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Analysis of Vocabulary Use and Move Structures of the World Health Organization Emergencies Press Conferences on Coronavirus Disease: A Corpus-Based Investigation

Piyapong Laosrirattanachai[a,*], Piyanuch Laosrirattanachai[b]

[a] piyapong.l@ku.th, Faculty of Hospitality Industry, Kasetsart University, Thailand
[b] piyanuch.la@ku.th, Faculty of Hospitality Industry, Kasetsart University, Thailand
[*] Corresponding author, piyapong.l@ku.th

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ABSTRACT

The current study explored the vocabulary use and examined the rhetorical move structure of World Health Organization Emergencies Press Conferences on the Coronavirus Disease. Vocabulary use was described using a corpus of 140 press conferences containing 1,139,248 running words that was analysed based on three indicator variables: vocabulary level, lexical coverage, and lexical profiling. The move structure was analysed based on 70 press conferences randomly selected from the corpus to identify shared moves and steps throughout the selected press conferences. The vocabulary level and lexical coverage analysis identified that 95 per cent of the vocabulary used in the corpus came from the first 3,000 high-frequency words based on the frequency rates of the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). Harmoniously, non-medical terms were extensively used across the press conferences covering 93.56

per cent of the corpus. Therefore, L2 users of English would understand most of the language used in the press conferences. According to the corpus-based move analysis, the frequency findings revealed 11 moves and their respective 32 steps. The study also established the move sequence prototypes for each stage comprising an opening stage, opening remarks, stage engagement, and closure. These results could be implemented for assisting learners in public speaking or English for business courses.

Keywords: genre analysis, move analysis, vocabulary, covid-19, corpus-based approach

Introduction

The World Health Organization (WHO) is well-known and respected and often holds important press conferences and due to the outbreak of the Coronavirus disease 2019 (COVID-19), the WHO has been holding emergency press conferences on COVID-19 for almost three years. This disease is a danger to people around the world and the severe outbreak of COVID-19 ranked highly on the global emergency agenda. The WHO has a responsibility as a hub for those seeking, exchanging, and providing information concerning infectious diseases. The WHO holds press conferences in English to provide important information to the public.

Language used in both general and specific contexts is a precious source for studying and researching language phenomena. For example, corpus linguists may compile a list of words used from the near boundless amount of language used in a specific context. Linguists from other fields then utilise the corpus to undertake diverse study involving analysing syntactic structures, communication strategies, speech styles, and keywords and making word lists, genres, and moves. These studies are literally for the sake of teaching and learning. However, the context chosen to collect the language data should be important and should have a sufficiently large impact so that the results of the studies can be generalised and used as the prototype for implementation in other works.

Speaking in public places, including at press conferences, is one of the spoken genres where the use of move structures can be applied in workplace settings, such as seminars, conferences, project presentations, and work progress reports. According to Buphate and Esteban (2022), speaking skill causes some difficulties for L2 users of English. Despite learning English for more than ten years, from kindergarten to university, Thai learners still encounter some difficulties speaking properly and fluently (Tantiwich & Sinwongsuwat, 2021). In some classes emphasising speaking skills, for

example, public speaking classes, learners lack the ability to make sharp decisions regarding lexical choice and a smooth structure that are needed in public speaking, especially during role-playing at conferences, project presentations, and work progress reports. They have some hesitation about choosing the appropriate vocabulary used in conveying the messages—whether simple words or rarely seen words, general words or technical words—to make the messages as easily comprehensible as possible or to show their lexical competence to impress the audience. Being on stage and providing information with an injudicious pattern of move structures can also confuse the audience. Therefore, finding appropriate criteria for choosing vocabulary and a systematic pattern of move structure based on official conferences, such as the WHO Emergencies Press Conferences on Coronavirus Disease, can shed light on this issue.

One of the most important genre analyses is 'move analysis' which refers to the analysis of a text in a target genre to perceive its discourse and rhetorical patterning of texts (Hyland, 2004; Swales, 1981, 1990; Upton & Cohen, 2009). In a text, each move, explained as a unit in the text, serves a particular communicative function. Combining all moves in the text, they can work together to contribute to the purposes of the target genre. A move used in delivering speech is considered empirical with the purpose of conveying a systematic pattern of messages. Thus, analysing its moves by using appropriate authentic data from press conferences is crucial in creating the instructional materials used to facilitate novice speakers. Vocabulary use is another interesting case for analysis, since a press conference gets global attention when it is held in response to an emergency, such as the Coronavirus pandemic. Thus, it is worth considering whether the WHO mostly uses medical terms directly relevant to the medical context or instead uses a simplified vocabulary to ensure convenient, rapid, and clear comprehension. In language-learning settings, vocabulary knowledge is indispensable, since acquiring vocabulary is essential prior to linguistic knowledge (Hsu, 2009). Therefore, L2 users of English would encounter vocabulary as the first obstacle in most communication contexts. To help L2 users of English to easily understand the message as much as possible, vocabulary choices are a primary consideration, especially in specialised contexts. An analysis of the vocabulary used in the WHO Emergencies Press Conferences on Coronavirus Disease could illustrate their vocabulary choices. Furthermore, the findings should be beneficial to learners as an example of a proper communication style for professional development.

From the teacher's viewpoint, there are many lessons learners can benefit from in such world-wide press conferences. First, the learner can gain knowledge regarding the profiles and levels of vocabulary used in the press conferences. Teachers can demonstrate to learners the vocabulary level and

profile they should be using in conveying their messages in the oral presentation, public speaking, and project reporting process. Lastly, with fruitful language data from English transcripts from the WHO Emergencies Press Conferences on Coronavirus Disease, teachers can investigate the rhetorical moves and create a pattern of the move structure for flexible application in language teaching and learning settings, such as oral presentation, public speaking, and reporting project progress. The created pattern can also be applied as instructional material in various situations related to learners' future careers.

Theoretical Background

Vocabulary Levels, Lexical Coverage, and Lexical Profiling

In numerous vocabulary studies, vocabulary levels, lexical coverage, and lexical profiling have been used commonly and frequently by researchers. These three concepts can be applied diversely depending on the purposes of the studies. Vocabulary is normally divided into many levels by considering its frequency rate of appearance and each level contains 1,000-word families. The first two vocabulary levels (2,000 words in total) are labelled as high-frequency words (Nation, 1990, 2013; West, 1953). These high-frequency words are identified as the essential words that need to be acquired and mastered by learners (Nation, 1990; Schmitt, 2000). After mastering the high-frequency words, the next set that should be learnt is the mid-frequency words comprising 3,000 words (Kremmel & Schmitt, 2018; Webb et al., 2017). In total, the first five levels containing 5,000 words should be acquired for ESL/EFL learners. Then, the acquisition of low-frequency words is the last step in learning vocabulary. A low-frequency word in a field could be a technical word in other fields and it is mostly used in specific situations (Nation, 2013; Schmitt, 2000).

Vocabulary levels are associated with lexical coverage. In addition, words occurring with a high-frequency rate generally provide a high percentage of corpus coverage (Stoeckel & Bennett, 2015). Nation (2006) claimed that acquiring families containing 3,000–4,000 words is essential to understand 95 per cent coverage of a text, while families containing 8,000–9,000 word are necessary to understand 98 per cent coverage of a text. Recommended lexical coverage has been estimated by many scholars in lexical coverage studies. For example, L2 users of English should understand 95–99 per cent coverage to achieve comprehension. (Brandenburg-Weeks & Abalkheel, 2021). Some scholars further identified that 95 per cent coverage is acceptable, but at least 98 per cent is the ultimate goal for learners (Laufer & Ravenhorst-Kalovski, 2010; MacDonald, 2019; Schmitt et al., 2011; Tegge,

2017). Thus, when considering the relationship between the vocabulary levels and lexical coverage, the higher the level of understanding required (to 95–98 per cent coverage) of a corpus, the greater the difficulty for recipients.

In contrast to vocabulary levels and lexical coverage, lexical profiling refers to an analysis of distinct vocabulary groups, namely the profiles required to understand distinct discourses (Nurmukhamedov & Webb, 2019). Lexical profiling was first proposed by Laufer and Nation (1995). Its concept is that a word should be allocated in only one profile. At first, there were four main profiles consisting of the first 1,000 most frequent words (West, 1953), the second 1,000 most frequent words (West, 1953), the University Word List (UWL) (Xue & Nation, 1984), and the last profile containing words not occurring in the first three profiles. Lexical profiling became famous in 2000 as Coxhead adopted this method to create an Academic Word List (AWL) that subsequently was substituted for the UWL in the lexical profiling method. Later, technical word lists were used as reference word lists for conducting vocabulary research.

Analysing the vocabulary used in a corpus provides a range of useful information, with one benefit being determining the vocabulary choice that should be used in different situations. In the current study, vocabulary levels, lexical coverage, and lexical profiling were used to analyse WHO Emergencies Press Conferences on Coronavirus Disease Corpus (WHO-EPCCD Corpus) to gain information. The vocabulary levels and lexical coverage analysis help in discovering the levels of vocabulary used to deliver speech. In the lexical profiling method, medical word lists were added as an additional reference word list to consider whether a large proportion of the vocabulary in the medical field should be used across the corpus.

Move Analysis

Genres are represented forms of discourse, embodied by repeated use of responses that finally shape the expected and tangible forms for members of communities, such as in academic and professional contexts (Hyland, 2010; Tardy, 2011). For example, businesspeople may recognise customary patterns of reporting product and marketing research findings or reporting project progress. Back in 1981, Swales first proposed and developed genre analysis using rhetorical moves. Hence, genre study often uses move analysis to investigate the structures of different genres. According to various scholars, a move is briefly explained as a unit in a text that has its own purposes and functions; it possesses a characteristic specific to a genre (Biber et al., 2007; Henry & Roseberry, 2001). Some moves further contain fine-grained components called 'steps' (Swales, 1990) or 'submoves' (Ho, 2017). When combining all moves in a text together, they co-operate with one

another to contribute the communicative and purposive genre on the whole (Bhatia, 1993; Connor et al., 2007; Swales, 1990).

At first, research article studies received a great deal of attention, for example, article introductions (Swales, 1981), biochemistry research articles (Kanoksilapatham, 2005), engineering research articles (Maswana et al., 2015), dentistry research articles (Vathanalaoha & Tangkiensirisin, 2018), applied linguistics research article abstracts (Fauzan et al., 2020), conference abstracts (Yoon & Casal, 2020), dentistry research article abstracts (Alyousef, 2021), and article introductions (Lu et al., 2021). Later, researchers focused on the study of move structure used in specialised writing in specific purposes, such as responses to online negative reviews (Ho, 2018; Thumvichit & Gampper, 2019), letters of recommendation (Afful & Kyei, 2020), e-commerce customer service webchat exchange (Xu & Lockwood, 2021), and email responses (Van Herck et al., 2022). However, spoken discourse has received widespread attention, including conference presentations (Rowley-Jolivet & Carter-Thomas, 2005), TED talks (Chang & Huang, 2015; Li & Li, 2021; Ratanakul, 2017), three-minute thesis presentations (Hu & Liu, 2018), podcasts (Ye, 2021), and instruction lectures (Deng & Wannaruk, 2021). Whatever sources are used for move analysis, their results have mainly aimed at advancing learners' language ability in language teaching and learning settings, especially in ESP classrooms (Bhatia, 2012; Chang & Huang, 2015; Chang & Kuo, 2011; Stoller & Robinson, 2013). According to the literature reviews, a press conference has rarely been examined using an analytical move analysis. Therefore, the WHO Emergencies Press Conferences on Coronavirus Disease (WHO-EPCCD) are very useful and timely for investigation. Since the press conference is categorised into the spoken genre, the accomplished studies concerning move analysis used as a basis for establishing move structure of press conferences should also be categorised into the spoken genre and share some common features with the press conference, for example, conference, presentation, speaking rather than writing, and two-way communication. Therefore, studies concerning move structures related to the current study, including Hoey (1983), Rowley-Jolivet and Carter-Thomas (2005), Chang and Huang (2015), Ratanakul (2017), and Hu and Liu (2018), were adopted and adapted to create the move structure specifically for the WHO-EPCCD Corpus.

Research Questions

The current study addressed two research questions.

1. What vocabulary levels and profiles are used in the conferences to convey the messages to the audiences?

2. What move structure and move sequences are used in the conferences?

Research Methodology

Corpus Construction

The corpus used in the current study was collected from the WHO Emergencies Press Conferences on Coronavirus Disease delivered from January 2020 to June 2021 which was the start date of the data analysis process. As a result, the compiled corpus, namely the WHO-EPCCD Corpus, comprised 140 press conferences. Normally, the conference transcript is released in English immediately after the conference as a PDF file and can be downloaded at https://www.who.int/emergencies/diseases/novel-coronavirus-2019/media-resources/press-briefings. The WHO-EPCCD Corpus contained 14,984 types among its 1,139,248 tokens.

Data Analysis and Coding Protocol

To answer the research questions, data analysis was conducted in three main steps. The first step explored the vocabulary use. Then, the vocabulary levels, lexical coverage, and profiling were analysed using different tools. The VocabProfile programme (Cobb, 2021) was used to analyse the vocabulary levels and lexical coverage by allocating words to 26 Base Lists based on their frequency rates referring to the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). The greater the frequency of a word, the earlier it appears in the Base List. The results of the vocabulary levels would identify whether the WHO-EPCCD used a simplified vocabulary to communicate with the audience. The results of the lexical coverage would reveal the highest vocabulary level required by the audiences to comprehend 95 and 98 per cent of the vocabulary used in the corpus.

The lexical profiling results also provide a more explicit vision of the vocabulary usage. In the current study, we used the AntWordProfiler programme (Anthony, 2021) to allocate words to different profiles based on different reference word lists. Since the WHO-EPCCDs are clearly held to give important and up-to-date information concerning COVID-19, the vocabulary used in the press conferences is likely to be related to medical fields. The reference word lists used in the current study comprised the General Service List (GSL) containing the 2,000 most-frequent word families (West, 1953), the Academic Word List (AWL) comprising 570 word families (Coxhead, 2000), the mixed Medical Word List (combined Medical Word

Lists proposed by Wang et al., (2008) and Lei and Liu (2016)) consisting of 1,158 words, the adapted Proper Name List with additional proper names from the WHO-EPCCD Corpus composed of 22,727 words, and the Abbreviation List containing 1,151 words. The Proper Name List and the Abbreviation List were originally proposed by Nation and can be downloaded at https://www.victoria.ac.nz/lals/about/staff/paulnation.

When focusing on the Mixed Medical Word List, there are some issues that need to be clarified. Although a technical word list is identified as a list containing technical terms used in a specific area, this does not mean that all the terms in the list have the same level of relevance to the specific field. Technical terms can be defined as words with a meaning very relevant to the specific field (but can also be found in other fields) or with a meaning solely related to the specific field and cannot be found in other fields (Chung & Nation, 2004). This means that words contained in the Mixed Medical Word List are possible to be found in the GSL and AWL. If the Mixed Medical Word List was very technical, it would contain only specialised medical terms. On the other hand, if the Mixed Medical Word List contained general medical vocabulary that non-specialists would know, it would be identified as a general medical word list. To prove this, the Mixed Medical Word List was investigated using lexical profiling methods with the GSL and AWL as referent word lists. The results showed that from 1,158 words, 261 words were profiled in the GSL, 465 words were profiled in the AWL, and the remaining 432 words were allocated to the off-profile. Prior to learning technical terms, the GSL and AWL should be known (It-ngam & Phoocharoensil, 2019). Hence, the Mixed Medical Word List with 432 medical terms was used as one of the referent word lists instead of the complete list with 1,158 words. The percentage of words allocated in the mixed Medical Word List would determine whether the WHO-EPCCD emphasised using the medical terminology or simplifying such words based on general vocabulary.

To do a move analysis, we randomly chose press conferences from one-half of the entire corpus as the sources. As a result, 70 press conferences from the entire 140 press conferences were randomly chosen from January 2020 to June 2021. To develop the move coding protocol, we started by creating a move classification list based on the accomplished move structures proposed by Hoey (1983), Rowley-Jolivet and Carter-Thomas (2005), Chang and Huang (2015), Ratanakul (2017), and Hu and Liu (2018). Then, the coding protocol was piloted on 10 WHO Emergencies Press Conferences on Coronavirus Disease randomly chosen from every 1–2 months. Afterwards, moves and steps were improved, eliminated, and added to create the rectified move classification list. We tested the rectified move classification list with another 10 WHO Emergencies Press Conferences on Coronavirus Disease.

Three university lecturers familiar with EAP/ESP fields and experienced in teaching oral presentation participated in the study as trained move coders. They went through a training session including coding description, discussion, and practices. As a result, the inter-rater reliability rate for the coding was 91.74 per cent.

Results

The results of the current study were delineated into two main topics: 1) vocabulary levels, lexical coverage, and lexical profiling results; and 2) moves and steps in the WHO-EPCCD Corpus. To explore the vocabulary levels and profiles used in the conferences, this research question was addressed by investigating the vocabulary level, lexical coverage, and lexical profiling of the corpus of 140 press conferences. For the second research question, move structure and move sequences used in the conferences were investigated through move analysis of the corpus of 70 representative press conferences. The findings are illustrated below.

Exploring Vocabulary Use

Vocabulary levels and lexical coverage were first analysed to explore the vocabulary use. The results are presented in Table 1.

Table 1

Vocabulary levels and lexical coverage used in WHO Emergencies Press Conferences on Coronavirus Disease

Category of word frequency	Base List	Token		Percentage		Remark
		Number	Cum.	%	Cum%	
High-frequency	1	951,130	951,130	83.49	83.49	
(90.88%)	2	84,137	1,035,267	7.39	90.88	
Mid-frequency	3	65,752	1,101,019	5.77	96.65	*95%
(7.47%)	4	8,123	1,109,142	0.71	97.36	
	5	11,310	1,120,452	0.99	98.35	**98%
Low-frequency	6-25	12,669	1,133,121	1.1	99.45	
(1.65%)	Off-list	6,127	1,139,248	0.55	100.00	
Total		**1,139,248**		**100.00**		

According to Table 1, 90.88 per cent of the words used in the corpus were high-frequency words, while mid-frequency and low-frequency words made up 7.47 and 1.65 per cent, respectively. To cover 95 per cent of the corpus, the audiences should have vocabulary capacity at vocabulary level

three (about 3,000-word families), and at vocabulary level five (about 5,000-word families) to cover 98 per cent of the corpus. According to Schmitt (2000), L2 learners should know high- and mid-frequency words to be successful in communication. The low-frequency words, known as technical or specialised words, vary individually depending on an individual's specific interest. This reflects that audiences who are L2 users of English would understand most of the language used in the press conferences as they require just about 3,000-word families to understand 95 per cent of the corpus. This suggests that the WHO tries to simplify messages by using high- and mid-frequency words so that audiences from all over the world can comprehend the messages as easily as possible.

Apart from the vocabulary levels used in the corpus, the technical terms can also be used to identify the vocabulary use. Since the content of the WHO-EPCCD mainly focuses on providing important information on and the situation of the Coronavirus disease which is directly related to medical areas, there is a possibility that the vocabulary used in the corpus unavoidably contains medical terminology. As such, audiences who are non-medical people might encounter difficulty in understanding the messages. We used lexical profiling to discover the proportion of medical terms used in the press conferences. The results are presented in Table 2.

Table 2

Numbers and percentages of words appearing in different profiles

	Profile	Token	
		Number	%
1	1st 1,000 General Service List	810,297	71.13
2	2nd 1,000 General Service List	51,979	4.56
3	Academic Word List	67,778	5.95
4	Mixed Medical Word List	11,094	0.97
5	Adapted Proper Name List	135,795	11.92
6	Abbreviation List	818	0.07
7	Off-profile	61,487	5.40
	Total	1,139,248	100.00

The lexical profiling results showed that 11,094 running words or 0.97 per cent of the entire corpus appeared in the Mixed Medical Word List profile. According to Laufer (1989), a person should know about 95 per cent of the vocabulary used in a text. Generally, the GSL covers about 80 per cent of the text (Nation & Waring, 1997) and the AWL covers approximately 10 per cent of the text (Coxhead, 2000). The technical word list normally covers about 5 per cent of the text, but this may be different depending on the field

(Chung & Nation, 2003; Hyland & Tse, 2007). The remaining 5 per cent refers to words occurring at a low frequency. Comparing the results of the lexical profiling in the current study, the GSL covers around 75.69 per cent and 5.95 per cent for the AWL. Also, when encountering proper names in continuous texts, L2 readers could effortlessly recognise and understand them (Klassen, 2021; Lyons, 1997). In total, general audiences could understand about 93.56 per cent of the text. That means non-medical audiences might encounter difficulty in understanding only about 6.44 per cent of the vocabulary categorised in the Mixed Medical Word List, Abbreviation List, and the Off-profile List covering the corpus.

Comparing the results of the vocabulary level and lexical coverage to the result of lexical profiling showed that they clearly supported each other. With the use of words allocated in Base Lists 1 to 5 covering more than 98 per cent of the WHO-EPCCD Corpus and only a small proportion (6.44 per cent) of words being outside the GSL, AWL, and Proper Name List being used to conduct the press conference, implied that the vocabulary used in the WHO press conferences might be easily understood by most audiences. The audiences of WHO press conferences are people from all over the world, so the conferences use simple vocabulary where possible, with 98 per cent allocated in the high- and mid-frequency word levels. In addition, non-medical terms were used extensively to convey the messages.

Moves and Steps in WHO Emergencies Press Conferences on Coronavirus Disease

After investigating and analysing the press conferences, we found they consisted of four main stages: opening stage, opening remarks, stage engagement, and closure. Therefore, the results were presented separately in four stages. The results from coding all 70 representative press conferences showed that there were 11 moves with 32 steps structured in the WHO-EPCCD Corpus. Based on the frequency analysis of moves and steps in the Corpus, the relationships of each move and step are described in Table 3.

Table 3

Frequency of moves and steps in the WHO-EPCCD Corpus and whether mandatory or optional

Code	Move/ Step	Number of press conferences with this move/step		Mandatory	Optional
		No.	%		
	Opening Stage (by moderator) **(N = 70)**				
1	Opening ceremony	70	100.00	✓	
1A	Greeting audiences	69	98.57	✓	
1B	Informing date of conference	24	34.29		✓
1C	Introducing oneself	27	38.57		✓
1D	Introducing keynote speaker	66	94.29	✓	
1E	Giving speaker the floor for the opening remarks	70	100.00	✓	
	Opening Remarks (by keynote speaker) **(N = 70)**				
2	Listener orientation	70	100.00	✓	
2A	Thanking moderator	63	90.00	✓	
2B	Greeting audiences	70	100.00	✓	
3	Situation	70	100.00	✓	
3A	Background and previous situation	41	58.57		✓
3B	Current situation	64	91.43	✓	
3C	Progress report	63	90.00	✓	
3D	Appreciation for co-operation and succour	45	64.29	✓	
3E	Mentioning similar cases	27	38.57		✓
4	Problem	38	54.29		✓
4A	Problem issues	22	31.43		✓
4B	Getting audiences involved in problem	22	31.43		✓
5	Response to problem	40	57.14		✓
5A	Action for solution	15	21.43		✓
5B	Suggestions	27	38.57		✓
6	Finish opening remarks	66	94.29	✓	
6A	Request for supporting	18	25.71		✓
6B	Audience encouragement	43	61.43	✓	
6C	Thanking audiences	59	84.29	✓	
	Stage Engagement (recurrence) **(N = 439)**				
7	Opening floor	437	99.54	✓	
7A	Thanking keynote speaker	410	93.39	✓	
7B	Opening floor to questions	433	98.63	✓	
8	Participant engagement	439	100.00	✓	
8A	Introducing oneself	138	31.44		✓
8B	Inquiry	439	100.00	✓	
8C	Expressing thanks	286	65.15	✓	
9	Response to question	439	100.00	✓	
9A	Thanking questioner	137	31.21		✓
9B	Giving reply	439	100.00	✓	
9C	Giving additional reply	208	47.38		✓
	Closure **(N = 70)**				
10	Closing ceremony	70	100.00	✓	
10A	Thanking attendees	69	98.57	✓	
10B	Conclusion	53	75.71	✓	

Code	Move/ Step	Number of press conferences with this move/step		Mandatory	Optional
		No.	%		
10C	Giving speaker the floor for the closing remarks	20	28.57		✓
11	Closing remarks	42	60.00	✓	
11A	Acknowledgements	17	24.29		✓
11B	Making future appointment	31	44.29		✓

In the current study, we adopted the concept of Kanoksilapatham (2005) proposing that a move or step equal to or higher than 60 per cent of the corpus is regarded as mandatory. Therefore, the move analysis established 9 mandatory moves and 17 steps. The remaining 2 moves and 15 steps were then labelled as optional. Notably, the numbers of moves and steps appearing in the Stage engagement section were different from other sections because the incidents in this section occur repeatedly depending on the period available for the section. Therefore, the total number is from the number of recurrences in 70 press conferences or 439 cycles as a total. The definitions and sample statements of each move and step are illustrated with authentic language data from the corpus in Table 4.

Table 4

Definitions and sample statements of each move and step

Move and step	Definition and sample statement
Opening Stage	
Move 1 Opening ceremony	This move concerns issues irrelevant to the theme of the conference. The main goal is that the moderator tries to connect audiences to the conference.
Step A Greeting audiences	The moderator greets audiences. *Sample statement* *Good evening, good morning, and good afternoon. Welcome to the World Health Organisation press briefing on COVID-19.*
Step B Informing date of conference	The moderator informs the date for the conference. *Sample statement* *…. wherever you are listening to us today. It is Monday 12th April 2021.*
Step C Introducing oneself	The moderator introduces him/herself to the audiences. *Sample statement* *This is Fadela Chaib speaking to you from WHO headquarters in Geneva.*
Step D Introducing keynote speaker	The moderator introduces the keynote speaker(s) to the audiences. *Sample statement* *We have with us, as always, the WHO Director General, Dr Tedros, and we have Dr Mike Ryan, Executive Director of our Emergencies Programme and Dr Maria Van Kerkhove, Technical Lead for COVID-19.*

Move and step	Definition and sample statement
Step E Giving speaker the floor for the opening remarks	The moderator gives the floor to the keynote speaker. *Sample statement* *Now without ado I will hand over to Dr Tedros. Dr Tedros, you have the floor.*
Opening Remarks	
Move 2 Listener orientation	The keynote speaker tries to get the attention of audiences.
Step A Thanking moderator	The keynote speaker thanks the moderator. *Sample statement* *Thank you, Tarik.*
Step B Greeting audiences	The keynote speaker greets the audiences. *Sample statement* *Good evening once again to everyone in the room, and to everyone online.*
Move 3 Situation	This move concerns informing audiences about situations.
Step A Background and previous situation	The keynote speaker provides audiences with background and previous situation information. *Sample statement* *Over the past few weeks, we have witnessed the emergence of a previously unknown pathogen, which has escalated into an unprecedented outbreak, and which has been met by an unprecedented response.*
Step B Current situation	The keynote speaker keeps the audiences updated by informing the present situation. *Sample statement* *There are now 98 cases in 18 countries outside China, including 8 cases of human-to-human transmission in four countries; Germany, Japan, Vietnam, and the United States of America.*
Step C Progress report	The keynote speaker informs audiences regarding what has been done before the conference. *Sample statement* *We have shipped supplies of personal protective equipment to 21 countries and will ship to another 106 countries in the coming weeks. By the end of this week 40 countries in Africa and 29 in the Americas are due to have the ability to detect COVID-19.*
Step D Appreciation for co-operation and succour	The keynote speaker thanks organisations or people who have provided facilitation or support. *Sample statement* *Finally, I wish to thank Cambodia. While other countries turned away the Westerdam cruise ship Cambodia allowed it to dock. Today hundreds of passengers are disembarking and are en route to their home countries.*
Step E Mentioning similar cases	The keynote speaker refers to other similar case with the aim of comparing cases or providing more information. *Sample statement* *It also appears that COVID-19 is not as deadly as other coronaviruses including SARS and MERS. More than 80% of patients have mild disease and will recover.*
Move 4 Problem **Step A Problem issues**	This move concerns informing audiences about the problem. The keynote speaker states the current problem. *Sample statement* *This situation has been exacerbated by widespread inappropriate use of PPE outside patient care. Global stocks of masks and respirators are now insufficient to meet the needs of WHO and our partners.*

Move and step	Definition and sample statement
Step B Getting audiences involved in problem	The keynote speaker informs audiences about how the problem affects them. *Sample statement* *We must remember that these are people, not numbers.*
Move 5 Response to problem	This move concerns informing audiences on how the problem can be dealt with.
Step A Action for solution	The keynote speaker informs actions for solving the problem or what has been done to solve the problem. *Sample statement* *This afternoon I spoke to the pandemic supply chain network to ensure that PPE supplies get to those who need them. We're appreciative of companies that have taken the decision to only supply masks to medical professionals.*
Step B Suggestion	The keynote speaker suggests to audiences possible ways to solve further problems. *Sample statement* *For the moment, WHO does not recommend any broader restrictions on travel or trade. All countries should have in place measures to detect cases of coronavirus, including at health facilities.*
Move 6 Finish opening remarks	The keynote speaker finishes the opening remarks.
Step A Request for support	The keynote speaker requests assistance or support. *Sample statement* *No matter how big or how small I encourage you to have the confidence to apply for funding. If you have an idea to a challenge created by the pandemic, you can apply for funding from $500 to $5,000.*
Step B Encouraging audiences	The keynote speaker cheers participants up. *Sample statement* *Alone we lose. Together we win.*
Step C Thanking audiences	The keynote speaker thanks all participants. *Sample statement* *I thank you.*
Stage engagement	
Move 7 Opening floor	The moderator chooses participants in the audience to ask a question or express his/her attitude.
Step A Thanking keynote speaker	The moderator thanks the keynote speaker. *Sample statement* *Thank you very much, Dr Tedros.*
Step B Opening floor to questions	The moderator allows the audience to ask questions. *Sample statement* *With this we'll open the floor to questions from the media. We'll start with Suyatapa Bhattacharya from the Wall Street Journal. Suyatapa, please unmute yourself.*
Move 8 Participant engagement	A member of the audience asks questions or expresses an attitude.
Step A Introducing oneself	The audience member introduces name and affiliation. *Sample statement* *Yes, hello. Albert Otti, Gremany Press Agency.*
Step B Inquiry	The person from the audience asks a question. *Sample statement*

Move and step	Definition and sample statement
	Isn't there a risk that the COP26 will lose its momentum? What should we change in the next three months for example to turn the tide and to put the two goals of climate change and vaccination equality on the same level?
Step C Expressing thanks	The audience member expresses gratitude for allowing the question to be asked. *Sample statement* *Thanks for taking my question.*
Move 9 Response to questions	The keynote speaker responds to the question or expression.
Step A Thanking questioner	The keynote speaker thanks the audience member for asking questions. *Sample statement* *Thank you very much, Shoko, for the question and ….*
Step B Giving reply	The keynote speaker gives a reply to the audience. *Sample statement* *Of course, there's a risk that COP will lose momentum but the most important thing is that everyone is safe and of course safety and health come fist in these kinds of situations.*
Step C Giving additional reply	The other keynote speaker adds more information/replies to the question. *Sample statement* *If I could just add, that's an ongoing collaboration between our existing global influenza surveillance and response system, GISRS, the global laboratory…*
Closure	
Move 10 Closing ceremony	The moderator ends the conference.
Step A Thanking attendees	The moderator thanks all participants. *Sample statement* *Thank you, Dr Ryan, for putting, really, this in a context.*
Step B Conclusion	The moderator concludes the conference. *Sample statement* *So, our first and last question was about pets, and we will conclude here.*
Step C Giving speaker the floor for the closing remarks	The moderator gives the floor to the keynote speaker for the closing remarks. *Sample statement* *With this, I will give the floor to Dr Tedros for his last remark.*
Move 11 Closing remarks	The keynote speaker delivers speech for the closing remarks.
Step A Acknowledgements	The keynote speaker acknowledges and thanks the contributors. *Sample statement* *Thank you to all for joining us, especially to Peter and also Marion. I would like to use this opportunity to thank the expert group that's conducting the studies and to our media, to all media today who have joined thank you so much.*
Step B Making future appointment	The keynote speaker makes the next appointment with audiences. *Sample statement* *See you on Monday; bon weekend.*

Apart from analysing the move frequency, we analysed the move sequences. The results showed that not all moves in Table 3 occurred in all press conferences. Therefore, the move sequences may vary across the 70 press conferences. Figures 1–4 represent the move sequences found across

70 press conferences for each stage. The represented move and step sequences were presented based on their frequency of occurrence. In addition, since there were diversified possible sequences, only moves and steps covering large proportions are presented.

Figure 1

High Frequency Move and Step Sequence Found in Opening Stage

According to Figure 1, in 98.57 per cent of the 70 representative press conferences, the opening stage started with greeting audiences. Then, the list of keynote speakers was provided. After that, the floor was given to the keynote speaker. Hence, we recommend the move and step sequence as: greeting audience (1A), introducing keynote speaker (1D), and giving speaker the floor for the opening remarks (1E).

Figure 2

oHigh Frequency Move and Step Sequence Found in Opening Remarks

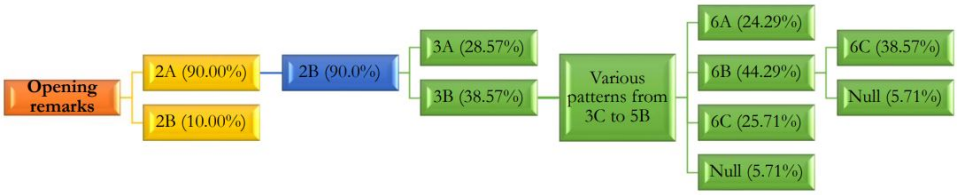
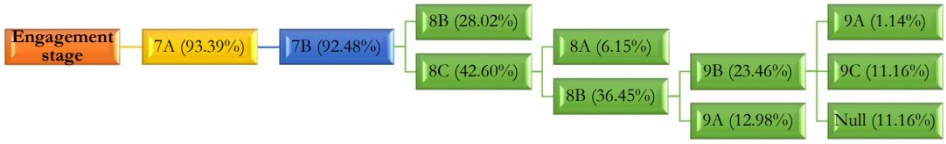


Figure 2 illustrates the move and step sequences for the opening remarks. The keynote speaker started by thanking the moderator for giving the floor to the keynote speaker (90%). The keynote speaker immediately greeted audiences and then provided information regarding the current situation. After step 3B (Current situation), the findings showed that there were diversified sequence patterns. Therefore, we leave sequences from 3C to 5B as free sequences. When arriving at move 6 (Finish opening remarks), the move sequence regained consistency. About 44.29 per cent of the selected press conferences began with audience encouragement (6B). Thanking audiences (6C) is recommended to be placed as the last item of the opening remarks' move sequence. As a result, we recommend the move and step sequence for the opening remarks as: thanking moderator (2A), greeting

audiences (2B), current situation (3B), free sequence, audience encouragement (6B), and thanking audiences (6C).

Figure 3

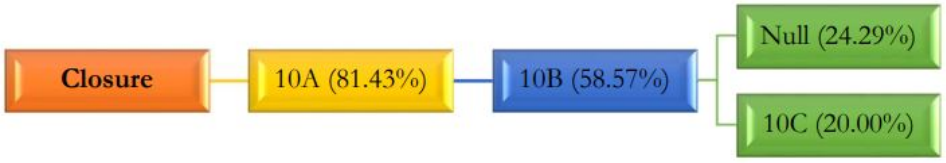
High Frequency Move and Step Sequence Found in Engagement Stage



The moderator, keynote speakers, and audience participants with questions participated in the engagement stage. The number of recurrences depended on the time available for the session. In the current study, there were 439 recurrences across 70 selected press conferences, with 93.39 per cent starting with the moderator thanking the keynote speaker. Subsequently, the moderator addressed the floor for questions. Then, each questioner thanked the moderator and started the question. In response, the keynote speaker provided the answer. The cycle finished and a new recurrence began with the moderator thanking the keynote speaker again. If other keynote speakers provided more information to support the first keynote speaker's answer, the sequence would continue. However, as soon as they finished giving any additional reply, the sequence finished and the new cycle of engagement stage began again. Thus, we recommend the following sequence for the engagement stage: thanking keynote speaker (7A), opening floor to questions (7B), expressing thanks (8C), inquiry (8B), giving reply (9B), and ending the sequence cycle or continuing with an additional reply (9C).

Figure 4

High Frequency Move and Step Sequence Found in Closure Stage



The move sequence of the last part (closure) started with the moderator thanking the keynote speakers. The moderator then concluded the press conference. The move sequence frequency shows that the closure stage mostly ended here with the moderator concluding the press conference.

Therefore, we recommend the move and step sequence of the closure stage as: thanking attendees(10A) and then conclusion (10B).

The move sequence is different from the move frequency. While move frequency determines the mandatory moves and steps, the move sequence is not mandatory. It illustrates the possible routes for the sequencing of the moves or steps from one to another. Therefore, utilisation of the move sequence is different and varies according to the situation and context.

Discussion and Conclusions

The findings of the current study identified that the vocabulary used in the WHO Emergencies Press Conferences on Coronavirus Disease was mostly allocated to high- and mid- frequency words in the first 3,000 high-frequency words. This was possibly because the audiences at these press conference comprised a large number of L2 users of English, from all over the world who participate in this very important event as the information provided in the press conference needs to be widely disseminated as soon as possible. This reflects the results of the current study that even though the press conferences provided information mainly concerning COVID-19, which is directly related to a medical area, the press conference utilised easy-to-digest vocabulary as much as possible to deliver messages that could be readily comprehended by a broad audience. This might be because the press conferences realised that vocabulary is the key to English comprehension (Phoocharoensil, 2020) and has a large effect on communication especially to L2 users of English (Laosrirattanachai & Ruangjaroon, 2021a).

In genre analysis, members of the social group normally recognise the purposes and structures of moves in a genre related to their community. However, recognition is less among neophytes and presumably non-existent among non-members. Therefore, a guideline containing reliable structures for communicating in a community is required. Even though there are copious textbooks, in print or online versions, the textbooks themselves rarely reflect real-world needs (Evans, 2013). Furthermore, oral presentation skills are a key to achieving academic and professional goals (Kim, 2006). Genre analysis will provide learners with a thorough comprehension of how to convey the message in oral presentation, for example, conferences, progress reports, and project presentations (Loi & Evans, 2010). The results of the current study should be applied as a threshold for successful application in both EAP and ESP classrooms. Examples would be an academic seminar course where learners gather to present their topics of interest or a business English course where learners report their project's progress throughout the semester. Normally, the easiest way of applying move analysis results is to explain the moves and steps to the learners and then to ask them to practise following

the instructions. We recommend applying the bottom-up approach of allowing learners to study from the small units to the bigger units, so-called part-to-whole processing (Dole et al., 1991), which helps learners to construct an overall comprehension (Celce-Murcia, 2001). A teacher should start with distributing the different press conference transcripts to learners and allow them to read, analyse, and embody the structure individually. This would train them to use analytical skills. After they have finished summarising the structure of the press conference individually, then in groups of four to five people they can discuss their structures together and form a more complete structure based on their group consensus. Then, each group can present their structures and compare them with other groups. Following this, all learners in the class can be asked to find the common and uncommon components in all structures, to work together to form the overall best structure. Finally, the move organisation of the current study can be demonstrated and participants can compare their individual and group move structures with the current study, with more explanation provided as necessary. Additional information, such as possible move sequences, should also be provided to the learners. These identified move sequences should be taught to the learners to make them aware that there are different move sequences possible and that learners must be flexible and be able to apply an appropriate move sequence that may differ from situation to situation. With this method, learners can understand the process of holding an event from its beginning to closure. These examples of adaptation can equip learners with structures for presenting reports and using appropriate etiquette in their future careers.

To integrate the vocabulary with the move analysis results, learners should be guided to use terminology in a real-life situation that might sound professional. However, the audience without the necessary technological background in the field should never be left behind. Using the correct terminology with people who are unfamiliar with the technical terms might lead to communication breakdown. Therefore, it is important to remember that the language used to communicate among people from different backgrounds should, as much as possible, be simplified and easy to understand, especially in the context of audiences consisting of L2 users of English.

Limitations of the Present Study and Recommendations for Future Studies

A limitation of the present study was the period of data collection from January 2020 to June 2021. It is possible that more results could have been included if the data collection period had been lengthened. Furthermore, since a press conference has rarely been examined using an analytical move

analysis, it was difficult to compare the moves and steps found in the current study to the moves and steps used in other press conferences. Therefore, it is recommended to investigate the moves and steps used in other press conferences and to compare them to the current results.

To help learners to understand the vocabulary in such a field, especially the vocabulary used in the COVID-19 context, creating a word list is one way to advocate learning (Laosrirattanachai & Laosrirattanachai, 2021; Laosrirattanachai & Ruangjaroon, 2021b; Watson Todd, 2017). However, creating a word list consumes considerable time and effort for both the creator in the construction process and for the learner to learn it. It is not possible to predict when the current COVID-19 situation will finish. Consequently, if a COVID-19 word list were to be created, the list itself might be short-lived. Hence, it might not be worth creating the list or requiring students to learn a long list of words related to COVID-19. Nevertheless, vocabulary related to COVID-19 is currently important for L2 users of English in their daily lives. Instead, we suggest generating a set of recommended words using a keyword analysis for future research (Rungrueang et al., 2022). This method could result in a shorter list of words being recommended for learners. In addition, utilising keyword analysis to create a word list requires less time.

About the Authors

Piyapong Laosrirattanachai: An Assistant Professor of English at Kasetsart University, Nakhon Pathom, Thailand. His interests include teaching and learning vocabulary, word list creation, corpus linguistics, and genre and move analysis.

Piyanuch Laosrirattanachai: An English lecturer at Kasetsart University, Nakhon Pathom, Thailand. Her research interest includes sociolinguistics, word list, and multi-word units in specialised fields.

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