



A Move Structure Analysis of Introduction Sections of Lecturers' Presentations in English Medium of Instruction (EMI) Classes

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ABSTRACT

This study examines the move structure and communicative purposes of introduction sections in lecturers' presentations in English-Medium Instruction (EMI) classes. The research was conducted in three International Management courses at the Faculty of Economics and Business. A Qualitative method supported by descriptive statistics was used. The data consisted of twelve audio-recorded lecture introductions delivered by three lecturers, analyzed using a move structure framework adapted from Carter (2005), together with the concept of communicative purpose from Swales (1999). A questionnaire was also distributed to 23 students to explore their perspectives on the clarity and engagement of these introductions. The findings show that two main moves, Listener orientation and Content Orientation, appeared in all twelve introductions, indicating that both were obligatory within the dataset. Within Listener orientation, only the greeting step occurred consistently, while within Content Orientation, outlining the lecture structure was the most consistent step. Three new steps were identified: giving announcements, taking attendance, and organizing students' presentations, suggesting that lecturers in this EMI context adapt their introductions to practical classroom demands. Most students (78%) agreed that the introductions given by their lecturers were clear and helped them feel prepared for the lesson. These results suggest that a well-structured introduction is indeed meaningful and supports students' comprehension in EMI classrooms.

INTRODUCTION

English has increasingly become the language used to teach academic subjects in higher education, a practice commonly known as English as a Medium of Instruction, or EMI (Dearden, 2014). Universities adopt EMI to prepare students for a globalized world, which means lecturers must not only teach in English but also organize their lessons so that the content remains accessible to students who are processing academic material in a second language (Macaro, 2018). Previous classroom-based studies have shown that students often struggle to follow a lesson when a lecturer shifts too quickly between basic explanations and advanced academic language (An, Macaro, & Childs, 2021) and that students feel more prepared when a lecturer gives clear direction at the beginning of a session (Maida & Kurniati, 2023). In this research context, Bhatia's (2013) genre analysis is relevant because it views genre as a recognizable

communicative event used by members of a discourse community to achieve specific communicative purposes in professional or academic settings. Using Bhatia's perspective, this research examines how lecturers organize the introductory sections of their presentations through recurring moves and steps.

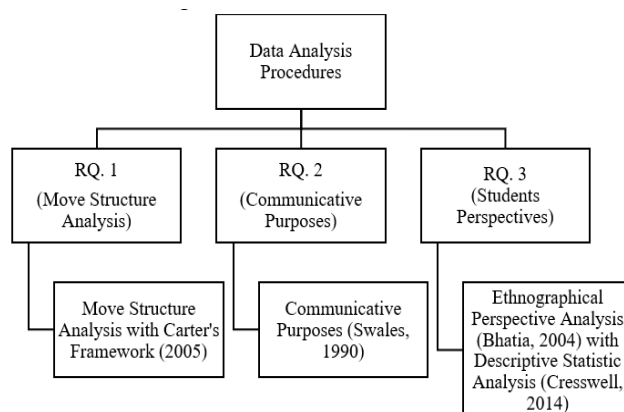
In EMI teaching, a crucial variable is the introduction, which helps students settle into the lesson by greeting them, stating the topic, and signaling how the session will be organized (Rowley-Jolivet & Carter-Thomas, 2005). Introduction takes on even greater meaning in EMI classes, as students in these settings must process academic content and a second language simultaneously, making a well-structured introduction an important source of linguistic support and a means of reducing cognitive load (Macaro, 2018). Despite this, only a few studies have combined the analysis of lecturers' move structures with students' perceptions in the Indonesian EMI context (An, Macaro, & Childs, 2021; Maida & Kurniati, 2023), and even fewer have systematically applied a move-structure framework specifically to oral lecture introductions.

This study addresses that gap by examining the introduction sections of lecturers' presentations in three International Management courses, namely Human Resource Management, Marketing Management, and Digital Business, at the Faculty of Economics and Business, Universitas Andalas. Specifically, the study aims to (1) analyze the move structure used in the introduction sections of the EMI lectures, (2) describe the communicative purpose, and (3) identify students' responses to the clarity and engagement of these introductions.

METHOD

This study uses a qualitative research design supported by descriptive statistics (Creswell, 2014). The qualitative component analyzed the move structure of lecture introductions, while the descriptive statistics summarized students' perspectives obtained through a questionnaire. The data consisted of audio recordings of the introductory sections from twelve lectures, delivered by three lecturers across three third-semester courses (Human Resource Management, Marketing Management, and Digital Business), collected over four weeks, with four meetings per course. Only the introduction section of each lecture, specifically the part containing identifiable moves and steps, was included as data; the main content delivery and closing of each lecture were excluded. The boundary of each introduction section was marked from the moment the lecturer began speaking to the class, typically with a greeting, until the lecturer moved into the main academic content or handed the session to student presenters, as confirmed by direct classroom observation and field notes.

Diagram 1. Data Collection Procedures.



Recordings were transcribed using the software *Wreally* (2015) and reviewed manually by the researcher. The transcripts were then analyzed using the move-structure framework adapted from Carter (2005), which consists of two main moves: Listener Orientation (greeting the audience, reciting a prayer, and introducing the speaker) and Content Orientation (leading the audience into the content, announcing the topic, and outlining the lecture structure). The communicative purpose of each move and step was then described using Swales' (1990) concept of communicative purpose, which explains that each move serves a specific communicative goal recognized within a discourse community.

To address students' perspectives, an eight-item Likert-scale questionnaire (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1) was distributed to 23 third-semester students from the three observed classes, all of whom had directly attended the recorded lectures. The questionnaire items were developed around the two communicative purposes identified in the move analysis: M1. Listener Orientation for engaging students at the start of class and M2. Content Orientation, helping students understand and prepare for the lesson content. The mean score for each item was obtained by multiplying each response value by the number of students who selected it, summing these values, and dividing the total by the number of respondents ($N = 23$). Mean scores were then interpreted using the following scale: 3.25-4.00 (Very High), 2.50-3.24 (High), 1.75-2.49 (Low), and 1.00-1.74 (Very Low). In this interpretation, a very high score means that nearly all students agreed or strongly agreed with the statement, indicating that the aspect being asked about was clearly experienced by the students during the lecture introduction. A high score means that most students agreed, although a few students gave different responses. On the other hand, a low or very low score means that most students disagreed with the statement, indicating that the aspect was rarely or never experienced in the observed classes.

RESULTS AND DISCUSSION

Move Structure

The analysis shows that both Listener Orientation (M1) and Content Orientation (M2) appeared in all twelve lecture introductions, indicating that both moves were obligatory within this dataset. Within M1, only Step 1A. Greeting the Audience occurred consistently across all lectures, as illustrated in the following datum.

Datum 1:

"Good afternoon, students. How are you guys? Nice to hear all of you are good." (L10)

In this data point, the greeting "Good afternoon, students" initiates the interaction between the lecturer and the students, followed by a brief question about the students' condition. This shows that Step 1A can be realized through a multi-part greeting rather than a single expression. Meanwhile, Step 1B. Reciting a Prayer and 1C. Introduction of the Speaker did not appear at all, most likely because the EMI classrooms include students from diverse backgrounds and the class recordings were taken mid-semester, when the lecturers and students already knew each other. Table 1 summarizes the occurrence of every move and step found in the data.

Table 1. Move and Step Occurrence Across Twelve Lecture Introductions

Move	Step	Function	Occurrence
M1	Step 1A: Greeting the Audience	Verbal salutation that opens classroom interaction	100% (Obligatory)
	Step 1B: Reciting a Prayer	Contextual/religious opening	0% (Optional)
	Step 1C: Introduction of Speaker	Lecturer's self-identification	0% (Optional)
	Step 1D: Giving Announcement*	Conveys institutional information	New step (Found in the data*)
	Step 1E: Taking Attendance*	Administrative routine	New step (Found in the data*)
M2	Step 2A: Leading into Content	Connects prior knowledge to current lesson	83.3% (Conventional)
	Step 2B: Announcing the Topic	States the session's focus	83.3% (Conventional)
	Step 2C: Outlining Structure	Provides a roadmap for the session	100% (Obligatory)
	Step 2D: Presenter & Preparation*	Assigns/organizes student presentation	New step (Found in the data*)

*Steps not included in Carter's (2005) original framework; identified newly in this study's data.

As shown in Table 1, Step 2C. Outlining Structure and Indicating Scope occurred in all twelve lectures, while Step 2A and Step 2B each appeared in ten. The consistent presence of Step 2C is illustrated in the following datum.

Datum 2:

“At first, we will listen to the presentation from group five. And the second agenda is we will discuss about the case study.” (L4)

In this data, the lecturer outlines the session’s structure by listing the activities that will take place, starting with a group presentation and followed by a case study discussion. This kind of outline helps students anticipate how to prepare and how the session will be organized before the main content begins. Beyond Carter’s (2005) original framework, three additional steps were also identified in the data: giving announcements, for example, reminders about a missed event; taking attendance, often through a QR code; and organizing student presentations by assigning presenter groups. These additional steps suggest that lecturers in this EMI context extend their introductions to cover practical classroom routines, not only academic orientation.

Communicative Purposes

M1 functions to open classroom interaction and signal that the session has formally begun. Since this purpose is carried out almost entirely through a simple greeting, a brief, direct greeting is sufficient to fulfill this communicative goal in the EMI classrooms observed, without requiring additional ritual elements. M2, in contrast, shifts the communicative purpose toward cognitive and instructional preparation: Step 2A connects prior knowledge to the current lesson, Step 2B reduces uncertainty by stating the topic directly, and Step 2C helps students anticipate the session’s structure.

The frequent occurrence of the greeting step and the structural overview step suggests that lecturers treat these two elements as essential routines for opening a class, regardless of the subject taught. Pedagogically, a consistent greeting helps build a comfortable classroom atmosphere, while a clear structural overview may reduce the cognitive load students experience while processing academic content in a second language (Macaro, 2018). This pattern may be particular to the EMI context: compared to studies conducted in native-English settings, such as Thompson (1994), the lecturers in this study placed a stronger emphasis on structural overview and topic announcement, possibly because they are aware that students need clearer signals when processing content in a second language.

Students’ Perspective

The questionnaire results show that students generally responded positively to the introduction sections, as summarized in Table 2.

Table 2. Mean Scores of Students’ Perspectives on the Introduction Section

No.	Questions	Mean	Category
Q1	The lecturer greeted the students at the beginning of class	3.30	Very High
Q2	The lecturer acknowledged the students before starting the lecture	3.04	High
Q3	The opening of the lecture session included a prayer	2.13	Low
Q4	The lecturer clearly acknowledged their role in conducting the class	3.22	High
Q5	The lecturer signaled that the lecture was about to begin	3.39	Very High
Q6	The topic was mentioned at the beginning of the presentation	3.22	High
Q7	The lecturer explained what parts would be discussed	3.30	Very High
Q8	The introduction helped me feel prepared for the lecture session	3.48	Very High

N = 23. Scale: 3.25-4.00 Very High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low.

As shown in Table 2, the highest mean score was for the item stating that the introduction helped students feel prepared for the lecture (Q8), with all 23 students selecting “Agree” or “Strongly Agree”. Items related to greeting (Q1), structural overview (Q7), and signaling the start of the lecture (Q5) were also rated Very High, which closely mirrors the consistent presence of these steps in the move analysis. In contrast, the item about prayer at the beginning of class (Q3) received the lowest score, consistent with

the complete absence of this step from the recorded data.

These patterns suggest that students do not simply notice whether a step is present, but also value steps that directly help them process lesson content in English. The topic announcement and structural overview were rated highly because they reduce uncertainty for students who must follow academic material in a second language, whereas reciting a prayer was not seen as essential to feeling prepared for the lecture. This indicates that students associate clarity and preparedness more closely with content-related signals than with ritual or social opening routines.

CONCLUSIONS

This study found that lecturers' introductions in EMI classes consistently follow two obligatory moves within this dataset, Listener Orientation and Content Orientation, realized mainly through greeting, topic announcement, and structural overview. Three steps not included in Carter's (2005) original framework, namely giving announcements, taking attendance, and organizing student presentations, were also identified, reflecting practical adaptations made by lecturers in the Indonesian EMI context. Students' responses to a questionnaire confirm that these elements, particularly greeting, topic announcement, and structural overview, are meaningful to them and contribute to their sense of clarity and readiness for the lesson.

These findings contribute to research on EMI and genre analysis by showing that Carter's (2005) framework, originally developed for academic oral presentations in general, can be adapted to describe lecture introductions in an Indonesian EMI context, including classroom-specific steps that the original framework does not account for. Future research could expand this analysis to more courses, departments, or universities to examine whether these patterns, especially the newly identified steps, hold across other Indonesian EMI settings.

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