

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English has become the dominant language in academic settings worldwide, and this development has garnered significant attention in the field of linguistics. As universities find it difficult to equip students for participation in a globalized world, English is increasingly adopted as the medium for teaching academic subjects (Hyland, 2004; Jenkins, 2014). This practice, commonly referred to as English as a Medium of Instruction (EMI), has been widely implemented in higher education institutions across various countries (Dearden, 2014). Many universities adopt EMI to improve graduate employability and strengthen their international standing. For lecturers, this means not only teaching in English but also organizing their lessons so that the content is accessible to students (Macaro, 2018; Hamid, Nguyen, & Baldauf, 2013).

Classroom-based research has consistently shown that EMI affects the way teachers and students communicate during lessons. An, Macaro, and Childs (2021) found that students experience difficulty following the material when a lecturer shifts too rapidly between explaining foundational concepts and using advanced academic language simultaneously, particularly in subjects that require a high level of comprehension. Studies focused on lecture introductions reflect a similar pattern. Thompson (1994) and Rowley-Jolivet and Thomas Carter (2005) note that students rely on clear signaling language during the opening of a lecture, for example, when a lecturer begins with a phrase such as *“Today, we will focus on...”* because this signal helps them understand how the lesson will be structured. Related findings have also emerged in the Indonesian EMI context.

Maida and Kurniati (2023) found that students feel better prepared and less uncertain when their lecturer can provide clear direction at the start of a lesson, and that this clarity supports their overall understanding of the session. However, these studies suggest that when analyzing EMI classrooms, attention should be directed not only to how EMI is implemented at the institutional level but also to how lecturers structure the openings of their presentations to support students' comprehension in linguistically demanding settings.

In EMI teaching, a crucial variable is the manner in which lecturers deliver their oral presentations, since oral presentations primarily serve to inform and guide students in understanding the class content. A central component of any presentation is the introduction, which helps students settle into the lesson by greeting them, establishing the topic, stating the learning objectives, and signaling the direction of the session (Rowley-Jolivet & Carter-Thomas, 2005). Clear and well-organized introductions help students relate new material to prior knowledge and anticipate how the lesson will proceed (Hyland, 2004).

Introduction takes on even greater meaning in EMI classes. 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). For instance, the lectures often begin with statements like *"Today we will discuss..."*, *"At the end of this lesson you will learn how to..."*, or *"I am going to give you a short overview..."*, all aimed at preparing students for what is to come next (Hyland, 2004).

Understanding how lecturers structure the introduction section of their presentations is essential, as this stage helps students orient themselves to the lesson and

anticipate its content and purpose (Bhatia, 2013). A well-structured introduction typically states the topic, outlines the learning objectives, and prepares students for the key ideas to follow, allowing them to connect new material with existing knowledge (Rowley-Jolivet & Carter-Thomas, 2005; Hyland, 2004).

In EMI classrooms, where students process both academic content and a second language simultaneously, the introduction serves additional functions by reducing cognitive demands and providing linguistic support that helps learners follow the lesson more effectively (Macaro, 2018). For this reason, analyzing the move structure of introduction sections provides insight into how lecturers organize and frame their lessons at the beginning of sessions, offering guidance for developing clearer, more student-centered EMI teaching practices (Swales, 1990).

Despite these insights, few studies combine the analysis of lecturers' oral presentation move structures with students' perceptions in Indonesian higher education settings (An, J., Macaro, E., & Childs, A., 2021; Maida, W. N., & Kurniati, A., 2023). In line with this, Thompson (1994) emphasizes that research into the audience's perspective of different lecture introduction structures is required to determine whether there is a relationship between multifunctional introductions and lecture comprehension. While prior research has emphasized challenges such as lecturers' English proficiency and pedagogical skills (Hamid, Nguyen, & Baldauf, 2013; Brown & Lee, 2015), few studies have systematically applied move-structure frameworks to examine oral presentation strategies in the EMI context.

This study examines the move structures used by lecturers in International Management classes at the Faculty of Economics and Business, Universitas Andalas, drawing on Bhatia's (2014, 2013) frameworks. This study also investigates the

communicative purposes of each move and explores students' perspectives using online survey data. By addressing this gap, the study provides practical support for EMI practices in Indonesian higher education and for the development of effective academic communication strategies.

The data for this study were taken from International Management classes because this program is a non-English department that fully implements EMI, in which lecturers and students rely on English as the primary language of instruction without additional support in a second language. This setting was considered suitable for examining, using genre analysis, how lecturers naturally organize their introductions to help students follow academic content delivered in a second language. The researcher also had direct access to these classes through the cooperation of the Faculty of Economics and Business, which made it possible to observe and record three different courses taught by three different lecturers. The International Management classes observed in this study appear to apply a project-based learning approach, in which students are required to give group presentations, take part in case-based discussions, and complete a final project related to the course topic. This learning approach is reflected in the data, where lecturers regularly assign and organize student presentation groups as part of their introduction section.

1.2 Research Question

- 1) What are the move structures of the introduction section of lecturers' presentations in EMI classes?
- 2) What are the communicative purposes of the introduction section of lecturers' presentations in EMI classes?

- 3) What are students' perspectives on the introduction section of lecturers' presentations in EMI classes in terms of clarity and engagement?

1.3 Objective of the Research

- 1) To analyze the typical move used in the introduction section of lecturers' presentations in EMI classes.
- 2) To identify and describe the communicative purposes of each move in the introduction section of lecturers' presentations in EMI classes.
- 3) To investigate students' perspectives on the introduction section of lecturers' presentations in EMI classes, focusing on aspects of clarity and engagement during the presentation.

1.4 Focus of the Research

This study focuses on the introduction sections of lecturers' presentations from three third-semester courses, namely Human Resource Management, Marketing Management, and Digital Business, each taught by a different lecturer. The data consist of audio recordings of these introduction sections, analyzed using the move-structure framework adapted from Carter (2005) and explained in terms of communicative purposes following Swales (1990). The findings are further supported by students' perspectives on the clarity and engagement of the introduction sections, collected through a questionnaire.

1.5 Methods of the Research

This study employs a qualitative research design, supplemented by descriptive statistics. Creswell (2014) defines qualitative research as an approach to examining how people make sense of their experiences and to identifying patterns in naturally occurring data. In this study, the qualitative component focuses on analyzing the move structures of

lecturers' introduction sections in EMI classrooms to understand their communicative purposes.

The lecturers whose presentations are analyzed have varied academic backgrounds and different levels of EMI teaching experience, providing a realistic representation of EMI instructional practices. The students in these EMI classes are undergraduate learners who are supposed to process subject-matter knowledge. At the same time, English is their second language, making the clarity of lecture introductions particularly fundamental for students' comprehension.

Based on official information from the Faculty of Economics and Business at Universitas Andalas, the International Class accepts students through a national selection, such as SNBP or SNBT, or an independent selection process, which also requires them to pass an English proficiency interview. These criteria indicate that students in the International Class have met both the academic and language requirements set by their faculty. Faculty documents also indicate that permanent lecturers are generally expected to hold at least a master's or doctoral degree in a relevant field, and those teaching in the International Class are required to demonstrate strong English proficiency to ensure effective instruction in an English-medium environment.

The classroom data consist of recorded lecture sessions with an approximate duration of five to ten minutes per introduction section, which include details for identifying the move pattern. Table 1 presents an overview of lecturer codes and the duration of each recording.

Table 1. Overview of Lecturer Codes and Recording Duration

Courses	Lecture Codes	Duration
Human Resource Management	L1	5 minutes
	L2	6 minutes
	L3	9 minutes
	L4	5 minutes
Marketing Management	L5	7 minutes
	L6	4 minutes
	L7	8 minutes
	L8	5 minutes
Digital Business	L9	6 minutes
	L10	6 minutes
	L11	7 minutes
	L12	6 minutes
Total Duration:	74 minutes	
Word Counts:	4.200 words	

Descriptive statistics are included in the qualitative analysis. As Fraenkel, Wallen, and Hyum (2012) note, surveys can strengthen qualitative findings when the analysis is designed with appropriate validity and reliability considerations. In this study, statistics are used not to generalize results but to provide an overview of students' perspectives. Frequencies, percentages, and mean scores illustrate how frequently students share several views of how clarity, organization, and engagement actually occur in lecture

introductions in EMI classes (Creswell, 2014). These numerical scores can provide a broader context for the move analysis by showing how students interpret the presentation strategies identified in the qualitative analysis.

The qualitative and statistical components are connected. The move analysis identifies how lecturers structure their opening sections, while statistical results indicate how students interpret and respond to those structures based on their experiences. Descriptive statistics can support the analysis by highlighting which features of the introduction are perceived as effective or unclear, thereby reinforcing the interpretation of qualitative patterns (Creswell, 2014). Together, the two forms of data provide a more complete understanding of how lecture introductions function in EMI class settings.

In conducting this analysis, the multidimensional approach to genre analysis proposed by Bhatia (2004) will be used. The first dimension is textual analysis, which examines the move structures and linguistic features of lecturers' introductory sections to address RQ 1. The second dimension is the ethnographic evidence of how learners interpret and engage with these moves. This aligns with Bhatia's view of genre studies of how lecture introductions work in a real EMI classroom context.

1.5.1 Data Collection

a. Source of Data

The primary data sources for this study are classroom lectures and the participants who attended those lectures. Only the introduction section of each lecture was included as data in this study, specifically the part of the recording that contained identifiable moves and steps based on Carter's (2005) framework. Only the parts of the lecture, such as the main content delivery and closing remarks, were excluded from the analysis. These introductions were audio-recorded and class-

observed by the researcher to capture the natural flow of speech in each lecturer's introduction sections and the move structures. For the descriptive statistical analysis component, the data source consists of students in the International Management Department who attended the observed lectures and then completed an open-ended online questionnaire via Google Forms to share their experiences and perspectives on the lecturers' introductions. This combination of data sources follows Creswell's (2014) recommendation to use multiple sources for a comprehensive understanding of experiences in EMI classes.

b. Data Collection Instrument

Before conducting this research and starting to collect the data, the following instruments were prepared:

a) Clip-on microphone

A clip-on microphone was used to capture clear, high-quality audio directly from the lecturer, even in noisy classroom conditions.

b) Laptop

A laptop was used to manage data collection, including controlling the recording device and files, taking field notes during observations, and organizing preliminary data.

c) Transcription Software

Wreally (2015) was used to convert audio recordings into text and to ensure transcription accuracy and efficiency. The resulting transcripts were subsequently reviewed and edited by the researcher.

d) Online Survey

A structured questionnaire with Likert-scale items served as the main instrument for collecting students' perspectives for descriptive statistical analysis. The *questionnaire* was developed following the guidelines of Fraenkel, Wallen, and Hyun (2012). The eight questions in the online questionnaire were developed based on the two communicative purposes addressed in this study, namely helping students engage with the lecture at the beginning of class, which relates to M1 and M2 of this study's framework. This was intended to ensure that the questionnaire results were directly related to the move-structure findings. Before distribution, the questionnaire was piloted to assess clarity and identify potential ambiguities. Following the revision and a cross-check based on pilot feedback, the final version of the questionnaire was distributed to approximately 20-25 students from the three observed International Management classes.

c. **Data Collection Procedures**

The data collection process followed these steps:

a) Asking for Research Approval

The researcher first met with the Head of the Department to explain the aims of this research, to request permission to record and observe, and to coordinate the overall data-collection schedule.

b) Selecting the Course Subject

Following approval of the permission, the researcher waits to receive official information from the department regarding which classes and semesters are doable for observation and data collection.

c) Preparing for the Data Instruments

The researcher will prepare the necessary data collection instruments, including audio recorders, clip-on microphones, laptops, and transcription software.

d) Class Observation and Audio Recording

The researcher will attend the scheduled lectures to conduct direct observation and audio recording of lecturers' classroom introductions. Field notes will also be taken to systematically record the moves and communicative features present during the introductions. Data collection took place over four weeks, covering four meetings from three third-semester courses. The duration of each recording varied because the length of the introduction section depended naturally on how each lecturer opened the class. To determine the boundary of the introduction, the recording marked its start from the moment the lecturer began speaking to the class, typically with a greeting, and its end at the point where the lecturer began delivering the main academic content or handed the session over to the student presenters.

e) Students Online Survey

Following the classroom observations, an online survey through *Google Forms* is administered to students enrolled in the observed course taught by three lecturers: Human Resource Management, Marketing Management, and Digital Business. The survey included a series of Likert-scale statements to assess students' perspectives on the clarity, usefulness, and effectiveness of lecturers' introductory sections. The responses serve as ethnographic support in line with Bhatia's (2004) multidimensional approach.

Diagram 1. Data Collection Procedures.

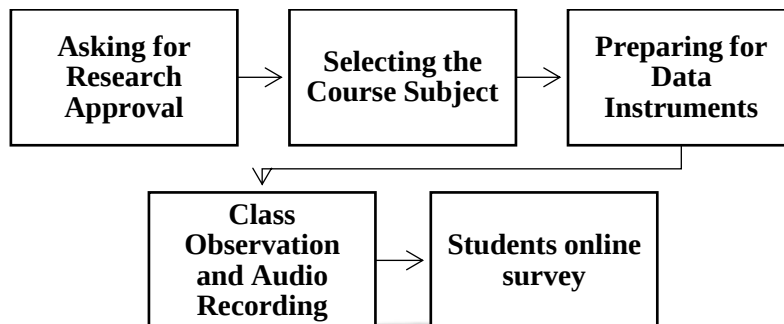
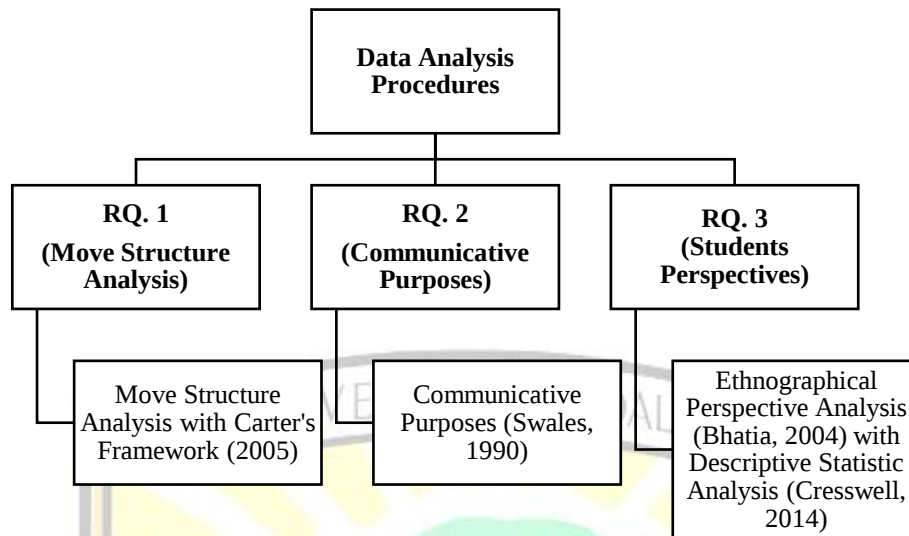


Diagram 1 depicts the data collection process is followed these steps: (1) obtaining research approval from the Head of the department, (2) selecting which course subjects and semester is available based on the department's schedule, (3) preparing the required data collection instruments, (4) conducting classroom observation and audio recording of the selected lectures, and (5) distributed and on online survey to students enrolled in the observed courses. The survey was conducted via Google Forms and included Likert-scale statements to assess students' perspectives on the clarity and engagement of the introductory sections. Students' responses then served as ethnographic support in line with Bhatia's (2204) multidimensional approach.

1.5.2 Data Analysis

The data analysis is designed to address all three research questions. Two data sources are examined: lecturers' classroom introduction recordings and *students'* survey responses. The recordings provide this study with direct evidence of the move structures and linguistic patterns lecturers use. In contrast, the survey responses in this study, which were used to support understanding, offer insight into how students understand and experience these introduction sections.

Diagram 2. Data Analysis Procedures



a. Qualitative Data Analysis

The qualitative data analysis for this study used a framework adapted from Carter (2005), which emphasizes the role of academic oral presentations in conveying content and listener orientation. The following moves and steps were adapted for analyzing lecturers' introductions in EMI classrooms.

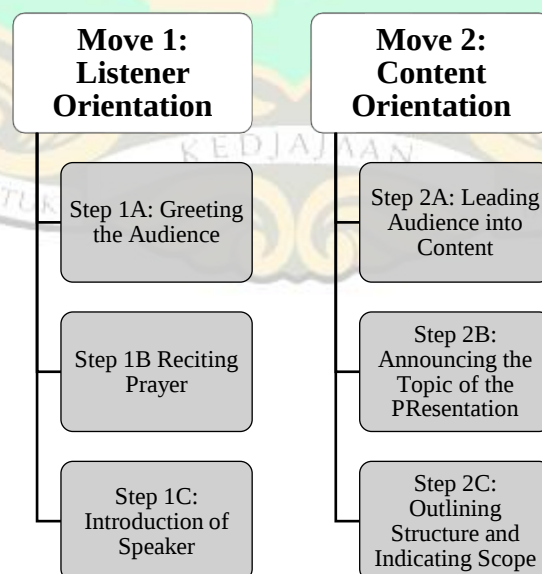
Carter's framework provides that each move has a specific pedagogical function and often appears in expectable sequences to guide listeners through the presentation. This makes the framework relevant for EMI classrooms, where English is a second language for the lecturers as speakers and for the students who are supposed to understand the academic content. This framework can also help this study identify how lecturers construct clarity in topic orientation and engagement in listener orientation through the moves they use during the introduction sections.

There are two main moves in this framework; each move and its steps are illustrated in Diagram 3 and described in Tables 2 and 3. M1 Listener Orientation, which encompasses communicative skills, is an act to establish the speaker-audience

relationship and to prepare the learning environment in the class. M1 consists of three steps: Step 1A. Greeting the Audience, Step 1B. Reciting a Prayer, Step 1C. Introducing the Speaker. While M2. Content Orientation focuses on preparing students for the academic content and establishing the class session instructions. M2 also consists of three steps, such as: Step 2A. Leading the Audience into the Content, Step 2B. Announcing the Topic and Step 2C, outlining the structure, and indicating the scope.

To answer the second research question, this study uses Swales' (1990) concept of communicative purpose, which explains that each move in a genre is carried out to achieve a specific communicative goal recognized by members of a discourse community. This concept is used alongside the functions already identified in Carter's (2005) framework to describe the communicative purpose of each move and step in the data.

Diagram 3. Moves and Steps Based on Carter's (2005) Framework



a) Move 1: Listener Orientation

This move includes all communicative acts that help to establish the speaker-audience relationship and prepare the learning environment. The move consists of three distinct steps:

Table 2. Three Steps on Move 1. Listener Orientation

Steps	Functions	Lexico-grammar
Step 1A: Greeting the Audience	It involves verbal salutations that initiate the instructional interaction.	• Good morning, everyone. • Hello, class. • Welcome back.
Step 1B: Reciting Prayer	To reflect contextual variation based on institutional norms and cultural practices.	• Let us begin with prayer. • Bismillahirrahmanirrahim.
Step 1C: Introduction of Speaker	According to the Lecturer's self-identification, students were already familiar with their regular instructors. Often, this step is excluded.	

Overall, the three steps in Move 1 collectively function to establish the lesson's foundation by preparing students cognitively and contextually for the topic. Together, these steps constitute a foundational move that aligns with genre-analysis perspectives in discourse, emphasizing the importance of social and cultural conventions in structuring academic interactions (Bhatia, 1993).

b) Move 2: Content Orientation

This move focuses on preparing students for the academic content and establishing the instructional framework for the lesson.

Table 3. Three Steps on Move 2. Content Orientation

Steps	Functions	Lexico-grammars
Step 2A: Leading Audience into Content.	To prepare, the students situate the new material within their existing knowledge structure.	• <i>Before we begin, I would like to ask if everyone has completed the reading from last week.</i> • <i>This is a critical topic that will appear on your examination.</i> • <i>Today's material builds directly on what we discussed in the last session.</i>
Step 2B: Announcing the Topic of The Presentation.	To state the lecturer's subject, so students know what they will discuss in that lecture.	• <i>Today, we will discuss transformational leadership styles.</i> • <i>The focus of this session is on market segmentation strategies.</i>
Step 2C: Outlining Structure and Indicating Scope.	To provide a roadmap for the lecture, helping students anticipate its organization and steps.	• <i>First, we will review last week's material on motivation theories. Then I will explain the three main types of leadership styles. After that, we will analyze a case study from Company X. Finally, we will</i>

		<i>break into groups for discussion.</i>
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As shown in Table 2: Move 2, "Content Orientation," this move prepares students for the lesson by building cognitive and emotional readiness through three key steps. These steps help students engage effectively by setting clear expectations and organizing the instructional material (Carter, 2005).

b. Descriptive Statistics Analysis

The descriptive statistical analysis in this study summarizes students' perspectives to provide an objective picture of how clear and effective lecturers are in delivering the introduction sections of their presentations. The aim is to evaluate teaching clarity and engagement rather than to consider the personal attributes of the lecturers themselves (Üstünlüoğlu, 2012). A four-point Likert scale is used to measure students' perspectives, allowing the researcher to consider whether students generally find lecture introductions clear, confusing, engaging, or lacking support (Creswell, 2014). These descriptive statistics support the qualitative analysis by underlining patterns in students' responses and providing quantitative evidence that aligns with or contrasts with the move-structure findings from classroom observations. To interpret the mean scores, the following classification scale was used:

Table 4. Mean Score Interpretation Scale

Mean Score Range	Interpretation
3.25 – 4.00	Very High
2.50 – 3.24	High
1.75 – 2.49	Low
1.00 – 1.74	Very Low

To obtain the mean score for each questionnaire item, the value of each response option (SA = 4, A = 3, D = 2, SD = 1) was multiplied by the number of students who chose that option. The total of these values was then divided by the total number of respondents (N = 23). This calculation was carried out separately for each of the eight questionnaire items so that the clarity and engagement of every part of the introduction section could be measured individually before being interpreted using the scale in *Table 4*.

Using this interpretation scale allows the researcher to evaluate the level of clarity and engagement students perceive during the introduction section of the lecturers' presentations (Fraenkel, Wallen, & Hyun, 2012). The results of this analysis were then compared with the qualitative analysis to support a comprehensive understanding of how lecture introductions function in the EMI classroom context (Creswell & Plano Clark, 2018), especially in the International Management Department, Faculty of Economics and Business, Universitas Andalas.

1.6 Definition of Key Terms

a. Genre Analysis

“Genre analysis focuses on the sociocultural and rhetorical functions of texts. Genres are understood as goal-oriented communicative ways that are shaped by the interaction between writers and readers within a specific institutional context.” (Bhatia, 1993)

b. Academic Genre

“Academic genre refers to specific text types commonly used in academic settings, such as research articles, lectures, essays, and presentations. These genres follow rhetorical moves and patterns to communicate knowledge effectively among scholars, teachers, and students.” (Hyland, 2004).

c. Move Structure

“Move structure is a concept in genre analysis that divides a text into functional moves, and each serves as a distinct communicative purpose.” (Bhatia, 1993)

d. English as a Medium of Instruction (EMI)

“EMI describe as the use of English to teach academic subjects in context where English is not the first language of most participants.” (Dearden, 2014).

