20 Evaluating the feasibility/applicability/reliability of the pilot study	**54%**	conventional
	M21 Presenting the difficulties/ problems/ challenges during the pilot study	**23%**	optional
	M22 Providing considerations/suggestions/revisions for developing the main study	**69%**	conventional
Conclusion	M23 Indicating limitations of the study	8%	optional
	M24 Summarizing the study	8%	optional
	M25 Presenting the references	31%	optional
	M26 Reporting the progress of the current study	8%	optional
Termination	M27 Ending the presentation	100%	obligatory
	S1 Signaling the end of the presentation	62%	conventional
	S2 Expressing thanks	92%	conventional
	S3 Inviting comments and questions	46%	optional

Table 6.2 Complete move-step structure in OPTDs

Phase	Move/Step	%	Status
Initiation	M1 Starting the presentation	100%	obligatory
	S1 Identifying oneself and making greetings	100%	obligatory
	S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors	44%	optional
	S3 Acknowledging time management and previous progress	11%	optional
	M2 Announcing the topic	**100%**	obligatory
	M3 Outlining the presentation	**100%**	obligatory
Introduction	M4 Establishing a territory	67%	conventional
	S1 Providing topic generalization/background	61%	conventional
	S2 Indicating the centrality/importance of the topic	50%	conventional
	M5 Establishing a niche	**78%**	**conventional**
	S1 Indicating problems and/or needs and/or motivation	67%	conventional
	S2 Reviewing/Summarizing previous studies	28%	optional
	S3 Indicating the research gap in previous research	50%	conventional
	M6 Occupying the niche	**94%**	**conventional**
	S1 Indicating the scope of research	33%	optional
	S2 Indicating research aims/objectives/ purposes	61%	conventional
	S3 Proposing research questions or hypothesis	72%	conventional

Table 6.2 Complete move-step structure in OPTDs (Cont.)

Phase	Move/Step	%	Status
Initiation	M1 Starting the presentation	100%	obligatory
	S1 Identifying oneself and making greetings	100%	obligatory
	S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisors	44%	optional
	S3 Acknowledging time management and previous progress	11%	optional
	M2 Announcing the topic	100%	obligatory
	M3 Outlining the presentation	100%	obligatory
Introduction	M4 Establishing a territory	67%	conventional
	S1 Providing topic generalization/background	61%	conventional
	S2 Indicating the centrality/importance of the topic	50%	conventional
	M5 Establishing a niche	78%	conventional
	S1 Indicating problems and/or needs and/or motivation	67%	conventional
	S2 Reviewing/Summarizing previous studies	28%	optional
	S3 Indicating the research gap in previous research	50%	conventional
	M6 Occupying the niche	94%	conventional
	S1 Indicating the scope of research	33%	optional
	S2 Indicating research aims/objectives/ purposes	61%	conventional
	S3 Proposing research questions or hypothesis	72%	conventional
	S4 Defining key terms/concept	5%	optional
	S5 Showing the significance/value of the present study	22%	optional
Literature Review	M7 Establishing one part of the territory of one's own research	83%	conventional
	S1 Outlining the current part	39%	optional
	S2 Surveying the non-research-related phenomena or knowledge claims	78%	conventional
	S3 Claiming centrality	44%	optional
	M8 Creating a research niche in response to Move7	39%	optional
	S1 Counter-claiming	17%	optional
	S2 Gap-indicating	28%	optional
	S3 Making confirmative claims	17%	optional
	S4 Synthesizing the theoretical framework/position	5%	optional
	M9 Occupying the research niche	61%	conventional
	S1 Announcing: research aims, focus, questions or hypotheses	28%	optional
	S2 Announcing theoretical positions/theoretical frameworks	44%	optional
	S3 Announcing research design/processes	44%	optional
	S4 Announcing interpretations of the terminology used in the study	17%	optional
Method and Procedure	M10 Preparatory information for presenting method and procedure	22%	optional
	M11 Presenting an overview of the methodological approach	67%	conventional
	M12 Describing data collection method and procedures	94%	conventional
	S1 Describing the sample (participants, location, time)	78%	conventional
	S2 Describing methods and steps in data collection	83%	conventional
	S3 Justifying data collection procedures	28%	optional
	M13 Describing data analysis method and procedures	67%	conventional
	S1 Explaining specific methods of data analysis	44%	optional
	S2 Recounting data analysis procedures	50%	conventional

Table 6.2 Complete move-step structure in OPTDs (Cont.)

Phase	Move/Step	%	Status
	S3 Justifying the data analysis procedures	5%	optional
Results and Discussion	**M14 Preparatory information for introducing results**	**94%**	**conventional**
	S1 Reviewing revisions after the pilot study	50%	conventional
	S2 Providing background information or how results are presented	78%	conventional
	M15 Reporting results	**100%**	**obligatory**
	S1 Introducing graphics	72%	conventional
	S2 Reporting major findings	100%	obligatory
	M16 Commenting on results	**94%**	**conventional**
	S1 Interpreting results	61%	conventional
	S2 Comparing results with literature	61%	conventional
	S3 Accounting for results	78%	conventional
	M17 Summarizing results	**5%**	**optional**
	M18 Indicating significance /advantage of the study	**5%**	**optional**
	M19 Deductions from the study	**11%**	**optional**
	S1 Drawing pedagogic implications	5%	optional
	S2 Making suggestions	17%	optional
Conclusion	**M20 Preparatory information for concluding the study**	**44%**	**optional**
	M21 Summarizing the study	**61%**	**conventional**
	M22 Evaluating the study	**94%**	**conventional**
	S1 Indicating limitations	78%	conventional
	S2 Indicating significance/advantage	78%	conventional
	M23 Deductions from the study	**100%**	**obligatory**
	S1 Making suggestions	56%	conventional
	S2 Recommending further research	56%	conventional
	S3 Drawing pedagogic implications	89%	conventional
	M24 Presenting the references	**11%**	**optional**
	M25 Introducing the researchers' own publications	**28%**	**optional**
Termination	**M26 Ending the presentation**	**100%**	**obligatory**
	S1 Signaling the end of the presentation	72%	conventional
	S2 Expressing thanks	89%	conventional
	S3 Inviting comments and questions	33%	optional

6.1.2 Formulaic sequences

Regarding the major findings related to FSs, unlike many previous studies that normally focused on 4-word FSs, the present study included FSs of varying lengths, spanning from 2 to 7 words. A total of 385 types of FSs with varying lengths were identified in OPPDs, with 2,565 occurrences, amounting to 59,628 times per 1,000,000 words. In OPTDs, a total of 248 types of FSs with varying lengths were identified, with 3,399 occurrences, amounting to 50,985 times per 1,000,000 words. The major findings are presented as follows:

Firstly, the predominant tokens of FSs both in OPPDs and OPTDs were observed in 2-word and 3-word sequences, indicating that compared with written

discourse reported by previous studies, FSs tend to be shorter in spoken discourse. Meanwhile, both OPPDs and OPTDs highlight a significant drop in frequencies as strings extend to four words and beyond.

Secondly, both OPPDs and OPTDs emphasize the presence of valuable two-word FSs, such as "this is" and "there is/are" as well as longer FSs exceeding four words, like "now let's move (on) to". While shorter FSs may appear to extend into longer ones, it is crucial to recognize that their structural and functional characteristics can undergo changes during expansion. FSs shorter or longer than four words are crucial for obtaining comprehensive results.

Thirdly, adapted from Biber et al. (2004) and Wang's (2017) classification, the present study classified the FSs into seven different structural categories, including NP fragment, PP fragment, AdjP fragment, Clausal fragment, VP fragment, AdvP fragment, and ConjP fragment. The analysis of FSs in both OPPDs and OPTDs reveals a diverse distribution across various structural classifications. In terms of token frequencies, VP-based, Clause-based are the two most frequently used FSs in both OPPDs and OPTDs. AdvP-based and AdjP-based are the two least frequently used FSs in both OPPDs and OPTDs, only accounting for a tiny percentage in all the distribution.

Last but not least, the present study found that there are some semi-specialized and potentially specialized FSs in OPPDs and OPTDs, offering valuable insights for pedagogical applications. These semi-specialized FSs occurred in two or more rhetorical move-steps but clearly demonstrated a strong association with one particular function. And specialized FSs were found to occur in only one particular move-step. However, it's important to exercise caution since some FSs appeared only once in OPPDs and OPTDs, hinting at possible chance rather than inherent associations. Thus, specialized FSs in this study are termed potentially specialized. Lists of those FSs are presented in Table 6.3 and Table 6.4.

Table 6.3 Specialized and semi-specialized FSs in OPPDs

Move/step	Specialized*/Semi-specialized FS
M1 Starting the presentation	
S1 Identifying oneself and making greetings	good morning*
	it is an honor to*
	let me share my screen*
	my name is

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
M1 Starting the presentation	
S1 Identifying oneself and making greetings	good morning*
	it is an honor to*
	let me share my screen*
	my name is
S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)	before I get started*
	express my heartfelt thanks to*
	express my sincere gratitude to*
	give my thanks to*
	I also want to thank*
	send my sincere thanks to*
	thank you for attending*
	thank you for your presence*
	thank you for your time*
	please allow me to
S3 Acknowledging time management and previous progress	-
M2 Announcing the topic	my proposal is about*
	my thesis title is*
	on the topic of*
	the title of my presentation is*
	the title of my thesis is*
	the topic of my presentation is*
M3 Outlining the presentation	and then*
	I will be briefly presenting*
	let me give you*
	let me guide you*
	my presentation includes three parts*
	my presentation will be divided into*
	my presentation will be structured into*
	there are three parts in*
	the outline of
M4 Establishing a territory	
S1 Outlining the current part	-
S2 Providing topic generalization/background	let's start by*
	let's start from*
	let's start with*
	one is for*
	this can be implied that*
	each other
	in this case
	is called
	stated that
S3 Indicating the centrality/importance of the topic	it is vital for*
	(be) adapted to
M5 Establishing a niche	

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
S1 Indicating problem(s) and/or need(s) and/or motivation	and on top of*
	as I've mentioned that*
	have the difficulty to*
	I want to*
	it can be inferred that*
	it is apparent that*
	it is driven by*
	It seems as though*
	should be taken into account*
	studies have shown that*
	the first problem is*
	they do not have*
	to look at*
	(the) lack of
	we need to
	you can see from
	the fact that
S2 Reviewing/Summarizing previous studies	on the other hand*
S3 Indicating the research gap in previous research	let me tell you*
	to the best of my knowledge*
	the connection between...and...
	a scarcity of study
M6 Occupying the niche	
S1 Indicating the scope of research	-
S2-Indicating theoretical position	-
S3 Indicating research aims/objectives/ purposes	i need to find out*
	my first research objective is to*
	my second objective is to*
	the first objective is to*
	the last purpose is*
	the purpose of this study is to *
	the third objective is to*
	it is to
	the effect(s) of
	to explore
	to investigate
	their structure of
	(be) embedded into
S4 Proposing research questions or hypothesis	their structure of
	in relation to
S5 Defining key terms/concept	it can assist in*
	to a great extent*
	the connection between...and...
S6 Showing the significance/value of the present study	and this study is to*
	from the student's perspectives*
	it will be beneficial to*

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
	it would help boost the attention*
	this study can shed light on*
	(be) embedded into
	at the same time
	contribute to
	contribution to
	we/I hope that
	it is believed that
	in the field of
S7 Indicating findings /results	-
S8 Indicating limitations of the study	-
M7 Establishing one part of the territory of one's own research	
S1 Outlining the current part	and from the third row*
	and you can stated that*
	be very vital to*
	take a look at*
	the next part of my talk*
	it would be
S2 Surveying the non-research-related phenomena or knowledge claims	a variety of*
	for the first three studies*
	it should be implemented*
	now let's*
	the next one is about*
	between...and...
	start from
	the purpose(s) of
	the field of
	this is why
	stated that
	(be) adapted to
S3 Claiming centrality	-
S4 Surveying research-related phenomena	-
M8 Creating a research niche (in response to Move 7)	
S1 Counter-claiming	it is still unknown that
	none of them
S2 Gap-indicating	and from the second row*
	the differences in
	the fact that
	a scarcity of study
	none of them
	have/has been conducted
	in previous studies
	it can be concluded that
	very few studies
S3 Making confirmative claims	can be seen from the study*

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
	it can contribute to*
	it is effective to*
	it is far more*
	it is widely acknowledged*
S4 Claiming relevancy	-
S5 Synthesizing the theoretical framework/position	
	it is possible to
	from this table we can see
M9 Occupying the research niche	
S1Announcing research aims, focus, questions or hypotheses	-
S2 Announcing theoretical positions/theoretical frameworks	it is expected that*
	it is supported by*
	so this is why*
S3 Announcing interpretations of the terminology used in the study	in the context of*
	let's wrap up*
M10 Preparatory information for presenting method and procedure	
S1 Outlining the current part of presentation	the third part of my talk*
S2 Providing background information	-
M11 Presenting an overview of the methodological approach	an integral part of*
	in the first place*
	on the left side there are*
	for the sake of
	it is believed that
M12 Describing data collection method and procedure(s)	
S1 Describing the sample (participants, location, time, etc.)	as you can tell from*
	the title of the journal*
S2 Describing the selection criteria	-
S3 Describing methods and steps in data collection	(be) integrated with*
	for the first corpus*
	for the first time*
	go through the intervention*
	go through three steps*
	in the format of*
	it is necessary to*
	let's go to*
	listen to*
	on the left is*
	the end of*
	the last section of*
	the next instrument is*
	there will be*
	vary in the middle*
	we expect to conduct*
	(be) collected from
	as you can see

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
	be intended to/ intend to
	begin with
	come up with
	it should be mentioned that
	then after
	the first step is
	on the left
	this is how I
	in relation to
	the field of
S4 Justifying data collection procedure(s)	beyond my ability to*
	it is beyond my ability*
	it is invisible for*
	what I want to*
	here's the reasons for
	on the basis of
M13 Describing data analysis method and procedure(s)	
S1 Explaining specific method(s) of data analysis	-
S2 Recounting data analysis procedure(s)	and the right one*
	for the first genre*
	it is also possible that*
	it is worth noting that*
	let's continue*
	now please let me*
	please let me give you*
	so first let's look at*
	this is the example (of)*
	will be consulted*
	will be identified*
	the first step is
	the first step
	are involved in
	the frequency of
	the differences in
	it is possible to
S3 Justifying the data analysis procedure(s)	and this study aims to*
	the reason why I select*
S4 Previewing results	it is planned as follows*
M14 Preparatory information for introducing the pilot study	the first research questions*
	for the sake of
	on the left
	aim to investigate
	the quality of
	used for
	first of all

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
M15 Describing data collection method and procedure of the pilot study	
S1 Describing the sample for the pilot study	the final part of the presentation*
	the last part of my talk*
S2 Describing methods and steps in data collection	fill in the questionnaire*
	for the second one*
	for the second part*
	I have to tell you that*
	need to know that*
	this is how I
	this is why
S3 Justifying data collection procedure(s)	-
M16 Describing data analysis method and procedure of the pilot study	
S1 Explaining specific method(s) of data analysis	for the first recitation*
S2 Recounting data analysis procedure(s)	it is good that*
	let me go back*
	we do not need to*
	are involved in
	first of all
	it turns out that
	in the field of
S3 Justifying the data analysis procedure(s)	it is appropriate for*
S4 Previewing results	-
M17 Presenting pilot results	
S1 Introducing graphics	-
S2 Reporting preliminary findings	a total of
	all of them
	come to
	in the slides
	it is written with
	reach out
	the importance of
	the value of
	we found that
	from this table we can see
M18 Commenting on pilot results	
S1 Interpreting the pilot results	-
S1-n Comparing results with literature	(be) similar to
S2 Accounting for the reasons	-
M19 Summarizing the pilot findings	-
M20 Evaluating the feasibility/applicability/reliability of the pilot study	-
M21 Presenting the difficulties/problems/challenges during the pilot study	it turns out that
	at first

Table 6.3 Specialized and semi-specialized FSs in OPPDs (Cont.)

Move/step	Specialized*/Semi-specialized FS
M22 Providing considerations/suggestions/revisions for developing the main study	it is likely that* the frequency of have to be
M23 Indicating limitations of the study	-
M24 Summarizing the study	let me just recap a little bit*
M25 Presenting the references	-
M26 Reporting the progress of the current study	-
M27 Ending the presentation	
S1 Signaling the end of the presentation	that's all for my presentation* the end of my presentation*
S2 Expressing thanks	thank you (so/very much) for your attention* thank you so/very much*
S3 Inviting comments and questions	any/your comments and suggestions are welcome*

*stands for potentially specialized FSs which occurred in only one move-step.
-stands for there is no semi-speicalized FSs or potentially specialized FSs.

Table 6.4 Specialized and semi-specialized FSs in OPTDs

Move/Step	Specialized*/Semi-specialized FS
M1 Starting the presentation	
S1 Identifying oneself and making greetings	Good afternoon* my name is*
S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)	express my sincere gratitude to* I would like to please allow me to
S3 Acknowledging time management and previous progress	-
M2 Announcing the topic	the title of my thesis is let's begin with
M3 Outlining the presentation	the presentation outline for my thesis is* let's begin with let me give you
M4 Establishing a territory	
S1 Providing topic generalization/background	abbreviated as
S2 Indicating the centrality/importance of the topic	-
M5 Establishing a niche	
S1 Indicating problem(s) and/or need(s) and/or motivation	it is necessary to
S2 Reviewing/Summarizing previous studies	-
S3 Indicating the research gap in previous research	-
M6 Occupying the niche	
S1 Indicating the scope of research	-
S2 Indicating research aims/objectives/ purposes	to investigate aim to
S3 Proposing research questions or hypothesis	-
S4 Defining key terms/concept	refer to
S5 Showing the significance/value of the present study	-

Table 6.4 Specialized and semi-specialized FSs in OPTDs (Cont.)

Move/Step	Specialized*/Semi-specialized FS
M1 Starting the presentation	
S1 Identifying oneself and making greetings	Good afternoon*
	my name is*
S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)	express my sincere gratitude to*
	I would like to
	please allow me to
S3 Acknowledging time management and previous progress	-
M2 Announcing the topic	the title of my thesis is
	let's begin with
M3 Outlining the presentation	the presentation outline for my thesis is*
	let's begin with
	let me give you
M4 Establishing a territory	
S1 Providing topic generalization/background	abbreviated as
S2 Indicating the centrality/importance of the topic	-
M5 Establishing a niche	
S1 Indicating problem(s) and/or need(s) and/or motivation	it is necessary to
S2 Reviewing/Summarizing previous studies	-
S3 Indicating the research gap in previous research	-
M6 Occupying the niche	
S1 Indicating the scope of research	-
S2 Indicating research aims/objectives/ purposes	to investigate
	aim to
S3 Proposing research questions or hypothesis	-
S4 Defining key terms/concept	refer to
S5 Showing the significance/value of the present study	-
M7 Establishing one part of the territory of one's own research	
S1 Outlining the current part	-
S2 Surveying the non-research-related phenomena or knowledge claims	interact with
	it means that
	proposed by
	the function of
	the level of
	a number of
S3 Claiming centrality	-
M8 Creating a research niche (in response to Move7)	
S1 Counter-claiming	
S2 Gap-indicating	it is necessary to
S3 Making confirmative claims	-
S4 Synthesizing the theoretical framework/position	-
M9 Occupying the research niche	
S1 Announcing: research aims, focus, questions or hypotheses	-
S2 Announcing theoretical positions/theoretical frameworks	-
S3 Announcing research design/processes	-

Table 6.4 Specialized and semi-specialized FSs in OPTDs (Cont.)

Move/Step	Specialized*/Semi-specialized FS
S4 Announcing interpretations of the terminology used in the study	refer to
M10 Preparatory information for presenting method and procedure	-
M11 Presenting an overview of the methodological approach	-
M12 Describing data collection method and procedure(s)	-
S1 Describing the sample (participants, location, time, etc.)	-
S2 Describing methods and steps in data collection	a total of
	let me give you
S3 Justifying data collection procedure(s)	after that
	the last one is
M13 Describing data analysis method and procedure(s)	
S1 Explaining specific method(s) of data analysis	the data of
	to analyze
S2 Recounting data analysis procedure(s)	-
S3 Justifying the data analysis procedure(s)	-
M14 Preparatory information for introducing results	
	these are
S1 Reviewing revisions after the pilot study	to be specific
	difference between... and
	let's look at
S2 Providing background information or how results are presented	to answer
M15 Reporting results	
S1 Introducing graphics	could be found in
	agree that*
	as I mentioned*
	now let's see some examples*
	the increase of*
	the least*
	this is the example of*
	difference between... and
	could be found in
	both of them
	can be seen
	difficulties in
	followed by
S2 Reporting major findings	for example
	found that
	frequency of
	here is/are
	in addition
	in terms of
	in this case
	it was found that
	most of
	now let's come to
	show that
	so this is

Table 6.4 Specialized and semi-specialized FSs in OPTDs (Cont.)

Move/Step	Specialized*/Semi-specialized FS
	some of
	tend to
	that is to say
	the difference(s) in
	the difficulty of
	the example(s) of
	the findings of
	the frequency of
	there was/were
	try to
	used by
	(be) embedded in
	a total of
	(be) related to
	a few
	account for
	after the experiment
	was identified
	was/were found to be
	was/were identified
	we can see
	we can see from the table
	we can see that
	the majority of
M16 Commenting on results	
S1 Interpreting results	in the slides
	the connection between and
	in general
S2 Comparing results with literature	of the studies
	(be) similar to
	may/might be due to*
	in the slides
	the connection between and
S3 Accounting for results	because of
	due to
	so that's why
M17 Summarizing results	-
M18 Indicating significance /advantage of the study	-
M19 Deductions from the study	-
S1 Drawing pedagogic implications	-
S2 Making suggestions	-
M20 Preparatory information for concluding the study	-
M21 Summarizing the study	the majority of
M22 Evaluating the study	
S1 Indicating limitations	the size of

Table 6.4 Specialized and semi-specialized FSs in OPTDs (Cont.)

Move/Step	Specialized*/Semi-specialized FS
S2 Indicating significance/advantage	contribute to
	in the field of
	the field of
M23 Deductions from the (research) study	
S1 Making suggestions	could be beneficial
	might be
S2 Recommending further research	-
S3 Drawing pedagogic implications	-
M24 Presenting the references	-
M25 Introducing the researcher(s)' own publication(s)	-
M26 Ending the presentation	
S1 Signaling the end of the presentation	and that's all for my presentation*
	the end of my presentation*
	the end of
S2 Expressing thanks	thank you (so/very much) for your attention*
	thank you so/very much
S3 Inviting comments and questions	Your comments and suggestions are welcome*

*stands for potentially specialized FSs which occurred in only one move-step.
-stands for there is no semi-speicalized FSs or potential specialized FSs.

6.1.3 Metadiscourse function of formulaic sequences

To summarize the major findings concerning the metadiscourse function of FSs, in terms of the overall findings, the present study found that 288 FS types (75% of the total types) in OPPDs and 163 types (66% of the total types) in OPTDs were identified as conveying metadiscourse functions based on Hyland's (2005) model. The complete lists of metadiscourse functions of FSs in OPPDs and OPTDs with sum of normalized frequency (pmw) were presented in Table 6.5 and Table 6.6. According to Hyland's (2005, 2018) model, metadiscourse functions can be divided into two broad categories including interactive functions and interactional functions. The present study found that the majority of FSs in both OPPDs and OPTDs serve an interactive function, while a small portion serves an interactional function. There is also a tiny portion that serves multiple functions. For example, the FS "allow us to" serves as both an engagement marker (a subcategory of interactive resources) and a self-mention (a subcategory of interactional resources). Despite their small amount, they deserve more attention since they carry multiple functions. Another interesting finding in the present study was the emergence of a new subcategory under interactive functions: condition markers (e.g., in terms of). Additionally, two new subtypes are identified under endophoric markers, which are metadiscursives (e.g., the results of) and visuals (e.g.,

let's look at). The new subcategories can extend Hyland's most cited wordlist of metadiscourse markers.

Regarding key findings in interactive resources, there are six subcategories, including transitions, frame markers, evidentials, endophoric markers, code glosses, as well as a new subcategory: condition markers. From the overall distribution of metadiscourse functions, frame markers and transitions are the top two metadiscourse functions in OPTDs, mirroring the findings in OPPDs. For the transition markers, it was found that presenters overused transition markers of addition such as "and", the structure of FSs with "and +" occupying 44% of the total tokens of transitions. For the frame markers, based on Hyland's (2018) four pragmatic functions of frame markers, which are used to announce goals, sequencing, shift topic and label stages, most of frame markers used frequently in OPTDs are to announce goals, accounting for 74% of the total occurrences of frame markers. For the endophoric markers, similar to the findings in OPPDs, two new subtypes can be extended to Hyland's (2018) list of endophoric markers. They are metadiscursives and visuals. Metadiscursives in the present study refer to those endophoric markers in the structure of "the+ metadiscursive noun + of", such as "the result(s) of", "the findings of", "(the) analysis of", "the background of", and "the definition of". And visuals in the present study refer to those metadiscourse markers that guide the listeners' attention toward accompanying visual materials, such as slides, graphs, tables, or charts. Examples identified in the present study include FSs like "we can see from the table", "in the slides", "this is", and "here is/are" which function to direct the audience's focus to relevant visual content, enhancing the overall clarity and effectiveness of communication. Condition markers is a new subcategory of interactive resources in both OPPDs and OPTDs, which are used to present the prerequisites for subsequent arguments, indicating specific contexts, cases, perspectives, etc. Examples of condition markers include "in the case of", "in terms of", "in spite of", "with regard to", and "on the basis of".

Regarding key findings in interactional resources, five subcategories include hedges, boosters, attitude markers, engagement markers and self-mentions. Compared to other interactional subtypes in OPTDs, engagement markers are the most prevalent. Based on Hyland's (2005a, 2018) metadiscourse model, engagement categories can be further divided into reader/listener pronouns (e.g., we, us, you), directives (e.g., it is necessary to, need to), questions, shared knowledge (e.g., as we all know) and personal asides (If I am a famous professor...). Directives stand out as the most prevalent engagement type in both OPPDs and OPTDs in terms of total types and tokens. Notably, most of the directives are found to use cognitive acts instead of physical acts

in the present study. The observed frequency and patterns of engagement markers suggest that graduate students in both OPPDs and OPTDs demonstrate awareness of the importance of establishing social interactions with their audience during the presentation.

As for hedges and boosters in interactional resources, it was observed that hedges were used more frequently than boosters in both OPPDs and OPTDs. Specifically, in OPTDs, hedges were notably prevalent in the Results and Discussion Phase, particularly within moves M15 (Reporting results) and M16 (Commenting on results). Presenters tended to express their research results cautiously and with soft claims during this phase. Interestingly, presenters in OPTDs demonstrated a preference for employing FSs in passive voice and avoiding self-mention when presenting and discussing their arguments. In other words, there was a tendency to refrain from using explicit personal pronouns (e.g., I, we) in dissertations, possibly to maintain objectivity and avoid revealing personal viewpoints. However, in OPPDs, there was a notable occurrence of self-mention with boosters such as "I found that," while self-mention with hedges was less frequent. Moreover, the highest occurrences of self-mention with boosters were observed when presenting preliminary findings in OPPDs.

In terms of self-mention markers, the study revealed that self-mention markers primarily rely on first-person singular pronouns, notably "I" and "my." Examples include expressions such as "I will," "I would like to," and "my name is." These "I-based" and "my-based" self-mention markers are commonly employed to guide text organization or articulate goals and purposes. In particular, most "I-based" self-mention markers identified in the study serve low-risk functions, such as acting as representatives or guides, based on Tang and John's (1999) continuum, which delineates six functions of first-person pronouns in academic discourse, ranging from low to high risk. Additionally, the study found that first-person plural pronouns, like "we," are prevalent when presenting research findings. "We-based" self-mention markers, such as "we can see," frequently appear in this context. The inclusive use of "we" in these markers often implies a shared experience or collaborative exploration of a research topic, engaging listeners in the speaker's discourse.

The following two tables show the complete lists of metadiscourse functions of FSs in OPPDs and OPTDs with sum of normalized frequency (pmw).

Table 6.5 Complete list of frequently used metadiscourse functions of FSs in OPPDs

Broad categories	Category	The most frequently used metadiscourse markers	Sum of NF (pmw)	The most frequently used metadiscourse markers	Sum of NF (pmw)
Interactive	Transition markers	and then	2650	so this is	209
		and for	953	lead to	209
		as well as	837	because of	209
		and also	837	and this is	186
		as well	511	this is because	163
		due to	465	rather than	163
		in addition	418	as to	163
		between...and...	395	and here is/are	163
		and there are/is	395	then after	139
		as for	349	so that's why	139
		so that	325	and from	139
	Frame markers	focus on	721	aim to	209
		I'd like to/ I would like to	721	I will	209
		to answer	558	the first one	209
		in order to	465	to find out	209
		let's move (on) to	302	my name is	186
		be going to	279	to investigate	186
		(be) used to	256	I'm going to	163
		the first one is	256	it is to	163
		to examine	232	let's come to	163
		to explore	232	try to	163
		want to	232		
	Evidentials	based on	1860	(be) collected from	139
		according to	1511	come from	93
		(be) adapted from	256		
	Endophoric markers	this is	1162	the summary of	116
		in my study	325	the background of	93
		the result(s) of	232	as I mentioned before	70
		in the present study	209	here's the reasons for	70
		and this is	186	in previous studies	70
		and here is/are	163	in this study	70
		the significance of the study	163	the structure of	70
		from the pilot study	139	from this table we can see	46
		in the slides	139	it is planned as follows	46
		from the previous studies	116		
		in this field	116		
	Code glosses	for example	442	is called	116
		refer to	442	it means that	116
		such as	418	the example of	116
		be regarded as	279	to be specific	116
		an example of	116	in other words	70
		and so on	116		
	Condition markers	in terms of	511	in the field of	46
		from the perspective of	116	from the student's perspectives	23
		on the basis of	116	in the context of	23
Interactional	Hedges	can be	535	it can be seen that	23
		could be	139	it can contribute to	23

Table 6.5 Complete list of frequently used metadiscourse functions of FSs in OPPDs (Cont.)

Broad categories	Category	The most frequently used metadiscourse markers	Sum of NF (pmw)	The most frequently used metadiscourse markers	Sum of NF (pmw)
		a little bit	116	it is also possible that	23
		tend to	116	it is apparent that	23
		claim that	93	it is likely that	23
		in this case	93	It seems as though	23
		in general	70	it would help boost the attention	23
		it would be	70	this can be implied that	23
		it is possible to	46	this is likely due to	23
		(be) similar to	23	to a great extent	23
		it can assist in	23	to the best of my knowledge	23
		it can be inferred that	23		
	Boosters	I found that	256	it was found that	46
		found that	116	none of them	46
		we found that	93	a lot of	23
		especially for	70	I've found that	23
		it is still unknown that	70	studies have shown that	23
		very few studies	70	the study shows that	23
		it is believed that	46	what I've found from	23
	Attitude markers	we/I hope that	163	it is expected that	23
		the importance of	93	it is good that	23
		it is difficult for/to	70	it is interesting to	23
		an integral part of	23	it is necessary to	23
		be very vital to	23	it is vital for	23
		it is also worth noting that	23	it is widely acknowledged	23
		it is an honor to	23	it is worth noting that	23
		it is appropriate for	23	it will be beneficial to	23
		it is beyond my ability	23	we expect to conduct	23
		it is effective to	23		
	Engagement markers	should be	790	we can see that	163
		have to	511	thank you (so/very much) for your attention	139
		you can see	418	good morning	116
		look at	349	let's have a look (at)	116
		let's move (on) to	302	need to be	116
		compare with	256	as you can see	93
		need to	232	let's see	93
		we have to	232	stated that	93
		as we (all) know (that)	163	we need to	93
		let's come to	163	you can see from	93
	Self-mentions	I'd like to/ I would like to	721	so I will	93
		I found that	256	we found that	93
		we have to	232	we need to	93
		I will	209	as I mentioned before	70
		my name is	186	I want to	46
		as we (all) know (that)	163	the end of my presentation	46
		I'm going to	163	as I've mentioned that	23
		we can see that	163	before I get started	23
		we/I hope that	163	I also want to thank	23
		I will talk about	116	I have to tell you that	23

Table 6.6 Complete list of frequently used metadiscourse functions of FSs in OPTDs

Broad categories	Category	The most frequently used metadiscourse markers	Sum of NF (pmw)	The most frequently used metadiscourse markers	Sum of NF (pmw)
Interactive	Transition markers	and then	915	so this is	225
		as for	855	(could/might/may) lead to	210
		and also	585	and after	210
		and for	495	because of	210
		as well as	480	and from	165
		due to	465	rather than	165
		and there are/is	330	and this is	150
		as to	330	not only... but also	135
		and here is/are	285	in addition	120
		as well	225	in this case	120
	Frame markers	(be) used to	720	to explore	255
		the second	615	(be) used as	240
		I will	525	is about	240
		the first	450	to improve	240
		in order to	435	now let's come to	225
		want to	405	the third	225
		to answer	390	and after	210
		(be) used for	330	now let's move (on) to	165
		to investigate	330	focus more on	150
		focus on	315	now let me	150
		is to	300		
	Evidentials	based on	675		
		according to	360		
		proposed by	225		
	Endophoric markers	this is	1740	in the present study	120
		in this study	660	the definition of	120
		here is/are	540	the background of	90
		the findings of	420	the example(s) of	90
		and here is/are	285	in the slides	60
		the result(s) of	285	this is the example of	60
		(the) analysis of	255	we can see from the Table	60
		and this is	150	as I mentioned before	45
		in my study	135	now let's see some examples	30
	Code glosses	such as	570	abbreviated as	75
		that is	525	in other words	60
		and so on	210	it means that	60
		for example	210	the meaning of	60
		the definition of	120	this is the example of	60
		refer to	90	that is to say	45
		the example(s) of	90	to be specific	45
	Condition markers	in terms of	420		
		in the field of	90		

Table 6.6 Complete list of frequently used metadiscourse functions of FSs in OPTDs (Cont.)

Broad categories	Category	The most frequently used metadiscourse markers	Sum of NF (pmw)	The most frequently used metadiscourse markers	Sum of NF (pmw)
Interactional	Hedges	can be	615	can be considered as	45
		could be	375	could be beneficial	45
		indicate that	315	is likely to	45
		might be	165	it seems that	45
		in general	120	it would be	45
		in this case	120	could be found in	30
		tend to	120	may/might be due to	30
		the majority of	75		
	Boosters	found that	690	a lot of	195
		show that	615	it was found that	60
		was/were found to be	210	(be) shown in	45
	Attitude markers	contribute to	240	the benefit(s) of	75
		much better than	90	the difficulty of	60
		agree that	75	could be beneficial (to)	45
		the importance of	75	is/are expected to	45
		difficulties in	75	it is necessary to	30
	Engagement markers	should be	435	Good afternoon	150
		need to be	285	now let me	150
		thank you so/very much	285	we can see that	150
		have to	255	as you can see	135
		now let's come to	225	thank you (so/very much) for your attention	90
		you can see	210	let's look at	75
		need to	195	they should be	75
		can be seen	180	please allow me to	60
		look at	165	should be provided	60
		now let's move (on) to	165	we can see from the Table	60
		we can see	165		
	Self-mentions	I will	525	as I mentioned	45
		we can see	165	my name is	45
		we can see that	150	the end of my presentation	45
		I would like to	135	and that's all for my presentation	30
		I'm going to	105	express my sincere gratitude to	30
		allow us to	45	I am happy to be here today	30

6.2 Implications of the research

The present study holds implications both theoretically and pedagogically. Theoretically, the current study combines a top-down and bottom-up approach in coding moves, validating Flowerdew's (2002) assertion that relying solely on a top-down approach for coding moves or steps may prove impractical due to its limitations in accounting for emerging functions, as highlighted by Moreno and Swales (2018). Therefore, the present study underscores the importance of exploring a combined method for identifying moves and steps in future studies.

Furthermore, the moves and steps identified in this study contribute to our understanding of the genre knowledge exhibited in graduate student oral presentations during defenses. Additionally, the comprehensive list of identified FSs, varying in length, enriches our understanding of academic spoken discourse. The analysis of metadiscourse functions in the results confirms Li et al.'s (2017) extension to Hyland's (2005a, 2018) model of metadiscourse, introducing condition FSs such as "in terms of" and "in the field of" as a new subcategory under interactive resources. Moreover, the study identifies two new subtypes under endophoric markers: visuals (e.g., "from this table we can see") and metadiscursives (e.g., "the results of"). Therefore, the present study contributes significantly to the ongoing development of our understanding of genre knowledge and metadiscourse functions. In summary, the present study enhances genre-based and ESP-based understandings of graduate oral presentations during proposal and thesis defenses. The choice to explore data from OPPDs and OPTDs sheds light on two genres that have been largely overlooked.

Pedagogically, first of all, this study provides valuable resources for graduate students and novice researchers in applied linguistics. It offers comprehensive templates of moves and steps for both OPPDs and OPTDs, which serve as guides throughout graduate education. These templates help students understand the distinct structures of each genre, offering clarity and guidance. Recognizing the variations between OPPDs and OPTDs, the templates assist presenters in navigating specific requirements, selecting appropriate moves, and efficiently allocating their time. For example, OPPDs emphasize the "Introduction" and "Method and Procedure" phases, while OPTDs focus on the "Results & Discussion" phase. Understanding these differences helps presenters manage content and time effectively, ensuring a successful presentation. In English for Academic Purposes (EAP) courses, move/step analysis is crucial for developing students' academic literacy. By dissecting the structures of OPPDs and OPTDs, students learn academic discourse conventions. Educators can use these templates to design activities that enhance students' skills in

constructing coherent and persuasive presentations, essential for academic and professional success. For instance, an educator might incorporate move/step analysis into a module on academic presentations by first introducing students to the generic structures of OPPDs and OPTDs. Subsequently, students could be tasked with analyzing sample presentations, identifying specific moves and steps, and discussing their purposes. This activity not only reinforces the theoretical knowledge of genre structures but also encourages critical thinking and analytical skills. In practical terms, educators could ask students to draft their presentations following the identified templates, peer-review each other's work, and provide feedback based on the adherence to the schematic structures. This iterative process of drafting, reviewing, and revising helps students internalize the genre conventions and apply them effectively in their own work. Moreover, educators can simulate real-life scenarios where students must adapt their presentations to different contexts or audiences. For example, students could be required to modify an OPPD for a lay audience or adapt an OPTD to fit within a shorter time frame. Such exercises enhance students' flexibility and ability to tailor their communication strategies according to varying demands. By integrating move/step analysis into EAP curricula, educators equip students with practical tools for navigating academic genres, thereby fostering their overall communicative competence and confidence in academic settings.

Secondly, the FSs identified in this study can reduce the processing effort for presenters during preparation. FSs commonly associated with specific moves or unique to a single move, along with their metadiscourse functions, provide valuable guidance for their appropriate use in presentations. Successful presentations require not only effective information delivery but also language mastery to persuade, inform, entertain, or engage the audience. This involves positioning oneself and the audience within the presentation to craft coherent discourse tailored to specific social contexts (Hyland, 2018). The practical utility of FSs aligned with different rhetorical move-steps assists EAP learners in deploying linguistic resources effectively for various communicative functions in academic discourse. The study provides authentic materials and analyzed examples from corpora that can be integrated into academic oral presentation guides, enhancing students' academic speaking literacy. Teachers can use these resources to offer practical guidance on mastering academic discourse nuances. As Cortes (2011) notes, genre-based classes often use computers and corpora to help students analyze linguistic conventions and discourse organization across academic genres. In EAP courses, teachers can incorporate activities like analyzing successful presentations on platforms like YouTube, where students can observe FSs such as hedges or boosters

and assess their contributions to argument strength. Students can also explore the impact of self-mention on statement effectiveness and identify strategies presenters use to achieve specific goals. Additionally, analyzing presentation transcripts can facilitate discussions on the rhetorical effects of omitting certain features. Through these activities, students can compare and contrast the use of FSs to convey specific communicative functions in presentations, integrating frequently observed FSs into particular moves to construct effective presentations. This approach enhances students' awareness of these features and their roles in successful OPPDs and OPTDs.

In conclusion, the results of this study provide learners and educators with essential genre knowledge, language skills, and effective strategies required for successful engagement in potentially unfamiliar academic genres.

6.3 Limitations and recommendations for future study

One primary limitation of the current study lies in the restricted generalizability inherent in all qualitative inquiries.

On the one hand, the corpora in the present study comprise only 31 oral presentations, a relatively small sample size. Furthermore, data collection occurred within a single university's applied linguistics field from 2020 to 2023, suggesting that caution should be exercised in interpreting the research outcomes. The findings may not readily extend to other academic disciplines or institutions due to potential disciplinary variations and the influence of time constraints and institutional regulations. For instance, the study's findings were shaped by regulations mandating that graduate students deliver their presentations within a 30-minute timeframe and include essential elements such as introduction, literature review, methods, etc.

On the other hand, while efforts were made to minimize subjectivity, the results inevitably bear some degree of subjective interpretation. Measures such as involving inter-coders and the researcher's meticulous coding and recoding processes aim to enhance reliability and rigor throughout the procedure, including the coding of moves, the identification of FSs, and the categorization of structural types and metadiscourse functions of FSs.

Moving forward to recommendations for future study, it is crucial to identify key areas for further exploration and improvement based on the limitations identified.

First of all, future research should expand the corpus size to create a more extensive and balanced dataset, ensuring equivalent word counts and numbers of oral presentations across different genres. Validation of the findings is needed in future research by utilizing a larger corpus.

Additionally, further investigation into FSs that are closely associated with specific move-steps, especially those occurring in only one move-step, could provide valuable insights. Understanding whether there are systematic interdisciplinary variations in the distribution of FSs across rhetorical move-steps remains an open question worthy of exploration. It would be intriguing for future studies to delve into the rhetorical and linguistic characteristics of oral presentations in diverse disciplines.

Moreover, future research could explore variations in FS usage among graduate students from different countries in an ELF context. Investigating how cultural and linguistic backgrounds influence the utilization of FSs in oral presentations could shed light on the dynamics of academic communication in multicultural academic settings.

Lastly, it has been acknowledged that academic oral presentations are multimodal, with stance conveyed through paralanguage, facial expression, posture, and gesture, which transcripts do not capture. Future research could expand the framework to include these elements, enhancing the richness and depth of descriptions of oral presentations.
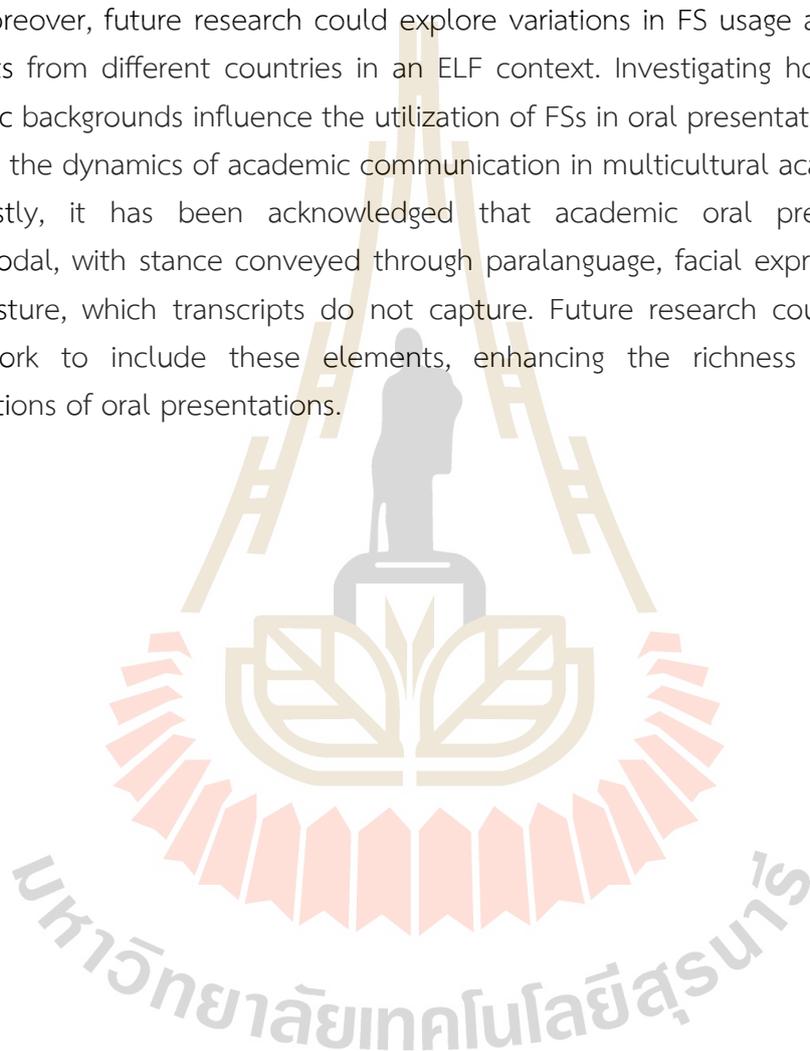
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APPENDICES
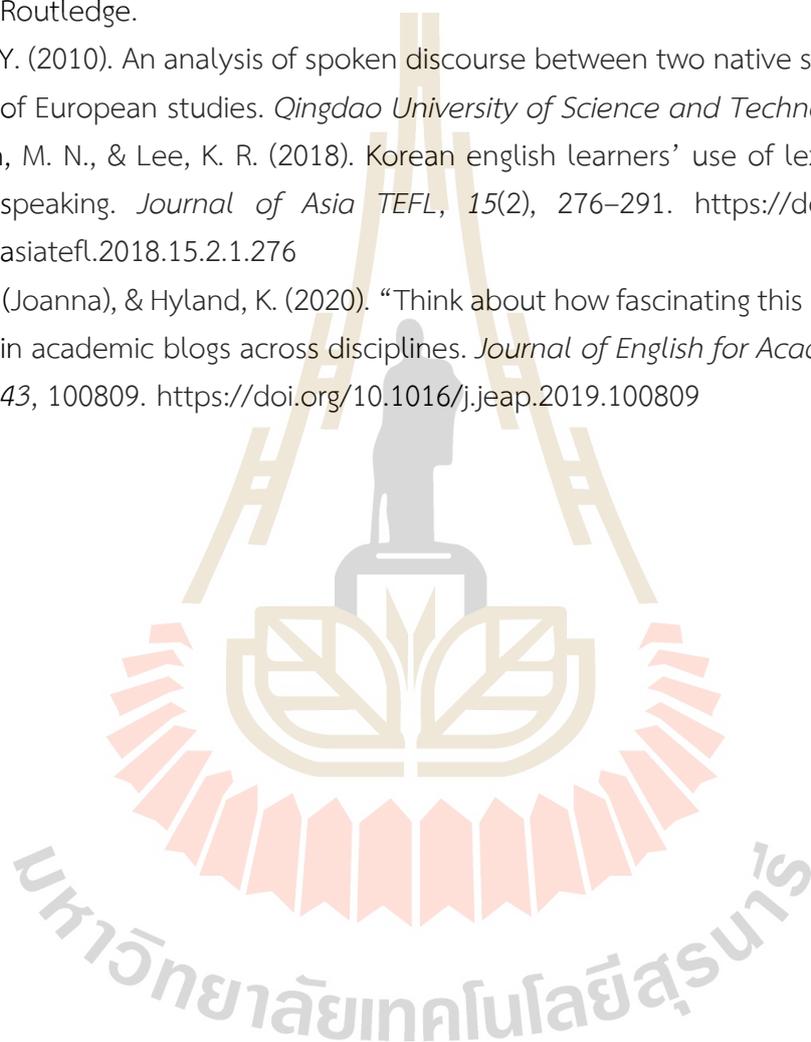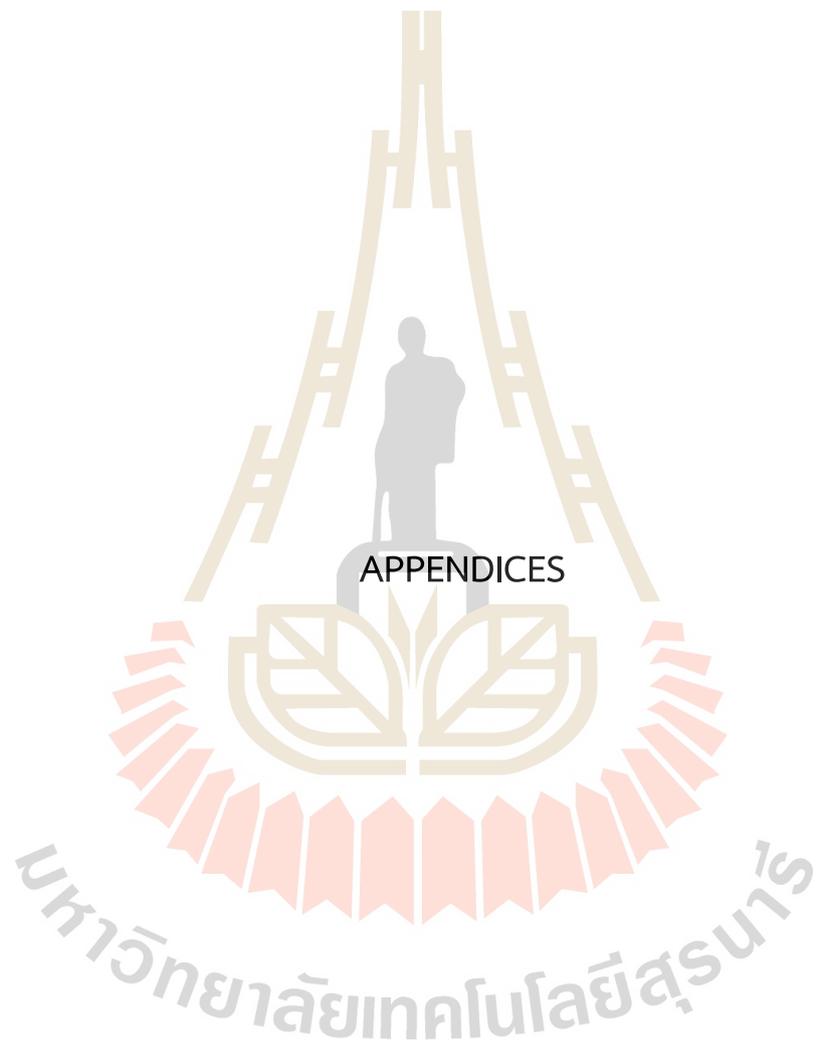
APPENDIX A

ANALYTICAL FRAMEWORK FOR CODING MOVES/STEPS FOR ORAL PRESENTATIONS OF GRADUATE PROPOSAL DEFENSES

Phase	Moves/steps
Initiation	**M1 Starting the presentation**
	S1 Identifying oneself and making greetings
	S2 Thanking the committee members or/and audience or/ chair and/or
	acknowledgment of supervisor(s)
	M2 Announcing the topic
	M3 Outlining the presentation
Worth-establishing	**M4 Announcing the importance of the field**
	S1 Providing topic generalization/background
	S2 Indicating the centrality/importance of the topic
	M5 Creating a research need
	S1 Indicating problem(s) and/or need(s) and/or motivation
	S2 Reviewing/Summarizing previous studies
	S3 Indicating the research gap in previous research
	M6 Introducing the present study
	S1 Announcing the present study
	S2 Indicating research aims/objectives/ purposes
	S3 Proposing research questions or hypothesis
	S4 Defining key terms/concept
	S5 Showing the significance/value of the present study
	M7 Providing theoretical foundation/framework
	M8 Providing justification
Method and Procedure	**M9 Preparatory information for presenting method and procedure**
	S1 Outlining the current part of presentation
	S2 Providing an overview of the study
	S3 Indicating approach
	M10 Describing data collection method and procedure(s)
	S1 Describing the sample (participants, location, time,etc.)
	S2 Describing the selection criteria
	S3 Describing methods and steps in data collection
	S4 Justifying data collection procedure(s)
	M11 Elucidating data analysis procedure(s)
	S1 Recounting data analysis procedure(s)
	S2 Justifying the data analysis procedure(s)
	S3 Previewing results

Phase	Moves/steps
Pilot study	**M12 Preparatory information for introducing pilot study**
	M13 Presenting pilot results
	S1 Introducing graphics
	S2 Reporting preliminary findings
	M14 Evaluating the feasibility/applicability
	M15 Making revisions
	S1 Presenting the difficulties/problems during the pilot study
	S2 Detailing the revisions
	M16 Providing considerations for developing the main study
Termination	**M17 Ending the presentation**
	S1 Signaling the end of the presentation
	S2 Expressing thanks
	S3 Inviting comments and questions

APPENDIX B

ANALYTICAL FRAMEWORK FOR CODING MOVES/STEPS FOR ORAL PRESENTATIONS OF GRADUATE THESIS DEFENSES

Phase	Moves/steps
Initiation	**M1 Starting the presentation**
	S1 Identifying oneself and making greetings
	S2 Thanking the committee members or/and audience or/ chair and/or acknowledgment of supervisor(s)
	M2 Announcing the topic
	M3 Outlining the presentation
Worth-establishing	**M4 Announcing the importance of the field**
	S1 Providing topic generalization/background
	S2 Indicating the centrality/importance of the topic
	M5 Creating a research need
	S1 Indicating problem(s) and/or need(s) and/or motivation
	S2 Reviewing/Summarizing previous studies
	S3 Indicating the research gap in previous research
	M6 Introducing the present study
	S1 Announcing the present study
	S2 Indicating research aims/objectives/ purposes
	S3 Proposing research questions or hypothesis
	S4 Defining key terms/concept
	S5 Showing the significance/value of the present study
	M7 Providing theoretical foundation/framework
	M8 Providing justification
Method and Procedure	**M9 Preparatory information for presenting method and procedure**
	S1 Outlining the current part of presentation
	S2 Providing an overview of the study
	S3 Indicating approach
	M10 Describing data collection method and procedure(s)
	S1 Describing the sample (participants, location, time, etc.)
	S2 Describing the selection criteria
	S3 Describing methods and steps in data collection
	S4 Justifying data collection procedure(s)
	M11 Elucidating data analysis procedure(s)
	S1 Recounting data analysis procedure(s)

Phase	Moves/steps
	S2 Justifying the data analysis procedure(s)
	S3 Previewing results
Results & Discussion	**M12 Preparatory information for introducing results**
	S1 Reviewing revisions after pilot study
	S2 Providing background information or how results are presented
	M13 Reporting results
	S1 Introducing graphics
	S2 Reporting major findings
	M14 Commenting on results
	S1 Interpreting results
	S2 Comparing results with literature
	S3 Accounting for results
Conclusion	**M15 Preparatory information for concluding the study**
	via Restating purpose, design, research questions/hypotheses, results,
	or indicating how conclusions are presented
	M16 Summarizing the study
	M17 Evaluating the study
	S1 Indicating limitations
	S2 Indicating significance/advantage
	M18 Deductions from the (research) study
	S1 Making suggestions
	S2 Recommending further research
	S3 Drawing pedagogic implications
Termination	**M19 Ending the presentation**
	S1 Signaling the end of the presentation
	S2 Expressing thanks
	S3 Inviting comments and questions

APPENDIX C

Semi-structured interview questions

1. Have you received training specifically on how to deliver a presentation during a proposal defense or thesis defense?

2. What are your typical preparation methods for an oral defense presentation?

3. Have you encountered any challenges while preparing for an oral defense presentation? If so, what were they?

4. Did you adhere closely to the structure of your written work when presenting during your defense? Why or why not?

5. When required to deliver a presentation lasting around 30 minutes, how do you manage your time allocation for each part of the presentation?

6. What linguistic expressions do you utilize to guide your audience through your presentation effectively?

7. How do you engage your audience and encourage their involvement during your presentation by using linguistic expressions? Could you give some examples of those expressions?

8. When reporting your research findings, do you tend to use first-person pronouns like "I," "my," or "we," such as in expressions like "we found that," "I found that," or "It was found that"? Alternatively, do you prefer to avoid using these first-person pronouns? What is your rationale for your choice?

9. When explaining the reasons behind your research findings, do you add some words such as "might," "could," or "possible"? What is your rationale for using or not using such expressions?

CURRICULUM VITAE

Xue Luo, born in 1992 in Hunan province, China, currently serves as a lecturer at the College of International Studies and Education, Tongren University, China. She obtained her master's degree in Foreign Linguistics and Applied Linguistics from the School of Foreign Languages, Guizhou University, China. Presently, she is pursuing a Doctoral Degree in English Language Studies at the Faculty of Foreign Studies, Suranaree University of Technology. Her academic pursuits focus on corpus linguistics, ESP/EAP, genre analysis, and discourse analysis.