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THESIS

**GENRE ANALYSIS OF ACCEPTANCE SPEECHES UPON
RECEIVING HONORARY DEGREES**

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the Requirements for the Degrees of
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The present study investigates the rhetorical move-structure and prominent linguistic features of English acceptance speeches upon receiving honorary degrees using theoretical framework for a genre analysis by Swales (1990) and Bhatia (1993). The study reveals that the major communicative purpose of this genre is to express gratitude and appreciation to those involved in the honorary degree conferment – institute and/or individuals. Additionally, this kind of speech also aims to extend congratulatory message to participants; to give encouragement and advice relating to fields of expertise to the audience; and to provide the degree recipient's personal accounts and contribution to the field of expertise and the institute.

To achieve these communicative purposes, addressers usually employ these six moves, with one or more communicative strategies or 'steps', in their acceptance speeches. These moves are 1) Greeting Audience; 2) Acknowledging Those Involved in Degree Conferment; 3) Congratulating those Involved Event; 4) Giving Advice/Encouragement to Graduates; 5) Referring to Honorary Degree Recipient's Personal Accounts; and 6) Ending.

The present study also suggests that it is not always obligatory for the addressers to use all of the moves and steps in an acceptance speech. Further, there is a certain degree of freedom in the sequencing of these moves. As a result, move-patterns of the speeches are heterogeneous. Despite of the heterogeneity, some acceptance speeches are organized in cyclical structure-patterns, with repetition of one or more moves, whereas others are structured in linear patterns.



Student's signature



Thesis advisor's signature

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CHAPTER I

INTRODUCTION

Rationale of the Study

Acceptance speeches on receiving honorary degrees are the speeches delivered by degree receivers in the degree presentation ceremony to express gratitude or appreciation for the degree received. Employed in such a formal context, an acceptance speech is often prepared beforehand as a written speech. This kind of discourse could be tentatively defined as an acknowledging message used to express thanks to somebody for something. Even though these speeches occur in academic settings, acceptance speeches on receiving degrees differ from those of such academic genres as lectures, reviews, research articles, or oral presentations in terms of illocutionary acts, using a sentence to perform a function. In other words, such acknowledging messages as acceptance speeches are listed alongside messages of apology, condolence, congratulation and greeting because they occur in response to social expectations rather than personal purposes (Bach & Harnish, 1979 cited in Giannoni, 2002).

Since the 1980s there has been increasing interest in genre-based approaches to analyze written and spoken discourse. To a large extent, genre analysis has been driven by the concerns of teaching English for Specific Purposes (ESP) to provide non-native English students or novices of a discourse community with models and descriptions of professional and academic texts and to improve their ability to understand and produce those texts (Swales, 1990; Brett, 1994; Holmes, 1997; Hyland, 2002a; Hyland, 2002b). Genre analysis in ESP was introduced by Swales' (1981, 1990) study on research article introductions (RAIs). His study has motivated a lot of research varying from academic genres in such disciplines as sciences, social sciences or medical science to professional genres such as law and business (see Chapter II for a review of research topics in genre analysis).

After an extensive review of research in this area, it has been found that despite the carrying out of extensive genre studies in various fields, the written genre in academic settings like that of acceptance speeches has not been previously researched.

I therefore feel interested in conducting a genre analysis of acceptance speeches of state visitors or important people upon receiving honorary degrees from universities to provide the description of their communicative purposes, rhetorical structures, prototypicality and flexibility of move-structure as well as the prominent linguistic characteristics in the genre.

Purpose of the Study and Research Questions

The major purpose of the present study is to investigate the genre of acceptance speeches by important people such as the head of a country, a political leader or a public official when receiving an honorary degree from an institution. This research will employ the framework of genre analysis of Swales (1990) and a further developed framework for analyzing unfamiliar genre by Bhatia (1993). Additionally, the study also aims to examine such linguistic components as lexico-grammatical features that make the speeches achieve their communicative purpose. There are, thus, four research questions for the study as follows:

1. What are communicative purposes of acceptance speeches upon receiving honorary degrees?
2. What rhetorical moves are typically employed in acceptance speeches to achieve the communicative purposes?
3. Are there any prototypical structures for acceptance speeches?
4. Is there any flexibility in move-structure? To what extent does this flexibility help the speeches reach their communicative achievement?

Significance of the Study

An acceptance speech functions as a vehicle that conveys gratitude for a prize, an award, a degree, an important position, and so forth. Any language can be used in this kind of speech, but English seems to be most often employed especially on international stages. Not only are speeches of appreciation for honorary degrees expressions of thanks, but they also play an important role in promoting institutional relations and collaboration in academic and professional circles.

As none of the previous studies have examined prepared speeches for receiving honorary degrees, I hope that the findings of the present study can help language teachers to understand the genre of acceptance speech and can provide the framework of genre analysis to their students. By the same token, the results could also be beneficial to English language learners to understand how an acceptance speech is organized and to understand the communicative purpose or the intention of the speaker through the language used. Lastly, the findings of the investigation should be helpful for novices of a discourse community who seek to prepare acceptance speeches or other similar types of speeches.

Scope of the Study

1. The present study is limited to 25 English acceptance speeches upon receiving honorary degrees selected from seven universities' websites of five countries.
2. All collected acceptance speeches were delivered in regular graduation ceremonies during year 2000-2004.
3. Nationality of speakers is not taken into account.
4. Rhetorical moves and prominent linguistic features are investigated.

Definitions of Terms

Genre: a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organisation and structure and that has a particular and distinctive communicative functions (Richards & Schmidt, 2002: 224)

Genre Analysis: the study of how language is used in a particular context. Genres differ in that each has a different goal and employs different patterns of structure and organisation to achieve its goals. In the study of written texts genre analysis studies how writers conventionally sequence material to achieve particular purposes. (Richards & Schmidt, 2002: 224)

Move: a unit or a stage that relates both to the writer's purpose and to the content that is aimed to communicate (Dudley-Evans & St. John, 1998)

Step: a lower level text unit than the move that provides a detailed perspective on the options to the writer in organizing the moves of a text (Dudley-Evans & St. John, 1998)

Rhetorical Pattern/Structure: organizational structure that the writer uses in a text to achieve a communicative purpose of the genre in an effective way

Acceptance Speech upon Receiving Honorary Degrees: a speech delivered by degree receivers in the degree presentation ceremony to express gratitude or appreciation for the degree received

Organization of the Thesis

Chapter 1 deals with rationale behind the study; purposes and research questions; and significance of the study. The issues lead to the investigation of acceptance speeches upon receiving honorary degrees.

Chapter 2 reviews concepts, theoretical frameworks and relevant studies of genre analysis in order to establish the scope and background for the present study. The chapter is presented in four parts: definitions of related terms; a review of related theories; a review of research topics in genre analysis; and a review of research methods in genre analysis

Chapter 3 reviews the objectives and research questions of the present study. It also presents sampling techniques, data collection, and an approach to data analysis.

Chapter 4 reveals the research finding of a genre analysis of acceptance speeches upon receiving honorary degrees. The chapter is structured in four major sections: characteristics of acceptance speeches and their communicative purpose in a situation-context; rhetorical structure and structural description of the genre in question; and the patterns and flexibility in move-structure; and summary of findings of the present study.

Chapter 5 discusses the results with respect to the research questions, implications, limitations, and recommendations for the study.

CHAPTER II

LITERATURE REVIEW

This chapter reviews concepts, theoretical frameworks and relevant studies of genre analysis in order to establish the scope and background for the present study. The chapter is presented in four parts: definitions of related terms; a review of related theories; a review of research topics in genre analysis; and a review of research methods in genre analysis

Definitions of Related Terms

1. Genre

In the last decade, there has been increasing interest in the study of genre and its application in language teaching and learning. Genre analysis has become a mainstream focus of English for Specific Purposes (ESP) since 1990s, following Swales' (1990: 58) genre analysis of research articles. He characterizes genre as follows:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. The purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. The genre names

inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation.

Bhatia (1993) supports Swales' account that genre is an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources. He further elaborates four major points. First, there are factors that affect the nature and construction of genres which are content, form, audience, medium or channel. Any change in communicative purposes may cause a different genre or sub-genre. Second, specialist members of any discourse community are generally credited with the awareness of the communicative purposes and the construction of the genre utilized in their community due to their professional life and the result of their long experience and/or training in the specialist community that forms and uses the genre. Third, it is possible for a specialist to deviate from the boundary of a genre's conventions to bring forth a special effect or private intention. It is also possible to use, for example, specific lexico-grammatical features or certain kinds of meaning concerned with a genre. Fourth, expert members of a discourse community generally have greater knowledge of conventional purposes, construction and use of genres than novices. That is why a procedure in genre analysis involves specialist informants to determine their reaction to the findings.

Genres are defined and used within discourse communities. Swales (1990: 24-27) describes the characteristics of a discourse community:

1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.

5. In addition to owning genres, a discourse community has acquired some specific lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and discursal expertise.

2. Genre and Register

The concept of genre has been discussed in the foregoing paragraphs; however, it is also necessary to differentiate between genre and register. These two terms are sometimes used synonymously or awkwardly because they possess some shared characteristics.

Holmes (1992) defines that register is the language of groups of people with common interests of jobs or the language used in situations associated with such groups. To a certain extent, register is used to describe, more narrowly, the specific vocabulary associated with different occupational groups. Yule (2002) defines register as variation according to its use in specific situations, e.g. religious register, legal register, and so on. The key feature of register is the use of special jargon, or technical terms regarding a special activity or group.

Richards & Schmidt (2002: 224, 422) define that genre is “a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organisation and structure and that has a particular and distinctive communicative functions.” They also characterize register as “a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. A particular register often distinguishes itself from other registers by having a number of distinctive words, by using word or phrases in a particular way, and sometimes by special grammatical constructions.”

Johnstone (2002: 158) compares the terms “genre” and “register” in three aspects: definition, example and description of terms as follows:

Table 2.1 Comparing Genre and Register

	Genre	Register
Definition	a recurrent verbal form (or “text type”) associated with a recurrent purpose or activity; “genre knowledge” is the procedural competence required to produce a form and use it.	a variety of language or (“style”) associated with a recurrent communicative situation or set of communicative roles.
Examples	wills, research reports, essay questions, medical consultation	testamentary language, scientific discourse, teacher-talk, medical discourse
Need to describe	<ol style="list-style-type: none"> 1. the form of texts of the genre; 2. the contexts in which the genre is relevant, in which participants may use the genre to organize, explain what they are doing and why; 3. the activities by which people create and share the knowledge required to produce texts in the genre; 4. how the genre works in interaction: how people draw on the generic conventions in creating new texts, how they use genre to categorize situations, how the genre serves to maintain the status quo and/or make change possible. 	<ol style="list-style-type: none"> 1. the situation which calls for the register; 2. the linguistic features that constitute the register.

3. Genre Analysis and Discourse Analysis

Dudley-Evan and St John (1998) compare the two overlapping terms of discourse analysis and genre analysis. Discourse analysis is any study of text at above

the sentence level. It may involve the study of cohesive links between sentences or paragraphs, of paragraph structure, or of structure of a whole text. That is to say, it is the study of how texts work. However, genre analysis is the study of regularities of structure that distinguish one type of text from another, in other words, the differences between texts or types of texts.

Therefore it can be tentatively claimed that genre analysis is under the umbrella term of discourse analysis. It is interesting to note that discourse analysis is helpful for the analysis of spoken texts, particularly turn-taking and shifts of topic in spoken business discourse and some general written texts. Genre analysis is, however, a useful tool to investigate both written and spoken texts in all areas of ESP (Dudley-Evan and St John, 1998).

A Review of Related Theories

This section discusses theories relevant to the present study. These theories are genre analysis frameworks and the sociolinguistic and pragmatic issue of politeness. The discussion provides a scope for analysing acceptance speeches in this study.

1. Genre Analysis of Research Article Introductions (RAIs)

Swales' (1981, 1990) works have been highly influential in studies of research article introductions. He explores the introduction section of 48 research articles from the "hard" sciences, the social sciences, and the life and health sciences. He finds the moves or the rhetorical patterns typically employed by the writers in RAIs and identified:

- Move 1: Establishing the field
 - (a) Showing centrality
 - (b) Stating current knowledge
 - (c) Ascribing key characteristics

- Move 2: Summarizing previous research
 - (a) Strong author-orientation
 - (b) Weak author-orientation
 - (c) Subject orientation
- Move 3: Preparing for present research
 - (a) Indicating a gap
 - (b) Question raising
 - (c) Extending a finding
- Move 4: Introducing present research
 - (a) Stating the purpose
 - (b) Describing present research

Then, Swales' move analysis model (1981) was revised once since some linguists made comments on the difficulties in separating Move 1 from Move 2, and others argue that his model was not applicable to all texts (Jacoby, 1986, 1987; Cooper, 1985 cited in Jogthong, 2001). Accordingly, Swales (1990) provides a revised version of a move analysis model called *Create a Research Space Model* (CARS Model) in order to analyze the rhetorical structure of RAIs. (See Figure 2.1)

His CARS Model has been validated and extensively applied to different texts especially in academic genres. As to the applicability of the model, Duzak (1994) points out that Swales, in his study, "allows the possibility of a cyclical solution for the ordering of moves and the flexibility of the sequence of moves." His model can also be applied and modified for the analysis of RAIs across fields and of cross-cultural comparison. Additionally, the CARS model also touches on both forms and the communicative functions of texts reflected through the sequence of moves and the selection of linguistic features in each move.

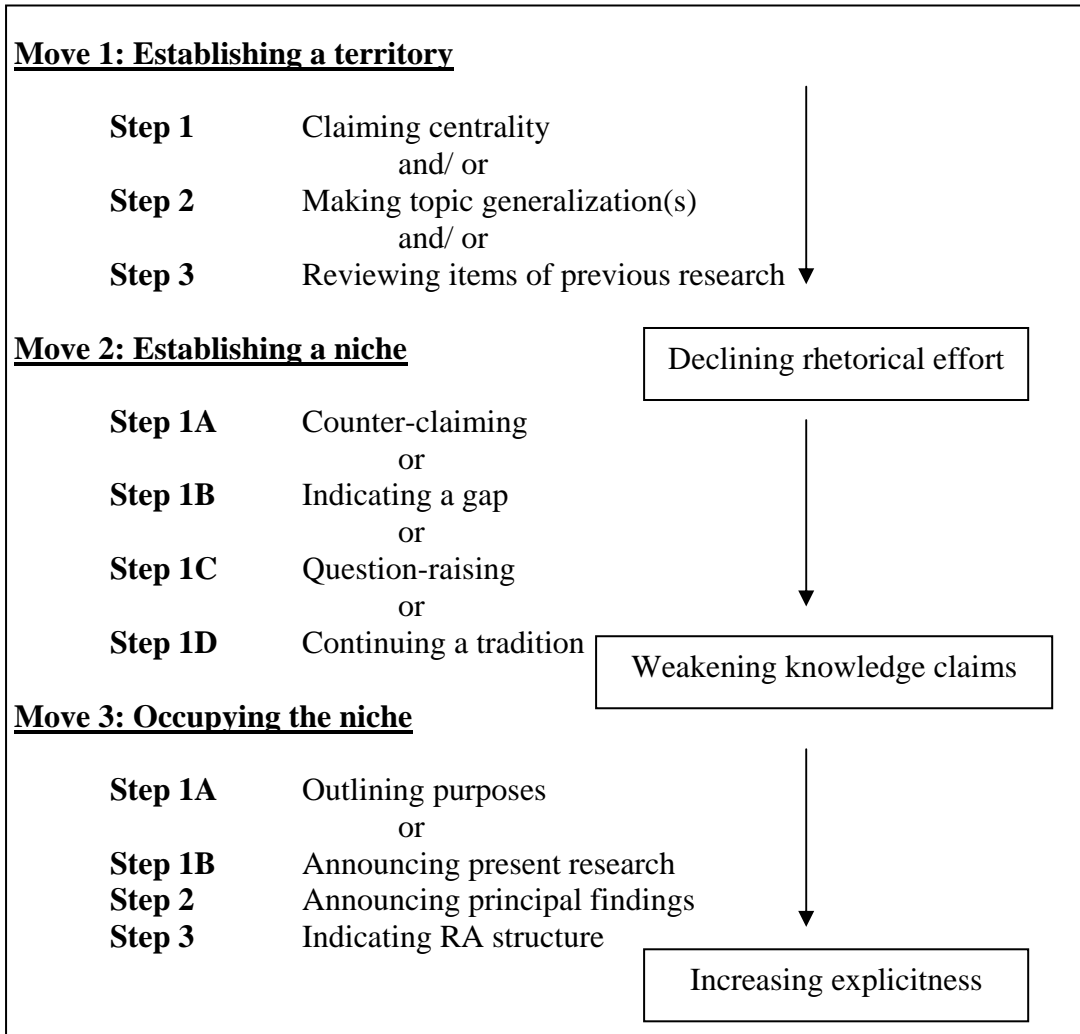


Figure 2.1 Create a Research Space (CARS) Model

Source: Swales (1990: 141)

2. Framework for Analyzing Unfamiliar Genres

To undertake a genre analysis, Bhatia (1993) suggests that researchers should consider some or all of the seven approaches below, depending on the aim of the each analysis; the aspect of a genre focused on; and the researchers’ background knowledge of the nature of a genre to be examined.

2.1 Placing the Given Genre-Text in a Situational Context

This process is rather intuitive in the way that researchers have to get the genre-text in place by looking at prior knowledge, the internal clues in the text, and encyclopedic knowledge they already have. This will include two things: the writer's previous experience and background knowledge of a specialist discipline and the communicative conventions concerned with the discipline. Researchers may get the background knowledge of a specialist discipline from associating with and/or training within a particular professional community, and the knowledge of communicative convention from their experience of similar kinds of text. These kinds of knowledge are greater in professional members of a discourse community which makes use of that genre. However, for those who do not, the knowledge can be acquired by reviewing available relevant literature.

2.2 Surveying Existing Literature

Literature that researchers need to review includes (Bhatia, 1993: 22-23):

linguistics analyses of the genre/ variety in question or other related or similar genres/ varieties;

tools, methods or theories of linguistic/ discourse/ genre analysis which might be relevant to this situation;

practitioner advice, guide books, manuals etc. relevant to the speech community in question;

discussions of the social structure, interactions, history, beliefs, goal etc. of the professional or academic community which uses the genre in question.

2.3 Refining The Situational/Contextual Analysis

After intuitively placing the text roughly in a situational/contextual boundary, researchers need to refine such an analysis further by (Bhatia, 1993: 23):

defining the speaker/writer of the text, the audience, their relationship and their goals;

defining the historical, socio-cultural philosophic and or occupational placement of the community in which the discourse takes place;

identifying the network of surrounding texts and linguistic traditions that form the background to this particular genre-text;

identifying the topic/ subject/ extra-textual reality which the text is trying to represent, change or use and the relationship of the text to that reality.

2.4 Selecting Corpus

Bhatia (1993: 23-24) suggests that in selection of the appropriate corpus for an analysis, it is necessary for researchers to:

define the genre/ sub-genre that one is working with well enough so that it may be distinguishable from other genres either similar or closely related in some ways. The definition may be based on the communicative purposes, the situational context(s) in which it is generally used, and some distinctive textual characteristics of the genre-text or some combination of these;

make sure that one's criteria for deciding whether a text belongs to a specific genre/ variety are clearly stated;

decide on one's criteria for an adequate selection of the corpus for one's specific purpose(s) – a long single typical text for detailed analysis, a few randomly chosen texts for explanatory investigation, a large statistical sample to investigate a few specific features through easily identified indicators.

2.5 Studying Institutional Context

A genre analysis deals with an investigation of the institutional context, including the system and/ or methodology in which the genre is used; and the rules and/or conventions that control the language use in such institutional settings. The rules or conventions are an intuitive understanding of members of a discourse community – both producer and receptor of a genre-text. This information can be gained from literature and practitioner advice and discussions of such accounts as social structure and interactions, history, beliefs and goals. These will be helpful especially in cases where the data are collected from a particular organization imposing its own organizational constraints on genre construction.

2.6 Levels of Linguistic Analysis

Then researchers have to choose the level(s) of linguistic analysis relevant to the significant features of the language in the genre in question in order to carry out an appropriate analysis. The analysis can be done at one or more level as follow:

Level 1: Analysis of Lexico-grammatical Features

A text can be analysed by a quantitative approach like a study of such linguistic features as tense, voice, and types of clause used in a text. This is generally done by using statistical methods in the selection of representative samples for a large-scale corpus-based analysis.

The statistical approach may be helpful for linguistic analysis by means of frequency count since it provides empirical evidence to support or disprove

a tendency of how lexico-grammatical features are used in genres. However, this level of analysis does not clearly suggest what aspects of genre are textualized; how successful communicative purpose is in a particular genre; and why particular linguistic features are selected.

Level 2: Analysis of Text-patterning or Textualization

This level of analysis focuses attention on the linguistic description of the conventional language use that signifies the way members of a discourse community assign restricted values to various aspects of language use. This is what Widdowson (1979 cited in Bhatia, 1993: 26) calls *textualization*.

The statistical analysis, however, would become more significant if it is possible to indicate how a particular linguistic feature textualizes in a genre by taking linguistic description in the explanation. The analysis of textual-patterning or textualization can provide useful implications for applied linguistic purposes, especially teaching in ESP.

Level 3: Structural Interpretation

This level deals with the aspect of text organization in a genre, preferably or typically used by professional members of a discourse community. The analysis will go to the interpretation of the regularities of text organization to understand the rationale behind a genre represented in each movement.

Taking the example of Swales' (1990) study of 48-research article introductions from various disciplines, the communicative purpose is conveyed through three moves: establishing a territory, establishing a niche, and occupying the niche. Meanwhile, the communicative purpose at the level of move realized by a text writer is reflected in the selection of different rhetorical strategies depending on the nature of the topics/ fields, the background knowledge of the intended reader, and the

relationship between the reader and the writer. As illustrated below, in Move 2, ‘establishing a niche’, the writer may decide to use:

- (a) Counter-claiming, or
- (b) Indicating a gap, or
- (c) Question-raising, or
- (d) Continuing a tradition

In the same vein, the writer may use one or more step of the following strategies in Move 1, ‘establishing a territory’

- (a) Claiming centrality and/ or
- (b) Making topic generalization(s) and/ or
- (c) Reviewing items of previous research

2.7 Specialist Information in Genre Analysis

In order to confirm the findings, investigators should check the findings against reactions from a specialist informant who routinely uses the genre in question. The counter-check could bring forth validity to the analysis, the understanding of the nature of the text and, interestingly, the relevant discourse interpretation related to the professional reality rather than a one-sided perspective from the investigators.

Bhatia (1993: 35-36) adapts the characteristics of the specialist informant, initially provided by Selinker (1979). The informant should:

- 1) be a competent and trained specialist member of the disciplinary culture in which the genre under study is routinely used;
- 2) have a feel for the specialist language and also be prepared to talk about it openly, when asked searching questions about various aspects of the genre under study

3) be in a position to explain clearly what he believes expert members of the disciplinary culture do when they exploit language in order to accomplish their generic goals.

A Review of Research Topics in Genre Analysis

A review of research topics in the analysis of academic and professional genres will be presented in three main categories according to genre pedagogy (adapted from Hammond & Derewianka, 2001): exploring the cultural context; analysing models of specific genres; and identification of linguistic features. In **exploring the cultural context**, genre pedagogy helps students to discover the relationship between the use of a genre and the cultural context to which the genre belongs. In teaching **analysing models of specific genres**, students are offered a chance to identify the text patterns, to produce a text themselves. **Identification of linguistic features** of genres is also central to ESP pedagogy in the way that it focuses on how language features vary between genres.

1. Academic Genres

Of the three main categories, identification of linguistic features in academic genres is the most frequently done category, followed by analysing models of specific genres and exploring cultural context.

1.1 Identification of Linguistic Features

Many researchers have shown interest in analysing verbs, tenses and voices in academic genres. Tarone et al (1981) examine the active and passive verbs in two astrophysics journal articles. Malcolm (1987) looks at tense usage in 20 articles of the *Journal of Pediatrics*. Salanger-Mayer (1992) carries out analysis of verbs tense and modality distribution in 84 medical English abstracts. Williams (1996) analyses lexical verbs used in medical research reports: clinical and experimental.

Thomas and Hawes (1994) describe the verbs used in reporting statements or citations in 11 psychosomatic medicine journal articles.

Directives and questions in academic genres have also been interesting issues. Tapper (1994) investigates forms and functions of directives used in a laboratory context by non-native English speaking demonstrators. Hyland (2002a) reports the use of directives in published articles, textbooks and L2 students' reports. Webber (1994) investigates the use of questions in six medical journals. Hyland (2002c) explores the distribution and use of questions in research articles, textbooks and L2 students' essays as well as their perceptions and practices.

Another popular issue is pronominal features. Hyland (2001) examines the rhetorical strategies of self-mention and exclusive first person pronouns in 240 research articles in eight disciplines. Martínez (2001) reports on the impersonality used in the 21 experimental research articles in physical, biological and social sciences. Fortanet (2004) researches on the use of pronoun "we" in university lectures at the University of Michigan.

Other language characteristics have also been investigated. Morrow (1989) describes the use of conjuncts in business news stories and academic journal articles about economics. Gupta (1995) conducts a study of how three international graduate students manage general and specific information in the introduction sections of their papers. Hewings and Hewings (2002) undertake a comparative study of It-clauses in student and published writing in the MBA field.

1.2 Analysing Models of Specific Genres

There have been a great number of investigations into analyses of rhetorical structures of academic genres especially sections in research articles. Swales (1990) researches into the introductory stage of 48 academic research articles. Thompson (1994) identifies into the structure of 18 lecture introductions from linguistics, engineering and medicine areas. Bhatia (1997) looks at the role of

promotional intentions in genre conventions resulting in genre-mixing of academic introductory genres, variously named as introduction, preface, foreword, acknowledgement and publisher's blurb. Samraj (2002) conducts an analysis of rhetorical organization of research article introductions in Wildlife Behaviour and Conservation Biology fields. Brett (1994) researches the communicative categories or "moves" of results section of 20 sociology research articles. Holmes (1997) analyzes discussion sections of 30 social sciences research articles in terms of "moves." Ruiying and Allison (2003) investigate 20 research articles in applied linguistics concerning rhetorical organizations among Results to Conclusion sections. Nwogu (1997) studies the organization of information in all sections of thirty texts from five medical journals. Martín (2003) investigates "moves" of English and Spanish research papers abstracts from our different journals in experimental social sciences. Connor (2000) analyzes rhetorical variation in 14 research grant proposals written by five humanities and sciences researchers for US government and private funders. Giannoni (2002) reports a comparative study in the organization and strategies used in 100 English and Italian acknowledgement texts. Flowerdew and Dudley-Evan (2002) study schematic structure, personal nature and politeness strategies of 53 summative editorial letters to international journal contributors of the *English for Specific Purposes Journal*.

1.3 Exploring the Cultural Context

Despite of small number of studies in this account, it is essential to ESP pedagogy. The analysis would encourage students to "see genres as social processes in existing in cultural contexts and fulfilling specific communicative purposes" (Hammond & Derewianka, 2001: 190). St John (1987) studies the English writing processes of Spanish scientists at the University of Córdoba, Spain. Salager-Meyer (1990) conducts a comparative study of metaphors in English, French and Spanish medical English prose. Mustafa (1995) examines the effect of raising university students' awareness of term paper conventions through formal instruction in Arabic on producing this genre in the same language or in English. Flowerdew and Miller (1996) describe socio-cultural features of lectures of a university in Hong Kong where

English is used as a second language. Moreno (1997) carries out a contrastive analysis of 72 research articles in English and in Spanish on business and economics in the light of intercultural variation in rhetorical preferences of national culture. Burrough-Boenisch (2003) examines reactions of 45 readers from eight countries to present tense conventions in scientific discussions by three Dutch authors.

2. Professional or Non-academic Genres

The issues of a professional genre analysis gain the same popularity with researchers as in the academic ones. However, studies in this area are outnumbered by those of academic genres.

2.1 Identification of Linguistic Features

Metaphors used in professional genres have been interesting issue among researchers. Semino (2002) analyzes metaphors used in relation to the euro currency in a selection of British and Italian newspaper. White (2003) focuses on the use of metaphoric “growth” in the British press particularly *The Financial Times*. Caballero (2003) undertakes the analysis of metaphors used by architects in 95 building reviews of six architectural design magazines. Charteris-Black and Musolff (2003) conduct a comparative study of metaphors in reports of euro trading in the British and German financial press. Rodriguez (2003) explores the role and functions of metaphor in the genre of 95 building review in architectural discourse.

The study of socio-pragmatic features in professional genres has also been popular. Charles (1996) investigates the organization and rhetoric of six authentic audio-recorded British sales negotiations by means of socio-pragmatics. Maier (2002) focuses on politeness strategies in 18 application letters by naïve and non-native English speakers. Muntigl (2002) examines how language functions to realize the employment policy genre. Upton and Conor (2001) study the moves of application letters and, particularly, the politeness strategies used by American, Finns and Belgians.

Many researchers have focused on the language characteristics in political genres as well. Lerman (1985) analyses impersonal identity in a presidential speech from news events in American commercial television. Fetzer (2000) investigates the interactional organization of the media event and a political interview genre. Antaki and Leudar (2001) study the use of quotations of opponents in parliamentary argumentation in project promotion.

There are other studies of characteristics of non-academic and professional genres. Marley (2000) analyzes the modification of gender in *The Guardian's* dating ads column. Guijarro and Hernández (2001) study the differences in the thematic/topical progression of 40 news items and tourist brochures.

2.2 Analysing Models of Specific Genres

Many researchers have conducted analyses of rhetorical patterns of such professional genres as promotional, business, and legal genres. Bhatia (1993) carries out genre analysis of sales promotion letters, job applications, legislative provisions and legal cases. Henry and Roseberry (2001) study the moves and strategies of 40 letters of applications written by native speakers. Santos (2002) investigates generic structure of 117 English business letters of negotiation exchanged by fax between a Brazilian company and two European companies. Iborra and Garrido (2001) undertake an analysis of “moves” structure in 12 tourist leaflets and of lexicogrammatical features.

2.3 Exploring the Cultural Context

Badger (2003) undertakes an analysis of 25 law reports from *The Guardian* and *The Times* about their social and cultural factors linking to textual factors.

A Review of Research Methods in Genre Analysis

From the previous research studies concerning genre analysis, Swales' (1990) Create Research Space or CARS model has been validated and extensively applied to text analyses by different researchers e.g. Bhatia (1993), Brett (1994), Nwogu (1997), Connor, (2000), Samraj (2002), Santos (2002), Martín (2003). However, there were other studies that could not directly apply the framework since they focused on unfamiliar or professional genres. Therefore researchers applied Bhatia's framework (1993) for analysing unfamiliar genres which further elaborated that of Swales'. Meanwhile, combination of the two frameworks has also been widely used for genre analysis studies by many researchers, e.g., Henry and Roseberry (2001), Iborra and Garrido (2001), Flowerdew and Dudley-Evans (2002), and Badger (2003).

I used the combination of these two theoretical frameworks in data analysis of the present study, which will be elaborated in the next chapter. The main reason for the selection is that acceptance speeches upon receiving honorary degrees are embedded in academic setting; on the other hand, they are unfamiliar genre which none of the previous studies has examined.

CHAPTER III

METHODOLOGY

This chapter reviews the objectives and research questions of the present study. It also presents sampling techniques, data collection, and an approach to data analysis.

Research Objectives and Research Questions

The purpose of the present study is to analyze the rhetorical structure of acceptance speeches on receiving honorary degrees. In addition, this study also intends to investigate prototypicality and flexibility of move-structure in this genre, and therefore poses the following research questions:

1. What are communicative purposes of acceptance speeches upon receiving honorary degrees?
2. What rhetorical moves are typically employed in acceptance speeches to achieve the communicative purposes?
3. Are there any prototypical structures for acceptance speeches?
4. Is there any flexibility in move-structure? To what extent does this flexibility help the speeches reach their communicative achievement?

Research Types

1. Research Types in Social Science

Generally in social science, research can be classified as quantitative or qualitative from perspective of “type of information sought” (Kumar, 1996: 8). To understand the two paradigms of research, I would like to present their characteristics as follow.

The qualitative or interpretivist researchers seek to understand the meaning that people have constructed about their world and their experiences involved in the research (Creswell, 1994; Merriam, 2002). That is to say, social reality is “subjective” or “constructed and interpreted by people – rather than something exists objectively” (Denscombe, 2002: 18).

As to qualitative instruments, Merriam (2002) states that researchers themselves are the primarily instrument for data collection and data analysis. On the grounds that the purpose of this paradigm is an in-depth understanding, humans as research instrument seem to be the practical means of collecting and analyzing data, due to the responsive and adaptive abilities. In comparison with the quantitative paradigm, a human instrument has weaknesses concerning biases or subjectivities that might influence the findings of the research. Instead of trying to eliminate these biases, it is necessary that researchers “identify them and monitor them as to how they may be shaping the collection and interpretation of data” (Ibid: 5)

On the other hand, quantitative researchers consider social reality as “objective,” independent of investigators (Creswell, 1994). Processes in quantitative research are done *deductively*; that is, researchers gather data and do experiments to test hypotheses which have been set up beforehand (Merriam, 2002). Therefore, information can be measured objectively by using a quantitative measurement scales like questionnaires or scientific instruments. Quantitative researchers try to control for biases, use systemic sampling techniques, and remain distant to what they examine (Creswell, 1994; Kumar, 1996).

This kind of research reports the fact which is supported by the large number of the populations and statistic evidence. However, the use of statistics is not the main part of quantitative research in social science research, as Kumar (1996: 10) discusses:

The main function of statistics is to act as a test to confirm or contradict the conclusions that you have drawn on the basis of your understanding of

analysed data. Statistics, among other things, help you to quantify the magnitude of an association or relationship, provide an indication of the confidence you can place in your findings and help you to isolate the effect of different variables.

2. Research Type in the Present Study

Being under the umbrella of social science, genre analysis, involving an investigation into the content of texts, is likely to rely on the qualitative paradigm. Yet it employs quantitative techniques in order to help confirm and illustrate findings. Thus, the present study, of which the main part of an analysis employs qualitative approaches, also uses a quantitative technique to confirm its findings. In the analysis of move structure in a genre, it is necessary to investigate and describe the data on the basis of researchers' understanding and judgment. However, the quantitative processes were employed in selecting texts for data analysis and in counting the frequency of move occurrences.

Data Collection

1. Sampling Techniques and Data Collection of Genre Analysis in General

In general, sampling techniques and data collection depend upon the nature of the genre analysis, the availability of the data, the number of variables, and other limitations like research time and costs.

After a review of sampling techniques and data collection in genre analysis, it appears that most researchers employ two main procedures: the selection of data sources and the selection of texts to analyze. In the first step, they often use *purposive sampling*, which is a non-random sampling procedure, involving the selection of samples on the basis of their own judgment, intuition, or specific needs. Realizing that genre analysis is concerned with prototypicality of texts in disciplines, researchers employ purposive sampling choice of texts to control such factors as writers'

nationalities and/ or levels of expertise, periods of publication, or the disciplinary representativeness of texts in questions. Furthermore, the availability of sources is taken into account (Dixon et al, 1987; Cohen and Manion, 1994).

Then, in the stage of selecting texts to analyze, researchers often use random sampling procedures e.g. *simple random sampling* (selecting subjects at random from a list of population), *systemic sampling* (selecting subject at random from a population list in intervals), and *cluster sampling* (randomly selecting a specific number of population) (Dixon et al, 1987; Cohen and Manion, 1994). These random procedures can provide the assurance of representativeness of the sample drawn. However, some researchers still choose purposive sampling in this stage for an in-depth text analysis.

2. Sampling Techniques and Data Collection of the Present Study

The following analysis investigated the rhetorical move-structure and prominent linguistic features of English acceptance speeches upon receiving honorary degrees using theoretical framework for a genre analysis by Swales (1990) and Bhatia (1993). In the study, the availability of acceptance speeches is the main factor taken into consideration. For this purpose, firstly the source of the data was determined purposively. The selected sources were university websites in five countries: Australia, Canada, the United Kingdom, the United States, and Thailand. Then the list of universities which provided the collection of acceptance speeches in each country was made based on *Google* search engine. Next, the table of random was used to draw one university website from each country. After that the English speeches were selected – five from each university. These speeches are limited to a period of 2000-2004 and varied in length. However, note that the unavailability of acceptance speeches from one university from Australia, which provides only three, was compensated by an increased number of universities to keep balance in the number of texts in the corpus. In case of Thailand there is only one university website that provided the online data.

Realizing that writers of the speeches were expert in writing English speeches, therefore, I did not differentiate the sources (universities) and nationalities of speech writers in this study. The texts must be prepared in English. Moreover, the preliminary study reveals that there are two types of an honorary degree presentation ceremony. One is held in a regular graduation ceremony, while the other is an exclusively set ceremony. Because the latter is rather a rare occasion, the corpus was collected from the former source only.

Lastly, the texts were copied and saved as text files (*.txt) to produce an electronic corpus. Then, the files were enumerated from Speech #1 to Speech #25 and were ready for an analysis of rhetorical structures and for investigations of prominent linguistic element and sets of distinguished expressions employed in rhetorical moves. The process of data collection can be outlined as in Figure 3.1.

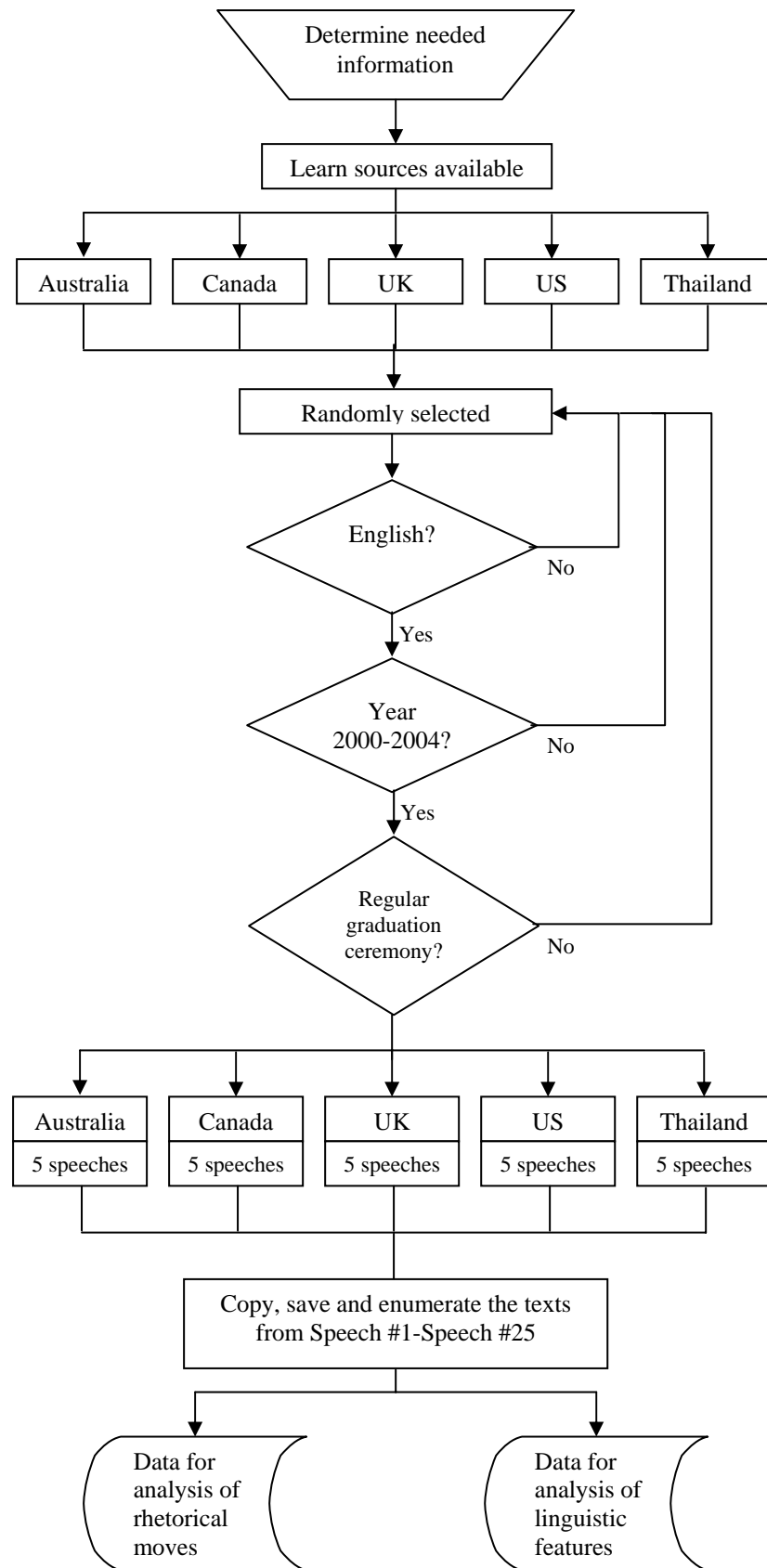


Figure 3.1 Stages of Data Collection

Data Analysis

In genre analysis in the ‘level of structural interpretation’ (Bhatia, 1993: 29), researchers have extensively used two well-known theoretical frameworks: Create Research Space or CARS Model by Swales (1990) and the framework for analyzing unfamiliar genres by Bhatia (1993). From a review of the frameworks and previous research studies, investigators should find out what communicative purpose is established in a text in question, since communicative purpose is the main factor to identify a genre. Then an analysis of rhetorical structures of ‘move’ is undertaken. Each genre has a communicative purpose to serve; by the same token, each rhetorical move in a genre is likely to serve a major communicative purpose. Apart from the communicative purpose, discourse markers and semantic functions of sentences could help distinguish moves in a genre. However, some prominent linguistic features typically found in that genre are also investigated in many studies, in which a quantitative approach like frequency count is employed.

In the present study I focused on two aspects which I think were most significance: 1) the rhetorical move-structures; and 2) prominent linguistic features and expressions typically found in the genre. The study employed both qualitative and quantitative approaches, comprising of: a text analysis of a corpus of acceptance speeches; and a frequency count of occurrences of moves and expressions. The data analysis of this study consisted of five main sections.

Firstly, the communicative purposes of acceptance speeches upon receiving honorary degrees were identified, mainly from reading through the corpus and from interviews with specialist informants responsible for degree conferment ceremonies in Thai universities. The two informants are Ms. Petchara Puriwat, Director of Office of Human Resources Management, Chalalongkorn University, and Associate Professor Apaporn Chindaprasert, Khon Kaen University.

Based on the notion of move analysis of texts by Swales (1990) and Bhatia (1993), the second process dealt with the analysis of rhetorical moves of the

acceptance speeches in the corpus. An individual text was broken down into stages or moves. However, each move serving different communicative purpose may have different strategies or steps. Next, rhetorical moves and steps occurring in each text were assigned. Then, the obligatory and optional moves and steps were determined. The number of occurrences of moves and steps in the corpus was counted and presented in percentage.

In the third step, the concordancing software “WordSmith Tools Version 4.0,” created by Mike Scott (2004), was used to provide a list of lexico-grammatical items and the frequency of expressions employed in the moves. The data from this section helped provide the description of move analysis in the way that these lexico-grammatical features would help the speech addressers achieve the communicative purpose of the moves and finally the genre in question.

In the fourth stage, the data obtained in the second and third stage were used to assign the description of how the moves functioned in the acceptance speeches upon receiving honorary degrees.

Lastly, the analysis of flexibility in the move structures was carried out. The description dealt with a degree of freedom in the sequencing of moves and obligatory and optional moves in the genre. The process of data analysis can be demonstrated as in Figure 3.2.

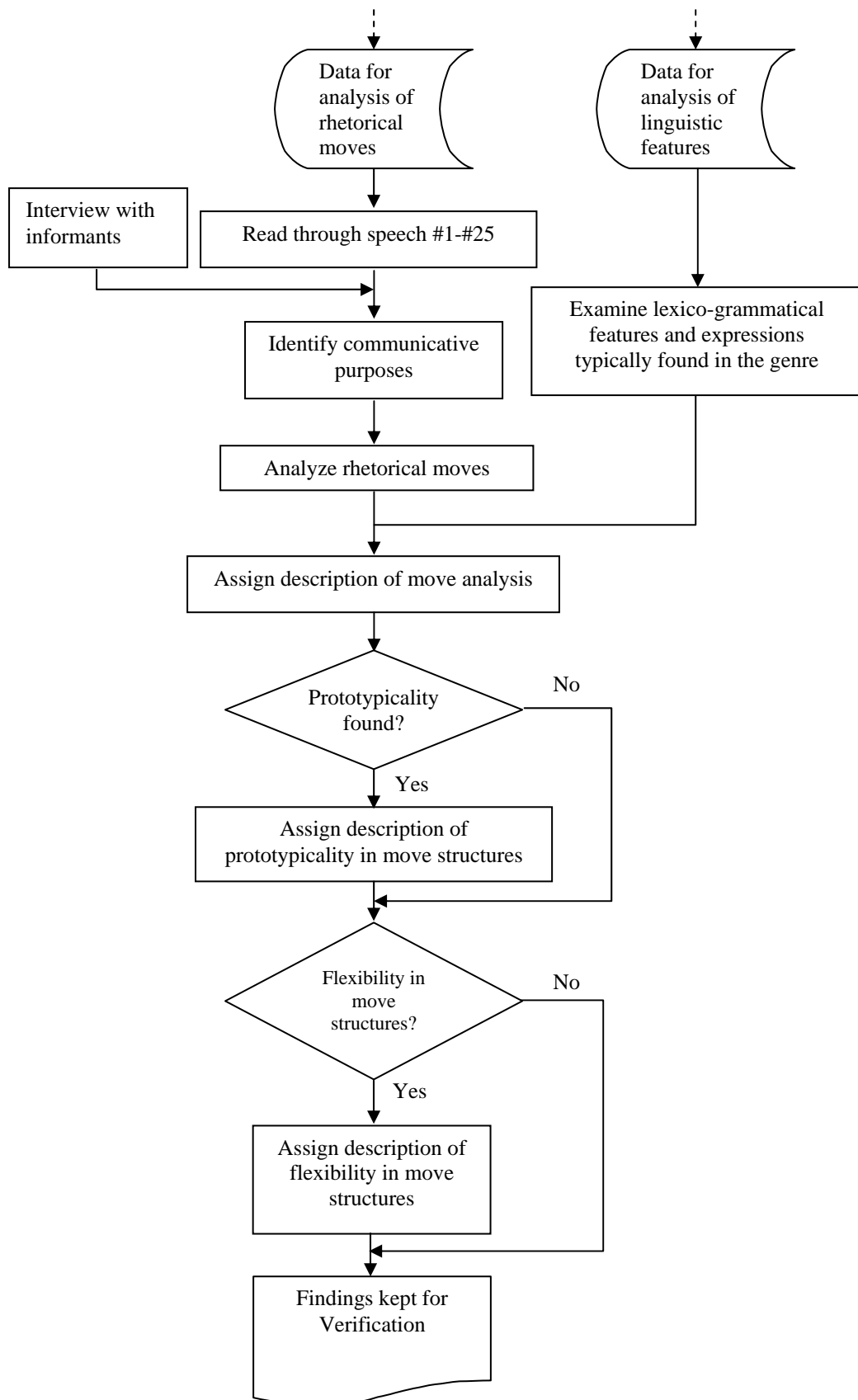


Figure 3.2 Stages of Data Analysis

Verification of Findings

In ensuring the accuracy of findings from the study, the researcher consulted with the two specialists: Assistant Professor Sipanya Chaiyai and Ms. Piyaporn Punkasirikul, lecturers from the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Khon Kaen University. The former specializes in critical reading and had also been in charge of speech preparation in University's special occasions. The latter was trained in discourse analysis for six months.

The process of verification followed these steps. First, five of analyzed 25 acceptance speeches upon receiving honorary degrees were randomly selected. Then, the two raters were orientated to the background of the present study and verification steps. The photocopies of the sample acceptance speeches with marked moves and steps, and a summary of criteria for identification of rhetorical moves were given to the raters for the data verification. After that they were asked for their opinion and agreement on the analysis of moves and steps. The feedback from the raters led to the refinement of the findings. The process of verification of findings can be illustrated as in Figure 3.3. Then, the refined findings were presented in Chapter IV.

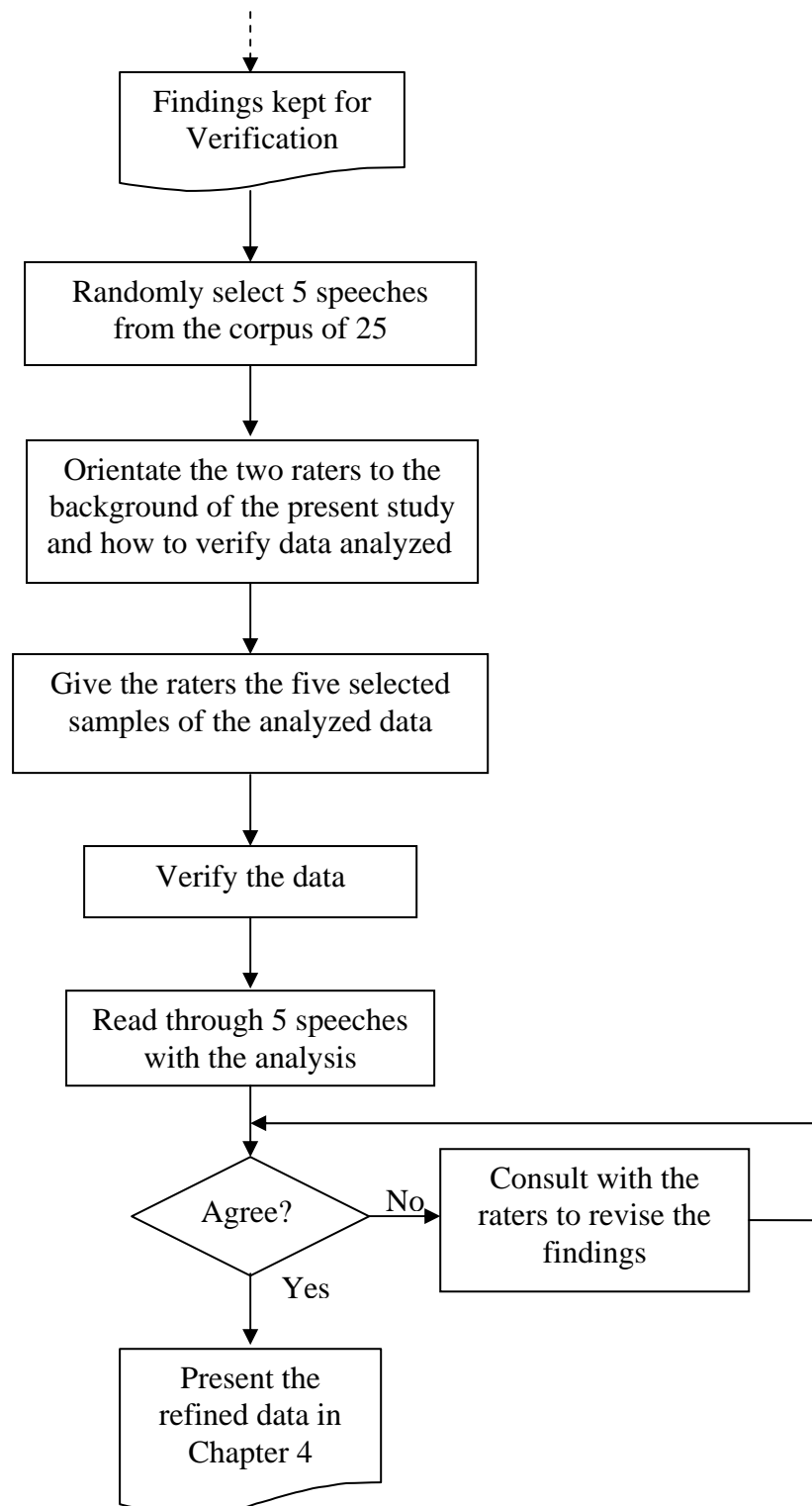


Figure 3.3 Stages of Verification of Findings

CHAPTER IV

RESULTS

This chapter reveals the research finding of a genre analysis of acceptance speeches upon receiving honorary degrees. The chapter is structured in four major sections. The first section presents the characteristics of acceptance speeches and their communicative purposes in a situation-context. The second section deals with the prototypical structure and structural description of acceptance speeches upon receiving honorary degrees. The third section focuses on the patterns and flexibility in move-structure. The last section will summarize the whole findings of the present study.

Communicative Purposes of Acceptance Speeches upon Receiving Honorary Degrees

An honorary degree (Latin: *honoris causa* or *h.c.*) is an exceptional academic degree granted to an outstanding individual who is a learned person, an old faculty member or a scholar of an institution. An honorary degree can also be awarded by an institution where the awardee never attended. An honorary degree may be a bachelor's degree, master's degree, or doctorate degree, however, the last is the customary practice (Wikipedia, 2006). The conferment of an honorary degree reflects that the institution recognizes and distinguishes an outstanding person who contributed particularly to his or her field of expertise; higher education or a specific institution; the intellectual achievements; or valuable contribution to society (Epictetus College, 2005; Wikipedia, 2006)

An honorary degree is usually presented at a regular graduation ceremony and the honorary degree awardee is often invited to deliver an acceptance speech in front of the faculty members and graduates. The event creates the highlight of the graduation ceremony (Wikipedia, 2006).

An acceptance speech upon a receiving honorary degree is given different names depending on the institution such as acceptance speech, speech of acceptance, acceptance remark, graduation address, and convocation speech. An acceptance speech is given to express gratitude to those involved in the honorary degree conferment. From the data analysis of the present study, it was found that a typical acceptance speech upon receiving an honorary degree tends to serve the following communicative purposes:

1. An acceptance speech upon receiving an honorary degree is addressed in response to a declaration of merit or the citation by the rector of the institution as a way to indicate the expression of gratitude by which an institute confers an honorary degree to the speaker. Therefore, according to speech act (Richards & Schmidt, 2002) the main function of an acceptance speech upon receiving honorary degree is the expression of gratitude or appreciation to the institute that has awarded the recipient with the honorary doctorate because the institution considers the recipient to have made contribution to the field of expertise or to society. Apart from that, the genre aims to show appreciation for receiving the honorary degree from the institute of the audience and recognize the honor of attending the ceremony. In order to obtain its pragmatic success, it needs to serve the following additional communicative purposes.

2. Delivered in a regular graduation ceremony, an acceptance speech should congratulate the audience such as graduates and their family, other honorary graduates, and the institute.

3. An acceptance speech is usually addressed to those potential graduates who are likely to work in a similar field of expertise as that of the honorary degree recipient. The speech should function as the link between the degree honorand, field of expertise, graduates and society. The speech, therefore, should provide encouragement and advice relating to fields of expertise of the speaker and the audience.

4. As the above mentioned link indicates, it is usual to assert that the speaker is a member of the discourse community and has a certain association with the audience's institution, and it should give a picture of the degree recipient's personal accounts and contribution to the field of expertise and the institute.

Structural Description of Acceptance Speeches upon Receiving Honorary Degrees

1. Rhetorical Move-Structure of Acceptance Speeches upon Receiving Honorary Degrees

After identifying the genre's communicative purposes and developing theoretical framework discussed in Chapter II, the genre analysis reveals that the genre-text can be divided into six stages or 'moves' to serve the communicative purposes. These are:

1. Move Greeting Audience
2. Move Acknowledging Those Involved in Degree Conferment
3. Move Congratulating Those Involved in Event
4. Move Giving Advice/Encouragement to Graduates
5. Move Referring to Honorary Degree Recipient's Personal Accounts
6. Move Ending

In doing so, speech writers also employ variable component strategies or 'sub-move' and 'steps' to meet each move communicative purpose as shown in Figure 4.1.

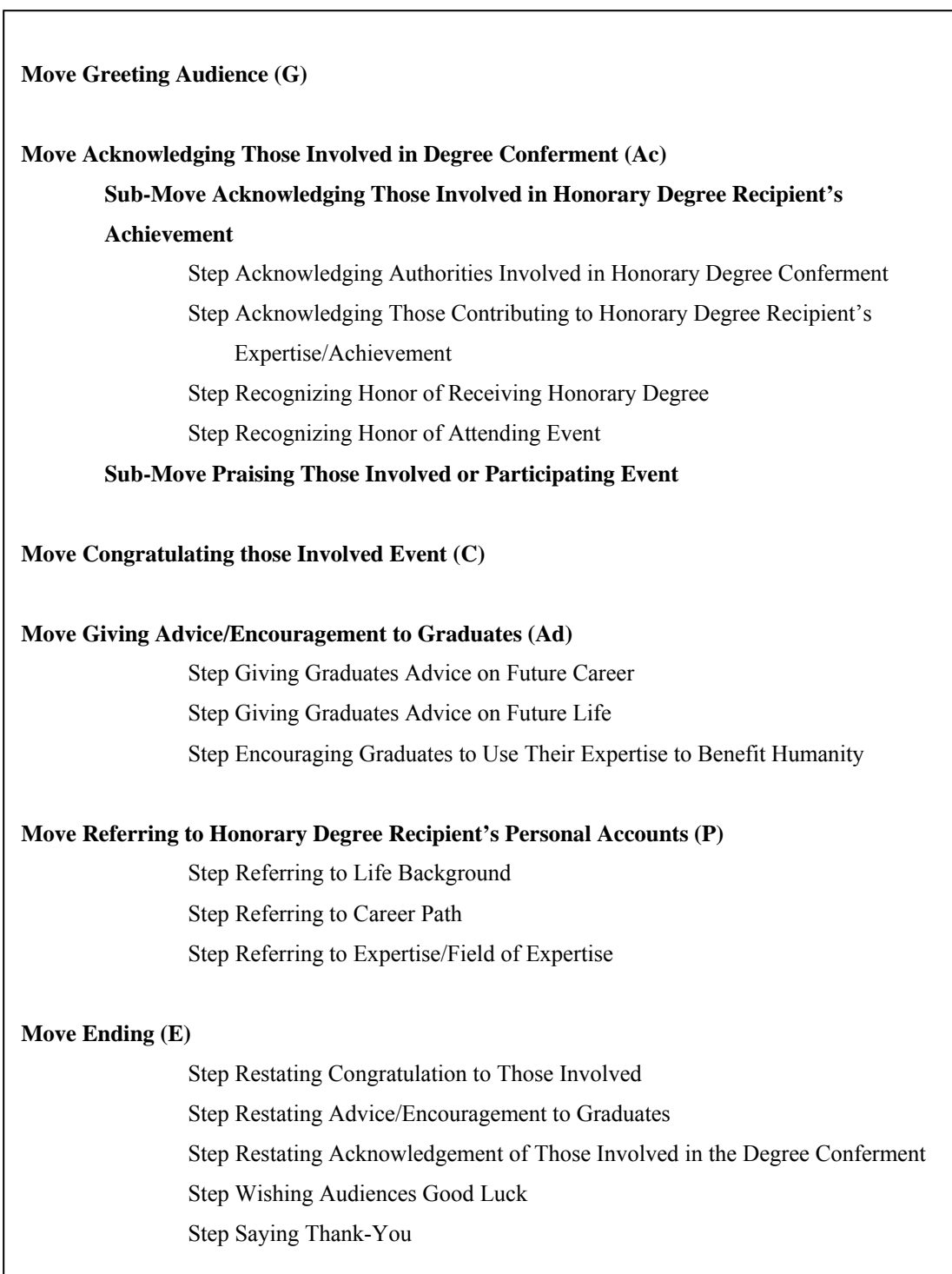


Figure 4.1 Moves, Sub-Moves and Steps Found in the Corpus of 25 Acceptance Speeches upon Receiving Honorary Degrees

2. Structural Interpretation

Here the prototypical structure of acceptance speeches upon receiving honorary degrees will be exemplified and described in greater detail. Table 4.1 provides number of move occurrences throughout the corpus.

Table 4.1 Number of Move Occurrences in Acceptance Speeches upon Receiving Honorary Degrees

Speech Number	Move ¹					
	G	Ac	C	Ad	P	E
1.	√	√	√	√	√	√
2.	–	√	√	√	√	√
3.	√	√	√	√	√	√
4.	–	√	–	√	√	√
5.	–	√	–	–	√	√
6.	–	√	√	√	√	√
7.	√	√	–	√	√	√
8.	√	√	–	√	√	√
9.	√	√	–	√	–	√
10.	√	√	√	√	√	√
11.	√	√	√	√	–	√
12.	√	√	√	√	√	√
13.	–	√	√	√	–	√
14.	√	√	–	√	√	√
15.	√	√	–	√	√	√
16.	–	√	–	–	√	√
17.	√	√	√	√	√	√
18.	–	√	–	√	√	√
19.	–	√	√	√	√	√
20.	–	√	–	√	–	√
21.	√	√	–	√	√	√
22.	–	√	√	√	√	–
23.	√	√	√	–	√	√
24.	√	√	–	√	√	√
25.	√	√	√	√	√	√
Total	15	25	13	22	21	24
%	60	100	52	88	84	96

Note:¹ See the abbreviations of move's names in Figure 4.1

2.1 Move Greeting Audience (G)

Although the move ‘Greeting Audience’ is not the major rhetorical move according to the genre’s communicative purposes, it appears at the beginning of 15 speeches or 60% of the corpus (See Table 4.1). The move Greeting Audience aims to call the attention of the audience attending the degree conferment ceremony and to mark a starting point of the speech delivery. Examples of Move G are shown below:

Example 1

- Chancellor, members of University Council, Vice-Chancellor, members of faculty staff, graduates, distinguished guests, ladies and gentlemen. (**Speech #1**)
- Mr Mayor, Chancellor, fellow graduates. (**Speech #15**)
- Chairman of the Board of Trustees, Mister President, Excellencies, AIT Trustees, Faculty members, distinguished guests, members of the 98th graduating class, Alumni, Ladies and Gentlemen. (**Speech #23**)

In order to serve the purpose of drawing the attention of the audience, and making a starting point, speech addressers tend to use vocatives, and greeting expressions.

A vocative is a name used for person(s) being addressed to attract attention or to show a particular social relationship (Crystal, 1996; Richards & Schmidt, 2002). From the findings, vocatives can take several forms.

Labels for occupations e.g. Chancellor, members of X, Mr. President, Chairman, Trustees, Ambassador, officials, bagpipers, graduates

Markers of status or respect e.g. Your Excellency, distinguished guests, Madame President

General labels e.g. ladies and gentlemen

Labels showing relationship e.g. all my relatives, friends, fellow speakers, fellow graduates

Certain kinds of clause e.g. the lucky students who will be graduating today

Other labels e.g. prize winners, alumni

In Example 2 the greeting expressions like ‘[G]ood morning’ and a positive comment on the event, particularly Speech #10, are used in this move.

Example 2

- **Greetings everyone, Good morning. What a great day this is, what a special day! (Speech #10)**
- Thank you very much. President Trachtenberg, Chairman Zeglis, prize winners, fellow speakers, very distinguished guests, members of the class of 2000 and your families, university officials, bagpipers, and friends, **good morning. (Speech #17)**
- Mr. President, Excellencies, Members of Faculty and the lucky students who will be graduating today, **Good morning. (Speech #25)**

Interestingly, Speech #17 begins with ‘Thank you very much’ which is similar to the move ‘Acknowledging Those Involved Degree Conferment’. However, it appears to function as a transitional word leading to the acceptance speech being addressed and as a response to what the rector has praised in the citation.

2.2 Move ‘Acknowledging Those Involved in Degree Conferment’ (Ac)

The communicative purpose of the Move ‘Acknowledging Those Involved in Degree Conferment’ is central to expressing gratitude and appreciation to those

involved or participating in the honorary degree conferment ceremony for the degree received. As indicated in Table 4.1, Move Ac confirms the major communicative purpose of the genre which is reflected by its occurrence in all the speeches in the corpus. The following excerpts are examples of this Move:

Example 3

- Chancellor, the decision of you and your Council to confer on me this day an honorary degree of Doctor of Laws, causes me to feel very humble. **You have done me a great honour. (Speech #1)**
- **I feel honored and moved** to be back here **receiving an honorary degree** from UBC. **(Speech #6)**
- This honorary degree is not just a tribute to me. Everyone who achieves success in life achieves it with **the support of a whole community of family, friends and colleagues. (Speech #7)**
- By earning these degrees, **you have demonstrated that you have the intellectual gifts needed to become outstanding lawyers and the work habits required** to cope with the ever increasing demands of our profession. **(Speech #19)**
- **I feel honored to be invited to this august celebration. (Speech #25)**

Example 3 illustrates how speech deliverers acknowledge those involved the event in different ways such as acknowledging the university council conferring the h.c. (Speech #1); asserting the honor of receiving honorary degree. (Speech #6) and attending the graduation ceremony (Speech #25); recognizing those contributing to their expertise achievement (Speech #7); and considering the graduates having admirable qualities (Speech #19).

According to the present study, there are clear distinctions between the aims of acknowledgement. One purpose of acknowledgement may deal with an expression of gratitude for the honorary degree that the acknowledgers received and individual or institutional contribution to their achievement. For instance, honorary degree recipients express thanks to the university that conferred them the honorary degrees, and appreciation of their contributors to such expertise achievement that fosters the social recognition of the *h.c.* recipients.

The other purpose is to praise the audience – institutes or individuals for their admirable qualities. To list just a few, the speaker considers the institution as a good choice for graduates, or praise other honorary degree recipients attending the ceremony. This might not be directly aimed at the conferred degrees and achievement of the speaker but appreciation of the audience.

Thus, the Move ‘Acknowledging Those Involved in Degree Conferment’ has function according to the mentioned aims with the following strategies:

Sub-Move 1: ‘Acknowledging Those Involved in the Honorary Degree Recipient’s Achievement’

Step 1: ‘Acknowledging Authorities Involved in the Honorary Degree Conferment’

Step 2: ‘Acknowledging Those Contributing to Honorary Degree Recipient’s Expertise/Achievement’

Step 3: ‘Recognizing Honor of Receiving Honorary Degree’

Step 4: ‘Recognizing Honor of Attending Event’

Sub-Move2: ‘Praising Those Involved or Participating Event’

The following sections explain these sub-moves and steps in more details with the description of prominent linguistic features.

2.2.1 Sub-Move 1: ‘Acknowledging Those Involved in Honorary Degree Recipient’s Achievement’

The Sub-move ‘Acknowledging Those Involved in Honorary Degree Recipient’s Achievement’ aims to express thanks, gratitude, or appreciation to those involved in the honorary degree conferment for the degree awarded; and to recognize individuals or institutes contributing to the honorary degree recipient’s renowned expertise in the field. From the investigation of the corpus, the speakers tend to use the following steps in their speeches.

1) Step 1: ‘Acknowledging Authorities Involved in Honorary Degree Conferment’

The objective of Step ‘Acknowledging Authorities Involved in Honorary Degree Conferment’ is to thank the authorities of the institution involved in the conferment of an honorary degree upon the speaker. The authorities include 1) individuals e.g. chancellor, university president, dean, orator; and 2) organizations e.g. Board of Trustee, school, college, faculty, university senate. These authorities are concerned with the process of nomination and the degree conferment ceremony. The excerpts below show this kind of acknowledging message:

Example 4

- **I wish to thank you, Vice-chancellor, and the University Senate**, for conferring this Honorary Doctorate upon me. (**Speech #2**)
- **I thank the University of Technology, Sydney, its Chancellor, Sir Gerard Brennan**, for the honour done me by bestowing on me the honorary degree of Doctor of Laws. **I thank the University** for the generosity of its citation. (**Speech #5**)

- And so, it is with an even greater sense of humility that I accept this honorary degree. **I would be remiss if I didn't thank Chancellor MacEachern, President Dr. Martha Piper and the Senate of UBC.** I also want to thank **the selections committee and all of those people who formally supported my nomination. (Speech #10)**

2) Step 2: 'Acknowledging Those Contributing to Honorary Degree Recipient's Expertise/Achievement'

In the Step 'Acknowledging Those Contributing to Honorary Degree Recipient's Expertise/Achievement', the acknowledgers appear to give credit to deserving contributors for their renowned expertise. It is interesting to note that this step is addressed more personally than the other three steps in this sub-move. Such acknowledgement is exemplified as follows:

Example 5

- **Thank you Sharon Thira. Last but not least thank you family, friends, colleagues, and the community for giving inspiration to my life. (Speech #10)**
- People that I met, **people who were inspirational to me, all of them contributed to my standing here** now... And I was taught by teachers who were overqualified, but who really taught me what to do, how to get the things that I needed to get to be able to try to achieve some of the things that I aspired to do. **(Speech #20)**
- My first teachers were not writers but the many artists who lived around here after the last war. **It was they who made me take my nose out of a book and see and look around. (Speech #15)**

As seen in these extracts, the acknowledgers recognize people who are inspirations in their lives and professional achievement.

Example 6

- **John**, I've found you to be an outstanding sounding board for many of the ideas which have become part of the Smart State strategy.
(Speech #2)
- On a personal basis, **it was greatly rewarding to meet and work with** highly skilled, dedicated and focused **professionals and**, of course, **with my colleagues on the Board of Governors.** (speech #8)
- Now every day in my heart **I thank President Clinton** for the opportunity he's given me to represent America around the globe, and I'm proud that under his leadership the United States is helping to create a more secure world ... We are also joining with **key partners such as Jim Wolfenson** to shape a new world economy that benefits the hardworking many, not just the privileged few. (Speech #17)

From Example 6, both acknowledgers recognize their professional achievement as a contribution from their colleagues. However, the following excerpts in Example 7 suggest that the degree recipients feel honoured and grateful for people and organization they have worked for.

Example 7

- I should be the one giving an award to **UBC and to the other universities that have allowed me to spend my time so enjoyably. So we owe UBC** a real debt of gratitude as well as a continuing affection. (Speech #6)

- And this degree honours the **work of thousands of parents across BC** from whom we have learned so much...This degree is a tribute **to them and to the many people who work in Infant Development Programs and in other services for young children with disability.** (Speech #7)

As seen in the example below, the speaker, as a university alumnus, acknowledges the University's scholarship granted, as a contribution to her education, career and life.

Example 8

- **I must also thank the University's Trustees** for having faith in me in 1964 **when they gave me**, the daughter of a bassoonist and a housewife, **a four-year, all-tuition scholarship to this great University.** My education here has prepared me, as President Trachtenberg said, for a career of lifelong learning and a rewarding life. (Speech #18)

3) Step 3: 'Recognizing Honor of Receiving Honorary Degree'

From the investigation of the present study, it is found that the Step 'Recognizing Honor of Receiving Honorary Degree' is to show how honored or how much the honorary degree awardee appreciates the award-giving institution. The examples of this step are shown below:

Example 9

- **That is why I am deeply moved by the Honorary Doctorate in Science** awarded to me tonight. (Speech #2)

- **I feel honored and moved** to be back here **receiving an honorary degree** from UBC. (Speech #6)
- I would never have dreamed in a thousand years that **I could receive such an honour** from this great institution, UBC. (Speech #10)
- **It is a great honor to have received an honorary doctorate degree** from this prominent institution (Speech #22)
- This prestigious institution has had the generosity to confer upon me an Honorary Doctorate degree. **This unexpected award is truly an honor to me and I have accepted it with immense joy.** (Speech #25)

Example 9 demonstrates the way they assert the honour of the honorary degree bestowed by the institutions. However, some samples also highlight the reason of association with the institutes to accept such an honour, as illustrated here:

Example 10

- **I was delighted to be offered this degree by this University because I make my home in Essex**, and I love Essex with all my heart. One of the important things about the time you have spent here is that this place is your sweet mother – your **Alma Mater.** (Speech #13)
- I'm sure that you recognize and will agree with me that **to receive an honorary degree is by any measure an extraordinarily high honor.** But I tell you, to receive one from your **alma mater is surely doubly so**, because they not only know your shortcomings, they in fact have documented them. (Speech #16)

- When I hesitated before accepting the invitation to **be honoured in this way, the factor which overcame my hesitation was the pleasure I have taken, and continue to take, in my association with the University of Essex through its Human Rights Centre. (Speech #14)**

As seen in Speech #13 and Speech #16, the honourands give reason of the acceptance of the degree that the institution are their Alma Mater, the university that they used to attend. Likewise, in Speech #14 the decision whether to receive an invitation of receiving the honorary degree is attributed to the association with the University throughout their careers.

4) Step 4: ‘Recognizing Honor of Attending Event’

The Step ‘Recognizing Honor of Attending Event’ aims to assert the honor and pleasure of attending the graduation ceremony. Examples of Step 4 are exemplified as follows:

Example 11

- **I am thrilled by the events** that are bringing me closer to this great university, to this city and to this State. **(Speech #3)**
- I am deeply moved to be **so honoured and to share this stage with the graduates** before you. **(Speech #10)**
- I stand here **highly honoured and slightly embarrassed. Highly honoured to be invited to be associated with this great University.** People like me talk these days a lot about globalisation and the global world but sitting here listening to that wonderful array of names I realise **I am at the heart of this global world and its great to be here. (Speech #11)**

- It is really **an honor to be standing here** with this accomplished group of graduates and with the distinguished recipients of honorary degrees. **(Speech #18)**

A closer look at the following examples reveals that the addressers not only assert the honour of participating in the event but they are honoured to speak before the audience as well:

Example 12

- It is a great pleasure for me to share this special moment and honor with you...**I am deeply honored to have been asked to speak** on this important occasion. **(Speech #19)**
- Thank you very much. **It's a privilege to be here today and to at least have an opportunity to speak to such wonderful students.** **(Speech #20)**
- **It is a great honor** to have received an honorary degree from this prominent institution and **to address the members of the 89th graduating class.** **(Speech #22)**

From the examination of acceptance speeches upon receiving honorary degrees, it is obvious that the genre contains hybrid characteristics of speeches including congratulatory message, keynote speeches, and acknowledgement. Therefore, 'to speak' and 'to address' hint to the audience that they will hear not only the speech conveying notion of thanks for the degree, but also such others ideas as advice and encouragement, congratulations, personal accounts, and profession, as noted in other moves.

2.2.2 Sub-Move2 'Praising Those Involved or Participating Event'

The communicative function of Sub-move 2 is to consider institutes or individuals admirable. This is not very specific to the degree conferment ceremony or the degree granted, as illustrated here:

Example 13

- **This university** and particularly with its distance learning program, **enables men and women of a more mature age to graduate and to start the next stage of their life armed with the knowledge and the skill that they did not possess earlier.** (Speech #1)
- **AIT**, with its dynamic diversity of the faculty from 30 countries and students from over 40 countries and functioning entirely free from any local interest of nation-state, **is the ideal institution to the solution of global problems challenging the human being of the 21st century.** (Speech #25)

The above example supports the notion of praise that the institute has attributed to graduates' knowledge and skills, as seen in Speech #1; and that the institute is an ideal university as seen in Speech #25. Apart from praising institutes, the purpose of this sub-move also takes account of praising individuals, as Example 14 suggests:

Example 14

- **President Trachtenberg, too, deserves much credit for his enthusiastic support for these efforts by the Law School.** (Speech #19)

Among those who are praised, other honorary degree recipients in the same ceremony are also honoured by the addressers. It is worth mentioning that the speeches are underlined with humility when honouring others, as observed in Example 15:

Example 15

- In particular **I am honoured by being offered the doctorate at the same time as Sir William Deane**, who as you now know has taken over from me as Chairman of CARE Australia. I am delighted that he has done so because no person could better fit that role. In particular I wanted to say that I believe Sir William filled the role of Governor-General with a very particular, even unique distinction.... **I am honoured indeed to have been asked to share in a ceremony which also involves bestowing an Honorary Doctorate on him.**
(Speech #5)
- **It is also great to be associated by just sitting beside Patrick Collinson, one of our great academics. I tried to be an academic once. But one of my colleagues said “If you will write books without footnotes you’re only a journalist”.** (Speech #11)

In Example 16, it appears that the strategy of Sub-move 2 overlaps with ‘Move Congratulating Those Involved the Event’ (compare Example 21).

Example 16

- **But if I may say a word, first to the long suffering parents and spouses and others in the support contingent of those who are graduating.** Savour this moment, tuck it away in your memories

because this is probably the last time **you will be thanked for all your efforts and perseverance. (Speech #11)**

- **I would also like to say a word for all the parents and other family and friends who are guests here today.** I know as a parent myself and a ceaseless worrier on behalf of my daughters that you will, maybe over many years, have done your fair share of work and made a big contribution to your son's and daughter's success. I do hope that you have enjoyed today too. **(Speech #12)**

This idea is also supported by the presence of verb 'congratulate' in Speech #19:

Example 17

- I also want to **congratulate your family members and all others here today who had a part in getting you to where you are at this point in your lives and who have sacrificed a great deal for you. Don't ever forget that you did not make it on your own – no one ever does ...**They deserve special appreciation on this day. **May the helping hand they extend to you serve to remind you to do the same for others in need of your support.....** Let me **congratulate Dean Young and the faculty** on their vision and on their understanding of the role law schools must play in preparing the legal profession for the transformation it is undergoing. **(Speech #19)**

The above examples seem to contradict the communicative purpose of Sub-move 2. However, when taking a closer look, the whole content and meaning are geared to the recognition of their support, effort, perseverance and understanding rather than congratulations to individuals and institutes.

From the investigation of the Move ‘Acknowledging Those Involved in Degree Conferment’ which the honorary degree recipients acknowledge those concerned with the degree conferment and consider the process as an honour to them, they tend to use expressions of gratitude to reciprocate what the institutes have done for them. Expressions of gratitude are usually found throughout Move Ac. With regards to parts of speech, these expressions are identified as three categories:

- 1) **Verb** e.g. ‘I wish to **thank** the Senate of the University of British Columbia’
- 2) **Noun** e.g. ‘I wish to express my deepest **gratitude** to Ambassador Nordlander’
- 3) **Adjective** e.g. ‘I’m very **grateful** to you Mr. President and to the Board of AIT’

Here, expressions of gratitude found in the Move ‘Acknowledging Those Involved in Degree Conferment’ are displayed in Tables 4.2, 4.3, and 4.4 along with their frequencies.

Table 4.2 Expressions of Gratitude ‘Thanks’ Found in the Corpus

Expressions of Thanks		Number of Occurrences
I	want to thank X	1
	wish to thank X	2
	wish to thank you X	1
	would like to thank X	2
	must thank X	1
	thank X	3
	would be remiss if I didn’t thank X	1
	Thank you X	7
	Let me express my [appreciation and] thanks to X	1
Total		19

As indicated in Table 4.2, speech acknowledgers tend to prefer the structure ‘Thank you X’ the most (7), followed by ‘I thank X’ (3), ‘I wish to thank X’ (2), and ‘I would like to thank X’(2) respectively. However, the use of ‘Thank you very much’ at the beginning of Speech #20 is not included in the above table. This is because it appears to be only a transitional part that connects to the speech’s beginning. Identified by its position, this is not likely to be under the umbrella of Move Ac, as illustrated here:

Example 18

- **Thank you very much.** It's a privilege to be here today and to at least have an opportunity to speak to such wonderful students. I know that the things that you learned here at GW are going to serve you for the rest of your lives. **(Speech #20)**

Still, there is another discrepancy in Speech #11. ‘Thank you’ in the following example is not concerned with an idea about gratitude. The speaker praises parents for their support of the graduates. He suggests that this might be the last moment for them to be thanked by their children in such an occasion.

Example 19

- “Dad”, he said in a pitying voice, “the people who come to the theatre are not interested in what I learnt or where I learnt, they are only interested in what I do with it”. I had to admit that he was right. I had to admit that he was right. And so never again has he mentioned **thank you** for all that we gave him. So savour this moment. **(Speech #11)**

Apart from the use of ‘thanks’, what follows are other expressions of gratitude deployed in the collection of acceptance speeches.

Table 4.3 Other Expressions of Gratitude Found in the Corpus

Expressions of Gratitude		Number of Occurrences
We	owe X a debt of gratitude	1
I	wish to express my gratitude to X	1
	'm grateful to X	1
X	fill(s) me with gratitude	1
	Let me express my appreciation [and thanks] to X	1
X	deserve(s) appreciation	1
I	appreciate X	1
	am moved by X	2
I	feel [honored and] moved to Verb	1
	am moved to Verb	1
I	am delighted that Clause	1
	am delighted to Verb	1
	was delighted to Verb	1
	would like to begin by saying how delighted I am	1
Total		15

As seen in Table 4.3, the whole range of the above structures is applied in acceptance speeches once per structure, on average. Except structure ‘I am moved by X’, it is used twice throughout the corpus.

The honour recognition also appears throughout Move Ac as frequently as those of the first two groups (Cf. Tables 4.2 and 4.3). 31 uses of honor recognition are summarized according to grammatical structure, as shown below:

Table 4.4 Expression of Gratitude ‘Honour Recognition’ Found in the Corpus

	Expressions of Honour Recognition	Number of Occurrences
I	feel hounored [and moved] to V	2
	am hono[u]red to V	3
	am honoured by X	2
	am honoured	1
	am moved to be honoured	1
I	stand here highly honoured	1
	Highly honoured to V	1
It	is an honour [and privilege] to V	5
	is an honour	1
X	honour(s) Y	1
	is an honour	2
You	've done me an honour	1
	Others	10
	Total	31

Example 20 suggests that the ‘others’ group does not have as obvious structures as those of the rest. Other ‘Honour’ expressions are used with other structures which are not the major subject and predicate parts. Although they are separately set as ‘others’, they still support an idea of honour recognition.

Example 20

- I **thank** the University of Technology, Sydney, its Chancellor, Sir Gerard Brennan, **for the honour** done me by bestowing on me the honorary degree of Doctor of Laws. (**Speech #5**)
- When I hesitated before accepting **the invitation to be honoured** in this way, the factor which overcame my hesitation was the pleasure I

have taken, and continue to take, in my association with the University of Essex through its Human Rights Centre. (**Speech #14**)

- It is a great pleasure for me **to share this special moment and honor** with you. (**Speech #19**)

As previously stated, the communicative purpose of the Move ‘Acknowledging Those Involved in Degree Conferment’ deals with expression of gratitude and appreciation for the honorary degree to those involved or participating in the honorary degree conferment ceremony. Therefore, as in Table 4.8, Step 3 ‘Recognizing Honor of Receiving Honorary Degree’ occurs most frequently – found in 15 of 26 speeches, followed by Step 1 (14), Step 4 (10) and Step 2 (9). It is Sub-move 2, which contains one strategy that is employed in 7 acceptance speeches.

Table 4.5 Distribution of Sub-Moves and Steps in Move ‘Acknowledging Those Involved in Degree Conferment’ Per Text

Speech Number	Number of Occurrences ¹				
	Sub-Move 1 ²				Sub-move 2
	Step 1	Step 2	Step 3	Step 4	
1.	√	-	-	-	√
2.	√	√	√	-	-
3.	-	-	√	√	-
4.	-	-	-	-	√
5.	√	-	-	-	√
6.	-	√	√	-	-
7.	√	√	√	-	-
8.	-	√	-	-	-
9.	√	-	-	-	-
10.	√	√	√	√	-
11.	√	-	-	√	√
12.	√	-	√	-	√
13.	-	-	√	-	-
14.	-	-	√	-	-
15.	√	√	-	-	-
16.	-	-	√	-	√
17.	-	√	√	-	-
18.	√	√	-	√	-
19.	√	-	√	√	-
20.	-	√	-	√	-
21.	√	-	-	√	-
22.	-	-	√	√	-
23.	-	-	√	-	-
24.	√	-	√	√	-
25.	√	-	√	√	√
Total	14	9	15	10	7

Note: ¹ A sub-move may repeat several times but it is counted only once per speech.

² Sub-Move 1: Acknowledging Those Involved in Honorary Degree

Recipient’s Achievement

Step 1: Acknowledging Authorities Involved in Honorary Degree Conferment

Step 2: Acknowledging Those Contributing to Honorary Degree Recipient’s Expertise/ Achievement

Step 3: Recognizing Honor of Receiving Honorary Degree

Step 4: Recognizing Honor of Attending Event

Sub-Move2: Praising Those Involved or Participating Event

Table 4.6 reveals that the preference for the use of a single strategy is shown in 32% of the speeches, particularly Step 3 (16%) and Step 1 (12%). Notwithstanding a tendency of using a single step, none of Step 4 appears alone. However, two of four steps of Sub-move 1 can occur together and these patterns are deployed in 40% of the corpus. Among those comprised of three steps in Move 1, it is found that there are two patterns applied in the corpus which make 20% of the speeches. It is surprising that 4% of the corpus contains all four steps in a speech and 4% contains none of them.

Table 4.6 Patterns of Steps occurring in Sub-Move 1 ‘Acknowledging Those Involved in Honorary Degree Recipient’s Achievement’

Patterns of Steps ¹	No. of Occurrences ²	%
1	3	12
2	1	4
3	4	16
4	0	0
1&2	2	8
1&3	1	4
1&4	2	8
2&3	2	8
2&4	2	8
3&4	1	4
1&2&3	2	8
1&3&4	3	12
1&2&3&4	1	4
None	1	4
Total	25	100

Note: ¹1 refers to Step 1: Acknowledging Authorities Involved in Honorary Degree Conferment

2 refers to Step 2: Acknowledging Those Contributing to Honorary Degree Recipient’s Expertise/ Achievement

3 refers to Step 3: Recognizing Honor of Receiving Honorary Degree

4 refers to Step 4: Recognizing Honor of Attending Event

²A step may repeat several times but it is counted only once per speech.

With respect to the occurrence of sub-moves in the Move ‘Acknowledging Those Involved in Degree Conferment’, it is found that speech addressers relatively prefer only one strategy (72%) – especially Sub-move 1 (68%), as indicated in Table 4.10. Only one speech contains Sub-move 2 alone (4%). This is mainly because the communicative functions of strategies in Sub-move 1 are directly related to the major purpose of the genre. Thus, Sub-move 2 is possibly optional in Move Ac. However, Sub-move 1 and Sub-move 2 appear together in 28% of the acceptance speeches collected. None of speeches in the corpus miss either of these sub-moves. Therefore, the presence of Move Ac in all speeches definitely confirms that Move Ac is a major move which serves the main communicative purpose of this kind of speech. (See Table 4.1)

Table 4.7 Patterns of Sub-moves occurring in Move ‘Acknowledging Those Involved in Degree Conferment’

Sub-move ¹	No. of Occurrences ²	%
1	17	68
2	1	4
1&2	7	28
Neither	0	0
Total	25	100

Note: ¹1 refers to Sub-Move 1: Acknowledging Those Involved in Honorary Degree Recipient’s Achievement

²2 refers to Sub-Move2: Praising Those Involved or Participating Event

²A sub-move may repeat several times but it is counted only once per speech.

2.3 Move ‘Congratulating Those Involved in the Event’ (C)

The communicative purpose of the move ‘Congratulating Those Involved in the Event’ is to congratulate the audience such as graduates and their families on the graduates’ educational achievement. This move is relevant to the genre’s additional communicative purpose, suggested by the addressers’ preference on using

the move in their speeches. It appears in 13 speeches or 52% of the corpus (See Table 4.1). What follows are examples of this move:

Example 21

- Those young persons who have graduated today and participant in your first flight, **I give you my congratulations.** (Speech #1)
- **I'd like first to congratulate all my new fellow-graduands.** This is a great class to belong to! (Speech #6)
- **Congratulations!** (Speech #10)
- **It's truly a time to celebrate your parents** and it's a cause to marvel that the interval between diaper and diplomas is so short. (Speech #17)

As to the lexico-grammatical feature, Move C usually employs expressions of congratulation in two forms: verb and noun. The whole range of expressions of congratulation found in the corpus is illustrated in Table 4.8. In both cases, the preference is on noun usage of 'congratulations'.

Table 4.8 Expressions of Congratulation Found in the Corpus

Form	Expressions of Congratulation	Number of Occurrences
Verb	I would/'d like to congratulate X	2
	Let me congratulate X	1
	It 's time to celebrate X	1
Noun	Congratulations (to X)	5
	I give X my congratulations	2
	I would like to say congratulations to X	1
	My congratulations go to X	1
	Please allow me to offer congratulations to X	1

Also, the noun ‘congratulations’ can be modified by some appropriate adjectives like:

- **Heartiest** congratulations (**Speech #3**)
- [m]y **heart-felt** congratulations (**Speech #25**)
- My most **sincere** congratulations (**Speech #25**)

The analysis of Move C reveals that the speech addresser considers the educational achievement of the graduates as a reward for their endeavour. The following sentences exemplify this kind of consideration.

Example 22

- This is the culmination of **years of hard work, sleepless nights** and living off the smell of an oily rag ... it’s a bit like bringing up children really! (**Speech #2**)
- But to those of you who have graduated today - congratulations! I am sure **you deserve it for all your hard work.** (**Speech #11**)
- Congratulations to each one of the graduates for successfully achieving academic excellence and good luck to you as **you embark on new endeavors with your hard-gained intellectual assets.** (**Speech #22**)
- My most sincere congratulations go especially to graduating students present here, having the privilege to receive, **on their own merits**, the doctoral and master degree, or the diplomat of AIT. (**Speech #25**)

2.4 Move ‘Giving Advice/Encouragement to Graduates’ (Ad)

Move ‘Giving Advice/Encouragement to Graduates’ in acceptance speeches on receiving honorary degrees is intended to give an opinion about what the graduates should do in their future with respect to life, career, and expertise in an effective way after they have graduated. Below are examples of Move Ad:

Example 23

- To me, and particularly in this Olympic year, **I draw the analogy of life with that athletic event, the triple jump** which used to be called the hop, step and jump. I see it as a period of preparation and as a rush to gain momentum for the first jump and what follows in my view is akin to youth. The second jump and what follows is akin more to the mature ages of ones life. The third jump has its intent and aim to keep out of the sand as long as possible. Some of you young people may well think that that is the idea of my present stage in life. **(Speech #1)**

- **I would also like to encourage you** to maintain the invaluable friendships and respect you have built with your classmates, professors and instructors over the years. Through collaboration and discussions, you have come to know many great people with shared objectives and interests. One day they may become your colleagues, counterparts or collaborators. This wealth of friends across the region will continue to reward you with diverse perspectives and wisdom. **(Speech #22)**

It was found that in order to fulfill the mentioned communicative functions of the move, speech addressers are relatively use these three rhetorical options or ‘Step’ in their speeches:

Step 1: ‘Giving Graduates Advice on Future Career’

Step 2: ‘Giving Graduates Advice on Future Life’

Step 3: ‘Encouraging Graduates to Use Their Expertise to Benefit Humanity’

These steps found in the corpus are described in further detail, along with their prominent lexico-grammatical characteristics in the following sections.

2.4.1 Step 1: ‘Giving Graduates Advice on Future Career’

On the grounds that the addresser takes the view of a specialist in the career’s community in which the graduates are going to live. In the Step ‘Giving Graduates Advice on Future Career’ the speakers aim to give advice about what graduates should do with their future careers. Example 24 illustrates Step ‘Giving Graduates Advice on Future Career’, as follows:

Example 24

- **As a teacher** in their life you will have a very special role and your support and welcoming influence will have lifelong consequences for many. Never, ever underestimate your potential to make a positive difference or their potential to enrich your life. Every life has the potential to create great things. Anything is possible. **(Speech # 7)**
- **So what are we looking for in publishing?** Well, you obviously need a passion for books. Flare, spark, creativity, we want feisty individuals but ones who can also work as part of a team. You need lots of enthusiasm and an endless capacity for hard work...I believe that ideal publishing candidates should still have a healthy regard for intuitive intelligence and an ability to act on instinct. The mark of a good publisher can often simply be someone who has made more right decisions than wrong ones. **(Speech # 12)**

In both excerpts, the addressers suggest to the audience how to be a qualified novice/candidate of the career communities – teaching and publishing respectively – in which they are involved.

2.4.2 Step 2: ‘Giving Graduates Advice on Future Life’

The purpose of Step ‘Giving Graduates Advice on Future Life’, which is another rhetorical strategy in Move Ad, is to give an advice on how the graduates should behave in the future life. The following are examples of advice on future life from the corpus:

Example 25

- [O]ur hosts graciously suggested I might share a few words of wisdom with **the students about to leave for the world beyond the university**. What have I learned? **Mostly I’ve learned from the multiple mistakes** I’ve made – but I won’t go into those in public. And anyway, **learning from other people’s mistakes just doesn’t work nearly as well as learning from your own**. (Speech # 6)
- **I challenge you now to really do the best** that you can with all of the things that you have been given to work with, so much more to work with today than we had when I was going to school. ... **I’d like to challenge you to take the lyrics to a song that I wrote some time ago... It says: "If you really are concerned, then show it."** And I think you can do that...well, I challenge you to be able to show people just what you've become today. (Speech # 20)

Notice, as exemplified in Example 25, that the communicative purpose of the Move Ad is confirmed by introducing morality to the audience. In

Speech # 6, the addresser talks about learning from mistakes, while Speech # 20 suggests doing the best and showing it to people.

2.4.3 Step 3 ‘Encouraging Graduates to Use Their Expertise to Benefit Humanity’

Step 3: ‘Encouraging Graduates to Use Their Expertise to Benefit Humanity’ signifies the link among the addresser as an expert of the field of expertise, the audience as newcomers to the field, and the world of reality that they are stepping into. Accordingly, the function of Step 3 is to encourage new graduates to take the spirit of humanity and use their knowledge and expertise to help society. Compared to the first two steps of Move Ad, the intention of Step 3 does not center on the addressees’ benefit but the social one. The examples of this step are demonstrated below:

Example 26

- You should broaden your experience and take advantage of opportunities which come your way. **But I want you to come back to Queensland and put that expertise to use**, I want you to take advantage of the investment my Government is making in research and development. **(Speech # 2)**
- It’s within our reach **I believe**, and engineering, science and architectural graduates of 2004, **you can make it happen!** Here’s how: **Firstly, bring engineering, science and architecture closer to society.** ... **Secondly, overcome the tyranny of distance**, both within the nation itself, the cities, the rural areas and the great outback, and between Australia and the rest-of-the-world. ... **(Speech # 3)**
- **Prepared and unprepared these children and their families need your support, your compassion and your respect.** Although we have

come a long way in our diverse society in opening doors and in accepting other ways of being, most children with disability and their families continue to struggle for our understanding, struggle to belong.

(Speech # 7)

Among the three steps employed in Move Ad, it was found that the addressers are likely to use directive force which expresses an obligation on the hearer (audience) either to do or not to do something (Hyland, 2002). Directive use is reflected in three ways:

1) Deontic Modality e.g. must, should, have to

Example 27

- A lawyer, a doctor, a medical researcher, each of whose professional skills affects others, **must** act not only legally according to the law, but **must** act ethically. As members of the community... **(Speech #1)**
- You **should** broaden your experience and take advantage of opportunities which come your way... **(Speech #2)**
- And I **have to** warn you that in the years that lie ahead you may **have to** use this new license that you have been given rather more often than you would wish. **(Speech #13)**

2) Imperatives e.g. infinitive, don't + infinitive

Example 28

- **Get** to know yourselves, **find** what you do best, what you enjoy most, what you have to offer other people. **Don't try** to be someone else -- although there is no harm in polishing up your own rough edges. **Don't**

be too timid ... **Make** the most of all the opportunities that come up.
(Speech #6)

- **Be** true to yourselves. **Maintain** that balance between heart and soul and **do not** give away to intelligence only. **Do not ever lose** sight of who you are, Do not give way to racism and intolerance. Do not give way to ignorance and apathy...**Hold** true to the creed that all persons are born equal and deserve dignity and respect. The quality of life for many may depend on you. **Go** and **make** a difference. The whole world waits for you. (Speech #10)

3) Verbs and Adjective Expressing Speaker's Obligation /

Suggestion e.g. verbs like encourage, challenge, etc; adjectival predicates with better, important, etc

Example 29

- As members of the community, we **require** and expect nothing less.
(Speech #1)
- Let me ask you: **why not** build the world's best society? **Why not** build the world's best cities? **Why not** build the world's best land and water management system? (Speech #3)
- On the whole I think **it is better to** regret having done something than to regret not having done it. (Speech #6)
- So let me **challenge** the graduates here today to work to bridge this gap between the two cultures. **It is important** for another reason.
(Speech #18)

As to the occurrence of the steps in Move Ad, Step 3 ‘Encouraging Graduates to Use Their Expertise to Benefit Humanity’ occupies more space than the other two steps in Move Ad – occurring in 16 of 25 speeches as in Table 4.9.

Table 4.9 The Distribution of Steps in Move ‘Giving Advice/Encouragement to Graduates’ Per Text

Speech Number	Occurrence of Steps ^{1,2}		
	Step 1	Step 2	Step 3
1.	-	√	-
2.	-	-	√
3.	-	-	√
4.	-	-	-
5.	-	-	√
6.	-	√	-
7.	√	-	√
8.	-	-	√
9.	-	-	√
10.	√	-	√
11.	-	√	-
12.	√	-	-
13.	-	√	√
14.	-	-	√
15.	√	-	-
16.	-	-	-
17.	-	√	√
18.	-	-	√
19.	√	-	√
20.	-	√	-
21.	-	-	√
22.	-	-	√
23.	-	-	-
24.	-	-	√
25.	-	-	√
Total	5	6	17

Note: ¹ 1 refers to Step 1: ‘Giving Graduates Advice on Future Career’

2 refers to Step 2: ‘Giving Graduates Advice on Future Life’

3 refers to Step 3: ‘Encouraging Graduates to Use Their Expertise to Benefit Humanity’

² However, steps occur several times in the move, they are counted only once per speech.

It appears that the speech addressers tend to employ a single step in the Move Ad rather than both or all of the three steps. As indicated in Table 4.10., 72% of the speeches use only one step in this move – Step 1, 2 or 3. 12% prefer to use Steps 1 and 3, 8% tend to be Steps 2 and 3. However, none of the speeches in the corpus uses three of them at the same time, and two speeches do not contain any of these steps.

Table 4.10 Patterns of Steps in Move ‘Giving Advice/Encouragement to Graduates’

Steps ¹	No. of Occurrences ²	%
1	2	8
2	4	16
3	12	48
1&2	0	0
1&3	3	12
2&3	2	8
1&2&3	0	0
None	2	8
Total	25	100

Note: ¹ 1 refers to Step 1: ‘Giving Graduates Advice on Future Career’

2 refers to Step 2: ‘Giving Graduates Advice on Future Life’

3 refers to Step 3: ‘Encouraging Graduates to Use Their Expertise to Benefit Humanity’

² However, steps occur several times in the move, they are counted only once per speech.

2.5 Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’

(P)

Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’ is particularly aimed at providing honorary degree recipients a personal account which relates to their contribution to the expertise community and humanity. Move P usually makes reference to life background, career path, responsibility, organization, or idea

about their expertise or field of expertise. Examples of this Move found in the corpus are given below:

Example 30

- **When I was six years old I ended up in an Indian Residential School.** I spent ten lost years of my life there. The only language I knew was Kwakwala. Almost from the very first day I entered that school I was beaten for speaking my birthright. I would cry myself to sleep at night, alone and terribly lonely. When I ran out of tears I would fantasize about being home with my family and being in my home community. There were many times that I was very hungry and sometimes the worms danced on top of my porridge. **(Speech #10)**

- Today the dividing line between **international law and national law** is becoming ever more blurred. **The practice of law** you are entering is no longer all local or national; it is increasingly more transnational or global in character, and this is regardless of what you plan to do with your law degree. Globalization is not only transforming the world's economies, it is also transforming **the practice of law.** **(Speech #19)**

- Recognizing this, **ADB** has adopted a new strategy to refocus and energize our work for private sector development. The strategy requires us to promote private sector development by helping to put in place enabling policy and institutional environments. **(Speech #22)**

In Example 30, the speaker of speech #10 relates his suffering life of a young Indian boy to his current position of the Executive Director for the Residential School Project, giving assistance and reconciling between native Americans, government and churches. In Speech #19, the honorary doctor of Laws gives a picture of current legal practice. As seen in Speech #22, the honorary degree recipient talks

about his organization and its mission. Personal accounts noted in their speeches usually involve their expertise, notwithstanding reference to their lives. Most emphatically, Move P also deals with the association of the speakers with the institutions conferring the degree on them, as exemplified here:

Example 31

- Perhaps as an example of what I have sought to address to you this morning, **I should refer to the actions of that great Australian statesman whose name this university proudly carries...Deakin**, as history records, went on to play a significant role in **the establishment of the Australian Federation** and as amongst other things, **the passing of the Judiciary Act which established the High Court of Australia ... (Speech #1)**
- When we first visited **UBC** nearly 30 years ago looking for jobs, we fell in love with the beauty of the place... **My husband, Daniel Kahneman, and I both did much of our best work during the 8 years we were here.** I'm sure that, like us, all you students have laid down memories...Mine include **the pleasures of teaching UBC undergraduates and graduate students in classes...**but that proved in some ways more stimulating and enjoyable; interacting with the world class faculty of **the UBC psychology department** in all their exciting diversity. **(Speech #6)**
- I grew up with grand tales of this campus as **my father and uncle were UBC graduates...****So I grew up with a strong connection to and affection for UBC ... (Speech #7)**

As in Speech #1, the speaker, an honorary doctor of Laws, highlights the importance of an Australian statesman, who contributed to Australian legal and political circles and whose name the university carries. The speaker of Speech #6

claims her close association with the institution through her career path. Also, in Speech #7, the degree recipient tells a story of his father and uncle who were alumni of the institution.

As observed in the corpus collected, it is found that the speech addressers tend to achieve the mentioned communicative purpose by using the following rhetorical strategies:

Step 1: 'Referring to Life Background'

Step 2: 'Referring to Career Path'

Step 3: 'Referring to Expertise/Field of Expertise'

The following sections will give a clearer picture of these strategies with description of their communicative purpose and examples:

2.5.1 Step 1 'Referring to Life Background'

Step 1 'Referring to Life Background' is made with reference to honorary degree recipients' life background which may be related to their field of expertise, career, or the institution awarding the degree to them. Below are examples of Step 1:

Example 32

- **When I was a young boy, my father conducted with his partners, a legal practice** in Moorabool Street...At a time in the late forties, early fifties, **many an Italian migrant sought legal advice**. I can well remember occasions when such a client would need the assistance of an interpreter. **(Speech #1)**
- All his life, **my father** worked on the waterside of Port Adelaide...**My mother** on the other hand, held the power in my family. She was the

driver and a woman of real strength. **But neither truly understood what their son had in mind. What launched my technical career, and took me to the far sides of this Earth over the last 40 years, was an early fascination with amateur radio. This led into physics, mathematics and science in general. (Speech #3)**

It should be noted, as the foregoing excerpts indicate, that speech addressers talk about their family background which leads to their subsequent interest and expertise. In Speech #1, the speaker, an honorary doctor of Law, implies that he has been familiar with the field since he was young. Likewise, in Speech #3, the recipient of Doctor of Science narrates his childhood activity that led him to an interest in science.

This is an example of a reference to the speaker's education background. It also tells the audience that he was an alumnus of the institution:

Example 33

- When, many years ago, **this great University awarded me a master's of arts degree in international affairs (Speech #16)**

2.5.2 Step 2 'Referring to Career Path'

The communicative purpose of Step 2 'Referring to Career Path' aims at referring to the speaker's professional life, organization, and responsibilities, as observed in the following example:

Example 34

- As has been said, **it was a particular privilege to be Secretary General of Amnesty International** as the Cold War came to an end. **I began working for the United Nations** when the possibilities of

principled and effective multi-lateral action for peace and human rights seemed greatly enlarged. (**Speech #14**)

- And how I would draw on what I had learned from this great faculty, throughout my subsequent years wearing our nation's uniform, but particularly in my later years -- **as deputy commander of our Army in Europe** at the time when the Wall was coming down; later still **as the commander of NATO forces in Europe, Supreme Allied Commander in Europe**, when the Balkan wars were raging; and then finally, as President Trachtenberg mentioned, when I came here to Washington as **Chairman of the Joint Chiefs of Staff**. (**Speech #16**)

In these excerpts from the corpus, the speakers tell their audience about the career path which reflects their expertise. Some speakers used to work with the institutions conferring the degree on them; therefore, they also include their working experiences with reference to the connection with the institutes in their speeches, as illustrated in Example 35:

Example 35

- **I took my teacher's training here** in 1964 and in those days you could teach after that training and I left UBC to teach before I finished my degree...In retirement I plan to begin again and work my way up to what you as graduates have accomplished today. **My connections with UBC however have never really ended. Our work in the Infant Program brought me back to the campus in the early 80's and I have been here ever since in the Berwick Centre.** UBC is a big part of my life. (**Speech #7**)
- As you know, **this Law School was my home** from 1989 until 2000, when I was elected to **the International Court of Justice. Here I**

spent what have been the happiest years of my academic career.

(Speech #19)

In some cases, two steps may overlap. Speech #17, for instance, while first part is considered as ‘referring to life background’, however, it integrates with an element of Step 2 – ‘referring to career path’. The speaker refers to her primary interest in foreign policy which contributes to her position of Secretary of State.

Example 36

- **[Step 1]** I will tell you that when I was your age -- and how many times have you heard that phrase before? -- **I had already developed a deep interest in foreign policy.** Whenever I moved to a new school, I would start an international affairs club and name myself president, **[Step 2]** but I never dreamed of one day becoming **Secretary of State.** It's not that I was so modest; it's that I had never seen a Secretary of State in a skirt. **(Speech #17)**

2.5.3 Step3 ‘Referring to Expertise/Field of Expertise’

Step 3, ‘Referring to Expertise/Field of Expertise’ aims to express their opinion, idea, and philosophy through issues relevant to their field of expertise. Excerpts of Step 3 are shown below:

Example 37

- Moore’s Law, named after Gordon Moore, the founder of Intel Corporation, explains it all: - twice the performance at half the price every two years: a price/performance improvement of 4x every 2 years; a price/performance increase of 1000x every 10 years, and a price/performance increase of one million every 20 years! **This means**

effectively, that supercomputers get compressed into laptops every 20 years; only to be replaced of course by even more powerful computers occupying the same floor space. (Speech #3)

- **Service takes many forms.** Some of you will assume positions that incorporate an element of service. An example would be working for a non-profit, charitable organization where your compensation will be partly monetary and partly that sense of making a contribution to society. We can all think of other examples, be they teachers or doctors or social workers. **(Speech #8)**

As seen in Speech #3, a recipient of Doctor of Science demonstrates, with a clear explanation, the increasing demand of the field of expertise – computer science. Similar to the extract of Speech #8, the speaker clarifies the term of public service with a simple example.

Some addressers prefer to give an example of their organization/career when talking about the philosophy of the field of expertise in Step 3. Speech #23, for instance, seems inconsistent with the rhetorical function of Step 3, ‘Referring to Expertise/Field of Expertise’ because the addresser talks about his organization which looks similar to Step 2, ‘Referring to Career Path’. However, the example of the organization given in the speech #23 also illustrates the philosophy of their field of expertise:

Example 38

- **Let me cite an example: We at Toyota have always been very attentive to what we call "Four S's." The four S's here stand for sifting, sorting, and spick and span.** Thorough attention to them helps us identify glitches on shop floors and visualize troubles caused by overburdening, non-value-adding activity and unevenness. **(Speech #23)**

Additionally, in Step 3 of Move P, the speakers tend to address current problems related to the field of expertise, as exemplified here:

Example 39

- But now I am afraid **we are in terrible times for respect for international law in general and for international human rights law and humanitarian law in particular.** In the reaction to September 11th governments around the world, including our own, have torn up their human rights commitments, in the name of fighting terrorism, when in fact respect for human rights is essential if we are not to breed future generations of terrorists. **(Speech #14)**

- This matters because I suspect you are like me. **When we buy a blouse or shirt, we want to know that it was not produced by workers who are underage, underpaid, under coercion, or denied their basic right to organize.** We Americans cannot and will not accept a global economy that rewards the lowest bidder without regard to standards. We want a future where profits come from perspiration and inspiration, not exploitation. **(Speech #17)**

According to the above speeches, problems regarding human rights are raised. Speech #14 relates problems of human rights issue after the September 11th in terms of international human rights law and humanitarian law. In Speech #17, the speaker talks about world economy and human rights from the view of a politician.

As the whole, the move ‘Referring to Honorary Degree Recipient’s Personal Accounts’, usually deals with the speakers themselves. Step 1 and Step 2 portray the addresser’s personal history of life and profession which reflect the subsequent achievement. To a certain extent, Move P appears similar to a keynote speech or a lecture, especially Step 3, ‘Referring to Expertise/Field of Expertise’. The

speakers go through knowledge, philosophy, and importance of the field. This may confirm why the honorary degree awardees are renowned for their professional achievements. To put it another way, Move P combines individual achievement and the ownership of the field of expertise.

However, another characteristic of Move P found in the corpus is a self-promotional practice, particularly in Step 2 and Step 3. This feature is reflected in the presence of details about the honorary degree recipients' career, responsibility, mission and organization, like the following:

Example 40

- As part of the source of **Toyota's** competitiveness, we have selected and arranged sets of fundamental beliefs and approaches. In other words, sets of values and codes of conduct that will have to be shared by all members of **Global Toyota**, in the form of the "**Toyota Way**" for world-wide application...**Finally, allow me to add a few words about the "2005 World Exposition, Aichi, Japan," to be held near the city of Nagoya from March 25 to September 25, 2005. I am serving as chairman of the Exposition Association ...In closing, let me say that I would be very happy to have many of you, who are here with us today, come to visit us at the Exposition near Nagoya in 2005. (Speech #23)**

- **Grameen Bank gives more than 6,000 scholarships every year to the students of Grameen families.** Grameen Bank introduced education loans so that no son or daughter of any poor family is deprived of higher education because of money. You know how difficult it is to find money. So, the entire financing is done by Grameen Bank. **Today, there are many many students, almost in all universities of Bangladesh where the Grameen children are studying in those institutions funded by Grameen Bank** and the

repayment of their loans of their mother's stake is nearly 100%.

(Speech #24)

Acceptance speeches upon receiving honorary degrees, Move P in particular, has a shared characteristic with similar texts under the promotional genre's umbrella such as sales promotion letters, job application letters, or brochures (Bhatia, 1993). In Speech #23, the speaker tries to market his business's brand and the upcoming event under his supervision. Likewise, in Speech #24, the addresser promotes his organization by illustrating what it has given to society, especially the poor.

As mentioned earlier, there are three communicative strategies employed in Move 'Referring to Honorary Degree Recipient's Personal Accounts', which refers to life, career path, and expertise/field of expertise. Each of these elements was found to occur in the speeches examined as shown in Table 4.11:

Table 4.11 Distribution of Steps in Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’ Per Text

Speech Number	Occurrence of Steps ¹		
	Step 1	Step 2	Step 3
1.	√	-	√
2.	-	√	-
3.	√	√	√
4.	-	-	√
5.	-	-	√
6.	-	√	-
7.	√	√	-
8.	-	√	√
9.	√	-	-
10.	√	-	√
11.	-	-	-
12.	-	√	-
13.	-	-	-
14.	-	√	√
15.	-	√	√
16.	√	√	-
17.	-	√	√
18.	-	√	√
19.	-	√	√
20.	-	-	-
21.	-	-	√
22.	-	√	√
23.	-	√	√
24.	-	√	√
25.	-	√	√
Total	7	16	16

Note:¹ A step may repeat several times but it is counted only once per speech.

Step 1: ‘Referring to Life Background’

Step 2: ‘Referring to Career Path’

Step 3: ‘Referring to Expertise/Field of Expertise’

As can be seen in Table 4.11, Step 2, ‘Referring to Career Path’ is preferred in 16 speeches as much as Step 3, ‘Referring to Expertise/Field of Expertise’. However, Step 1, ‘Referring to Life Background’, is also required in 7 speeches in the corpus. It can be assumed that Step 2 and Step 3 are obligatory for Move P, while step 1 is optional.

According to patterns of occurrence of Steps 1-3 in Table 4.12, two of these steps frequently occur together as found in 13 speeches or 52%. 28% of the corpus contains only one of them. Two speeches or 8% in the corpus employs all three steps. However, 12% or three speeches consist of none of them.

Table 4.12 Patterns of Steps in Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’

Patterns of Steps ¹	No. of Occurrences ²	%
1	1	4
2	3	12
3	3	12
1&2	2	8
1&3	2	8
2&3	9	36
1&2&3	2	8
None	3	12
Total	25	100

Note: ¹1 refers to Step 1: Referring to Life Background

2 refers to Step 2: Referring to Career Path

3 refers to Step 3: Referring to Expertise/Field of Expertise

²A step may repeat several times but it is counted only once per speech.

According to patterns of occurrence of Steps 1-3 in Table 4.12, two of these steps frequently occur together as found in 13 speeches or 52%. 28% of the corpus contains only one of them. Two speeches or 8% in the corpus employs all three steps. However, 12% or three speeches consist of none of them.

2.6 Move ‘Ending’ (E)

The move ‘Ending’ is where the speech addressers take their leave; however, it can perform a variety of functions such as a repetition of previously

mentioned moves, wishing the audience good luck, to, saying thank you. Here are examples of the move ‘Ending’:

Example 41

- All of you who have graduated today, **I wish you well. (Speech #1)**
- I also **offer my sincere congratulations** to all my fellow graduates. **(Speech #4)**
- In closing I want to leave a few words with this great institution with so much tradition. **Stay the course. Be bold. Have vision. Tell this country about the real history between us.** Our mutual healing and reconciliation depends on it. **(Speech #10)**
- And once again I would like to **express my deep appreciation and thanks to the Board of Trustees** for having bestowed this honor on me. **(Speech #21)**
- **Thank you very much. (Speech #24)**

As can be seen in Example 41, the speech addressers end their speech by wishing the graduates good luck (Speech #1); congratulating (Speech #4); encouraging (Speech #10); expressing gratitude to the university for the degree conferment (Speech #21); or saying thank-you (Speech #24). Notice that Speeches #4, #10, and #21 end with similar expressions to those of Moves C, Ad, and Ac respectively. Therefore, based on the present study, the structure of Move ‘Ending’ is made up of five communicative strategies:

Step 1: Restating Congratulation to Those Involved

Step 2: Restating Advice/Encouragement to Graduates

Step 3: Restating Acknowledgement of Those Involved in Degree

Conferment

Step 4: Wishing Audiences Good Luck

Step 5: Saying Thank-You

The description of the steps of Move ‘Ending’ is provided in the following sections along with some appropriate expressions used in each steps:

2.6.1 Step 1 ‘Restating Congratulation to Those Involved’

Speech addressers employ Step ‘Restating Congratulation to Those Involved’ as a leave-taking by congratulating those participating in the event again, as in Example 42:

Example 42

- So good luck and many **congratulations** to all of you. **(Speech #12)**
- Class of 2000, **congratulations** once again **(Speech #17)**
- Welcome to a great profession and **congratulations** again!
(Speech #19)

As revealed in Table 4.1, Speech #12, #17 and #19 already use Move ‘Congratulating Those Involved in the Event’ in speech’s body. However, the above example illustrates that addressers repeat an expression of congratulation at the end of the speeches. Thus, Step 1 of Move E is the restatement of Move C. Nonetheless, Move C is absent in Speech #4, #16 and #18 where congratulatory message is still present in their conclusions. This discrepancy may be due to the addressers’ preference on choice of strategies – Moves and Steps.

2.6.2 Step 2 ‘Restating Advice/Encouragement to Graduates’

Although the move ‘Giving Advice/Encouragement to Graduates’ (Ad) is already addressed earlier, the ending of a speech still performs the Move Ad’s communicative functions, as demonstrated below:

Example 43

- Enough with the sermon! **Go out and celebrate this wonderful life and try to make sure that others can enjoy it too. (Speech #6)**

- There will be all kinds of writers here today, for writers exist before their books, their novels, their poems, their journalism, their words on the page, and **all I can say to them here is that there can be no escape from what you were born to do. And to wish you well. First find yourselves, then write. And tell the tale. (Speech #15)**

- So, you have to address these issues in a way it was never been done, because the world which created poverty with the rules and the institutions, they have built. With those in institutions and rules you cannot end poverty. You have to find other rules, other institutions. **There's a challenge to you and if you work together, we will create that world that we all would like to have - a poverty free world. There's a challenge for you! (Speech #24)**

The above excerpts represent the same communicative function as in Move Ad, but reoccur in speech closing. In addition, Step 2 may restate any of three steps of Move Ad – giving advice on future career (Speech #15); providing advice on future life (Speech #6); and encouraging graduates to use their expertise to benefit humanity (Speech #24).

It was found that in Speeches #5, #16, and #23, Move Ad never occurs before. However, Speech #5 ends by encouraging graduates to maintain the unity of the diverse people:

Example 44

- **I want to leave you with just one question:** How did we change? Why did we change? Why did both major political parties abandon leadership and reverse the policies which Australia had implemented so successfully for so many decades? (**Speech #5**)

2.6.3 Step 3 ‘Restating Acknowledgement of Those Involved Degree Conferment’

The aim of Step 3 ‘Restating Acknowledgement of Those Involved Degree Conferment’ is to conclude an acceptance speech by expressing thanks, gratitude and appreciation to those involved or participating in the honorary degree conferment ceremony. Simply stated, Step 3 is a restatement of Move Ac at the end of speech. Therefore, addressers tend to use any strategies of Move Ac again, but for a leave-taking. The following are excerpts of Step 3:

Example 45

- **And I thank this University for the honor that has been bestowed upon me here today, just as I thank the University for preparing me so very, very well for the challenges that faced me so many years ago. (Speech #16)**

According to Example 45, the speaker of Speech #16 – as an alumnus of the institute – thanks the University again for awarding him an honorary degree and for equipping him with good education. These strategies are as same as those of Move Ac – Step 1, ‘Acknowledging Authorities Involved in Honorary

Degree Conferment’ and Step 2, ‘Acknowledging Those Contributing to Honorary Degree Recipient’s Expertise/Achievement’.

The communicative function of Step 3 of Move Ac, ‘Recognizing Honor of Receiving Honorary Degree’ occurs again at the end of a speech as well. As in Speech #23, perhaps it is not obvious what ‘honour’ it is. However, it seems reasonable to assume that the stated ‘honour’ is the honour of receiving the degree:

Example 46

- **Thank you, again, for this great honor (Speech #23)**

Speech #17 ends with the recognition of the honor of attending the graduation ceremony, like that of Move Ac in Step 4, ‘Recognizing Honor of Attending Event’.

Example 47

- Class of 2000, congratulations once again and **thank you again for letting me share with you this very special moment in your lives. (Speech #17)**

As observed at the end of Speech #18, the honourand praises both graduates and an institute, like Sub-Move 2, ‘Praising Those Involved or Participating Event’:

Example 48

- You have already **demonstrated great wisdom by choosing GW** as the place to receive your education. **(Speech #18)**

Interestingly, the use of ‘to congratulate’ in Move E of Speech #1 probably looks alike Step 1, ‘Restating Congratulation to Those Involved’. Despite the presence of ‘to congratulate’, the statement aims to praise parents of graduates for their support:

Example 49

- I also **congratulate** those people who are sitting behind you **who have worked so hard and has had such great confidence and faith in you and who have provided you the support to enable you to graduate today. (Speech #1)**

Despite the limited range of expressions used in this step in comparison with those of Move Ac, they still convey the purpose of acknowledgement. However, only two of these expressions are exactly the same as those in Move Ac, which are: ‘I thank X’ and ‘I’m delighted to Infinitive’. The rest of them were found only in this move. These expressions are summarized below:

Table 4.13 Expression of Gratitude Found in Step3 ‘Restating Acknowledgement of Those Involved Degree Conferment’ of Move ‘Ending’

Expressions of Gratitude ¹		Number of Occurrences
To X,	thank you	1
My thanks	go to X	2
	Thank you	2
	thank X*	3
I	'd like to express my appreciation and thanks to X	1
	'm delighted to Infinitive *	1
Total		10

Note: ¹Only two expressions with * appear in both Move Ac and Move E.

2.6.4 Step 4 ‘Wishing Audiences Good Luck’

Step 4 ‘Wishing Audiences Good Luck’ is realized by speech addressers at the end of speeches to take their leave by wishing their audience good luck in the future. The following are examples of this strategy:

Example 50

- **May all your plans be successful, all your ambitions be fulfilled and all your dreams become reality. (Speech #4)**
- **So may I wish you a wonderful life and may it be possible** perhaps that in the distant future you too will stand here and hear flattering lies told about your life by the public orator as a reward for all that learning that you have done. **(Speech #11)**
- **And I wish you all the very best as you move out in to the life and careers ahead of you. (Speech #21)**

As illustrated above, the addressers express a wish for good luck and a successful life and career to the audience.

It is interesting to note that there is a metaphoric ‘journey’ used in this step. ‘Journey’ is a metaphor for the future life and career which the graduates have to embark on:

Example 51

- I hope you enjoy the **journey**. **(Speech #2)**
- ...may your professional **journeys** be rich and rewarding and full of joy. **(Speech #7)**

In the body of Speech #1, the speaker draws the analogy of life and a sparrow. He compares the next step of graduates' life to the first flight of a sparrow. Thus he takes his leave by asserting the idea of flying again in Move E:

Example 52

- All of you who have graduated today, I wish you well. I wish you success and happiness during your life and no matter what **flight** you shall be engaged in. (**Speech #1**)

From the findings, there are various types of expressions of wish in Step 4 'Wishing Audiences Good Luck' as listed below:

Table 4.14 Expressions of Wish

	Expressions of Wish	Number of Occurrences
I	wish you well/the very best	3
	wish you / X Noun	3
My wishes	to you	1
	go to X	1
	Please accept my wishes	1
May I	wish you Noun	1
May it / X	be Adjective	4
	become Noun	1
I	hope you Verb	1
God	bless you	1
Good luck	to X	1
	Infinitive (Imperative)	1
	Total	19

Among these expressions of wish, ‘May it/X be Adjective’ is the most frequently used structure. The adjectives collocating with this structure can be, e.g., successful, fulfilled, rich, as exemplified here:

Example 53

- May all your plans be **successful**, all your ambitions be **fulfilled**...
(Speech #4)
- ...may your professional journeys be **rich** and rewarding and **full** of joy. (Speech #7)

Another use of ‘May it/X be Adjective’ structure. The speaker wishes the audience good luck differently in such the way that the graduates who are graduating might be an honorary degree recipient someday like the speaker. That is to say, they can be successful in the field of expertise:

Example 51

- ...**may it be possible** perhaps that in the distant future you too will stand here and hear flattering lies told about your life by the public orator as a reward for all that learning that you have done.
(Speech #11)

2.6.5 Step 5 ‘Saying Thank-you’

According to the findings, this strategy is the most preferably employed in Move Ending. It does not function similarly to those of Move Ac or of Step 3 of Move E, restatement of Move Ac. ‘Thank-you’ is another way of leave-taking, which functions as an ending marker. The ending expressions with ‘thank-you’ in the corpus are listed here:

Table 4.15 Ending Expression of ‘Thank-you’ Found in Move ‘Ending’

Expressions of ‘Thank-you’		Number of Occurrences
	Thanks	1
	Thank you [all]	11
I	thank you	1
	Total	13

As shown in Table 4.15, the expression ‘Thank you [all]’ is used the most among expressions of ‘Thank-you’. All of these expressions are positioned at the very end of the speeches. Also, they can collocate with some appropriate adverbs such as very much, indeed, as demonstrated in Example 52:

Example 52

- So may I wish you a wonderful life and may it be possible perhaps that in the distant future you too will stand here and hear flattering lies told about your life by the public orator as a reward for all that learning that you have done. **Thank you very much. (Speech #11)**
- And to wish you well. First find yourselves, then write. And tell the tale. **So thank you very much indeed. (Speech #15)**

Regarding the overall occurrence of steps in Move ‘Ending’, Step 5, ‘Saying Thank-you’ is the most frequently used – appearing in 13 speeches. Step 2, as well as Step 3 and Step 4, appears at the end of 11 speeches, while Step 1 is used in 6 speeches. Only one of 25 speeches does not contain any of these five steps. Table 4.16 shows steps occurring in Move E:

Table 4.16 Distribution of Steps in Move ‘Ending’ Per Text

Speech Number	Occurrence of Steps ^{1,2}				
	Step 1	Step 2	Step 3	Step 4	Step 5
1.	-	-	√	√	√
2.	-	√	-	√	-
3.	-	√	-	-	-
4.	√*	√	√	√	-
5.	-	√*	-	-	-
6.	-	√	-	-	-
7.	-	-	-	√	√
8.	-	√	√	-	-
9.	-	-	-	-	√
10.	-	√	-	-	√
11.	-	-	-	√	√
12.	√	-	-	√	√
13.	-	-	√	√	√
14.	-	√	√	-	√
15.	-	√	√	-	√
16.	√*	-	√	-	√
17.	√	-	√	-	√
18.	√*	-	√	√	-
19.	√	-	-	-	-
20.	-	-	-	√	-
21.	-	-	√	√	√
22.	-	-	-	-	-
23.	-	-	√	√	-
24.	-	√	-	-	√
25.	-	√	-	-	-
Total	6	11	11	11	13

Note: ¹A step may repeat several times but it is counted only once per speech.

1 refers to Step 1: Restating Congratulation to Those Involved.

2 refers to Step 2: Restating Advice/Encouragement to Graduates.

3 refers to Step 3: Restating Acknowledgement of Those Involved in Degree Conferment.

4 refers to Step 4: Wishing Audiences Good Luck.

5 refers to Step 5: Saying Thank-You.

²Step 1, Step 2 and Step 3 deal with restatement of Move C, Move Ad, and Move Ac, respectively. However, in the speeches marked with *, these moves are absent in the body of the speeches but appear in Move E.

When taking a closer look at the patterns of steps which occur in Move ‘Ending’, it reveals that 36% of the speakers prefer to use three of these five steps together. However, among the three-step patterns, Step 2 never co-occurs with Step 1 and Step 4.

Table 4.17 Patterns of Steps Occurring in Move ‘Ending’

Steps ¹	No. of Occurrences ²	%
1	1	4
2	4	16
4	1	4
5	1	4
2&3	1	4
2&4	1	4
2&5	2	8
4&5	3	12
1&3&4	1	4
1&3&5	2	8
1&4&5	1	4
2&3&5	2	8
3&4&5	3	12
1&2&3&4	1	4
None	1	4
Total	25	100

Note: ¹1 refers to Step 1: Restating Congratulation to Those Involved

2 refers to Step 2: Restating Advice/Encouragement to Graduates

3 refers to Step 3: Restating Acknowledgement of Those Involved Degree Conferment

4 refers to Step 4: Wishing Audiences Good Luck

5 refers to Step 5: Saying Thank-You

²A step may repeat several times but it is counted only once per speech.

The two-step patterns are used in 28% of the corpus. Notice that Step 1 does not appear in this pattern. Step 4 and Step 5 are likely to occur together the most (16%).

Likewise, 28% of the corpus ends with a single step of Move 'Ending'. In this pattern, Step 2 is used the most frequently, as evidenced in 16% of the corpus using this step, while Step 3 is not preferred in any single-step patterns.

Interestingly, 4% follows the four-step patterns, which consists of Step 1-4. Still, none of the speeches contains all of five steps and one speech from the corpus does not carry Move E.

Rhetorical Move Patterns and Flexibility in Move-structure

After identifying the communicative purposes of the genre and of the moves, sub-moves, and steps, the move-structure of the speeches was also examined to look at the positioning, order and flexibility of move's occurrences. Table 4.18 provides the patterns of moves found in the corpus of 25 acceptance speeches upon receiving honorary degrees:

Table 4.18 Move Patterns Found in the Corpus

Speech No.	Move Patterns
1	G→Ac→P→Ac→P→Ac→Ad→C→Ac→C→Ad→P→E
2	C→Ac→P→Ac→Ad→P→E
3	G→Ac→C→P→Ad→E
4	Ac→Ad→P→E
5	Ac→P→E
6	C→Ac→P→Ac→P→Ac→P→Ad→E
7	G→Ac→P→Ac→P→Ac→Ad→E
8	G→Ad→P→Ac→E
9	G→Ac→P→Ad→E
10	G→Ad→Ac→C→Ac→P→Ad→E
11	G→Ac→C→Ad→E
12	G→Ac→P→C→Ac→Ad→E
13	C→Ac→Ad→E
14	G→Ac→P→Ad→P→E
15	G→Ac→P→Ac→P→Ac→Ad→P→E
16	Ac→P→Ac→E
17	G→Ac→C→Ad→P→Ac→P→Ad→E
18	Ac→P→Ad→E
19	C→Ac→Ad→Ac→P→Ac→Ad→P→Ac→P→Ad→E
20	Ac→Ad→Ac→Ad→E
21	G→Ac→P→Ad→E
22	Ac→C→P→Ad→P→Ad→P→Ad
23	G→C→Ac→P→E
24	G→Ac→P→Ad→P→Ad→P→E
25	G→C→Ac→C→Ad→Ac→P→Ac→P→E

As can be seen in Table 4.18, 25 speeches follow 24 patterns. Of all these 24 patterns, Speech #9 and Speech #21 share the same pattern of ‘G→Ac→P→Ad→E’, when the other 23 speeches have different patterns. Hence, there is a remote possibility that the speeches from the corpus will follow the same pattern or order. Heterogeneity found in the corpus may be attributed to speech addressor’s preferences. Notice, however, that these acceptance speeches begin with one of these three moves: Move G, Move Ac, and Move C, as rearranged and shown in Table 4.19:

Table 4.19 Move Patterns Found in the Corpus Classified by Opening Moves

No. of Patterns	Speech No.	Speech Patterns	No. of Speeches	%
1.	25	G →C→Ac→C→Ad→Ac→P→Ac→P→E		
2.	23	G →C→Ac→P→E		
3.	10	G →Ad→Ac→C→Ac→P→Ad→E		
4.	8	G →Ad→P→Ac→E		
5.	11	G →Ac→C→Ad→E		
6.	17	G →Ac→C→Ad→P→Ac→P→Ad→E		
7.	3	G →Ac→C→P→Ad→E		
8.	1	G →Ac→P→Ac→P→Ac→Ad→C→Ac→C→Ad→P→E	15	60
9.	7	G →Ac→P→Ac→P→Ac→Ad→E		
10.	15	G →Ac→P→Ac→P→Ac→Ad→P→E		
11.	9, 21	G →Ac→P→Ad→E		
12.	24	G →Ac→P→Ad→P→Ad→P→E		
13.	14	G →Ac→P→Ad→P→E		
14.	12	G →Ac→P→C→Ac→Ad→E		
15.	22	Ac →C→P→Ad→P→Ad→P→Ad		
16.	4	Ac →Ad→P→E		
17.	20	Ac →Ad→Ac→Ad→E		
18.	5	Ac →P→E	6	24
19.	16	Ac →P→Ac→E		
20.	18	Ac →P→Ad→E		
21.	19	C →Ac→Ad→Ac→P→Ac→Ad→P→Ac→P→Ad→E		
22.	13	C →Ac→Ad→E	4	16
23.	2	C →Ac→P→Ac→Ad→P→E		
24.	6	C →Ac→P→Ac→P→Ac→P→Ad→E		
Total			25	100

According to Table 4.19, there are 60% or 15 speeches of the corpus open with Move ‘Greeting Audience’ (G); 24% or 6 speeches begin with Move ‘Acknowledging Those Involved Degree Conferment’ (Ac); and 16% or 4 speeches start with Move ‘Congratulating Those Involved Event’ (C). To put it another way, it is likely that Move G is realized by most speech addressers to mark a starting point of an acceptance speech. Move Ac and Move C can also be opening moves.

When examining acceptance speeches in the corpus, it was found that 96% or 24 speeches end with Move E, except speech # 22, which the addresser takes his leave by Move Ad:

Table 4.20 Move Patterns Found in the Corpus Classified by Ending Moves

No. of Patterns	Speech No.	Speech Patterns	No. of Speeches	%
1.	3	G→Ac→C→P→Ad→E		
2.	6	C→Ac→P→Ac→P→Ac→P→Ad→E		
3.	7	G→Ac→P→Ac→P→Ac→Ad→E		
4.	10	G→Ad→Ac→C→Ac→P→Ad→E		
5.	11	G→Ac→C→Ad→E		
6.	12	G→Ac→P→C→Ac→Ad→E		
7.	13	C→Ac→Ad→E		
8.	17	G→Ac→C→Ad→P→Ac→P→Ad→E		
9.	18	Ac→P→Ad→E		
10.	19	C→Ac→Ad→Ac→P→Ac→Ad→P→Ac→P→Ad→E		
11.	20	Ac→Ad→Ac→Ad→E		
12.	9, 21	G→Ac→P→Ad→E	24	96
13.	1	G→Ac→P→Ac→P→Ac→Ad→C→Ac→C→Ad→P→E		
14.	2	C→Ac→P→Ac→Ad→P→E		
15.	4	Ac→Ad→P→E		
16.	5	Ac→P→E		
17.	14	G→Ac→P→Ad→P→E		
18.	15	G→Ac→P→Ac→P→Ac→Ad→P→E		
19.	23	G→C→Ac→P→E		
20.	24	G→Ac→P→Ad→P→Ad→P→E		
21.	25	G→C→Ac→C→Ad→Ac→P→Ac→P→E		
22.	8	G→Ad→P→Ac→E		
23.	16	Ac→P→Ac→E		
24.	22	Ac→C→P→Ad→P→Ad→P→Ad	1	4
Total			25	100

As revealed in Table 4.19 and Table 4.20, it is highly likely that, notwithstanding heterogeneous patterns of the genre, its beginning and ending moves can be predictable. That is to say, acceptance speeches tend to begin with Move G, Move Ac and Move C and end with Move E. These opening and closing moves function as frame of the speech, while speech bodies are made up of Move C, Move Ad, Move Ac, or Move P. This is mainly because these moves are the starting point where the addressers build interpersonal relationship with their audience in the situational context. As revealed in the move interpretation, Move G is used to draw the audience's attention. Move Ac functions as an acknowledgement of the honour the institute has conferred on them, and as response to the declaration of merit delivered by the institute's orator. Addressers also extend their congratulatory message to the graduates. Nonetheless, it is possible that Move Ac and Move C can appear in the body of the speech.

By the way of contrast, Move P and Move Ad never occur at the beginning. It is mainly because these two moves go beyond the ceremony position, but focus on the claim of ownership of the expertise through personal accounts and advice.

In the light of flexibility in a number of moves and their sequencing in acceptance speeches upon receiving honorary degrees, there is a certain degree of freedom in ordering and choices of these six moves. Here, take Speech #7 in Figure 4.2 as an instance of an acceptance speech with marked moves, sub-moves and steps:

G	
Mr. Chancellor, Madame President, graduates, faculty, family and friends. I wish to thank the Senate of the University of British Columbia for recommending me for this honorary degree and Dr. Hillel Goelman and other colleagues for putting my name forward. This was a completely unexpected tribute and I am deeply honoured. It is a particular honour for me that this degree comes from UBC.	Ac (SM1:S1, S3)
I grew up with grand tales of this campus as my father and uncle were UBC graduates. I won't be able to share most of their stories with you today as this is a formal event and they were engineers. However, my uncle who is 92 is here today and there is one story I would like to tell to recognize him. As a young student, he was president of the Alma Mater Society. He went on their behalf to New York and raised the money to build Brock Hall. So I grew up with a strong connection to and affection for UBC and the belief that anything was possible if you went at it the right way. I took my teacher's training here in 1964 and in those days you could teach after that training and I left UBC to teach before I finished my degree. So I am very delighted at long last to have a degree, although I appear to have started at the top. In retirement I plan to begin again and work my way up to what you as graduates have accomplished today. My connections with UBC however have never really ended. Our work in the Infant Program brought me back to the campus in the early 80's and I have been here ever since in the Berwick Centre. UBC is a big part of my life.	P (S1, S2)
This honorary degree is not just a tribute to me. Everyone who achieves success in life achieves it with the support of a whole community of family, friends and colleagues. This degree is a tribute to them and to the many people who work in Infant Development Programs and in other services for young children with disability. It is recognition of the importance of providing support early to families, to help children get the best possible start in life. And this degree honours the work of thousands of parents across BC from whom we have learned so much. Not the least being the power of love and the importance of each and every child.	Ac (SM1:S2)
The Infant Development Program of BC grew out of the birth of a baby with Down syndrome. When Pamela Vickers was born in 1969 there were no early intervention services for her or her family. Conventional professional advice at that time was to institutionalize infants with intellectual disability. Her mother started the first Infant Development Program in Canada and to date these programs in BC have served nearly 50,000 families. Every life has the potential to create great things. Anything is possible.	P (S2)
UBC has been in the forefront of academic institutions in Canada in supporting our field of early childhood intervention and the field of disability in general. As graduates you can be very proud of your Alma Mater. From the onset, the Faculty of Education has helped us develop the training we need to do our work well. I wish to recognize in particular professors' in Education, Ron Neufeld and Hillel Goelman who truly championed our cause. They were assisted by many others including David Kendall, Brian Clarke, Perry Leslie, and Pat Mirenda. More recently, the Human Early Learning Partnership under the direction of Clyde Hertzman and Hillel Goelman pulls researchers together from across this campus. Their interdisciplinary work is transforming the way we look at early child development and the way we approach interventions with children and their families. UBC has also been in the forefront of developing services and advocacy in the area of disability for students, staff and faculty through the Disability Resource Centre. There is also a very special project on this campus that started last year. With support, a few students with intellectual disability are attending some classes in courses offered in the Faculty of Arts. This is enriching their lives and the lives of those who are in classes with them. I wish to thank UBC for their support of this special work and for their leadership in this unique Canadian program. This project sends a very powerful message to the broader community. A message that everyone can learn and everyone can make a difference.	Ac (SM1: S2)
For those of you who graduate today there will be many opportunities in your teaching careers to make a difference for children with disability or other special needs. Some of these children will have received services from early intervention programs and will be very ready for school with parents eager to work with you. Some children will arrive in your classrooms with undiagnosed disability, and with parents unaware that their children have special learning needs. Prepared and unprepared these children and their families need your support, your compassion and your respect. Although we have come a long way in our diverse society in opening doors and in accepting other ways of being, most children with disability and their families continue to struggle for our understanding, struggle to belong. As a teacher in their life you will have a very special role and your support and welcoming influence will have lifelong consequences for many. Never, ever underestimate your potential to make a positive difference or their potential to enrich your life. Every life has the potential to create great things. Anything is possible.	Ad (S3, S2)
In closing, my good wishes to you all and may your professional journeys be rich and rewarding and full of joy. Now go forth and celebrate your great accomplishments with your family and friends. Thank you.	E (S4, S5)

Figure 4.2 Example of an Acceptance Speech upon Receiving Honorary Degree with Marked Moves, Sub-moves (SM) and Steps (S)

Speech #7 indicates that moves, sub-moves and steps do not coincide with paragraphs. Thus, there can be two or more elements in one paragraph. As can be seen in Figure 4.2, in paragraph 1, there are three moves: Move G, Move Ac and Move P. Moreover, Move Ac takes spaces in paragraphs 1, 2 and 4, and Move P does so in paragraphs 1 and 3. Additionally, the positioning of these moves is not in a sequential order.

The analysis of move-structure of Speech #7 also suggests that it is not always necessary for the speech addressors to use all of the six moves in one speech. This practice is confirmed by 76% of the corpus which does not contain all of the six moves, as revealed in Table 4.21:

Table 4.21 Summary of Move Patterns

	Moves Patterns ^{1,2}						Total		
							No. of Speeches	%	
6 moves: speech	G	Ac	C	Ad	P	E	6	24	24
	-	Ac	C	Ad	P	E	3	12	
5 moves: speech	G	Ac	-	Ad	P	E	7	28	
	G	Ac	C	-	P	E	1	4	
	G	Ac	C	Ad	-	E	1	4	
	-	Ac	C	Ad	P	-	1	4	76
4 moves: speech	-	Ac	C	Ad	-	E	1	4	
	-	Ac	-	Ad	P	E	2	8	
3 moves: speech	-	Ac	-	-	P	E	2	8	
	-	Ac	-	Ad	-	E	1	8	
Total							25	100	100

Note: ¹A move may repeat several times but it is counted only once per speech.

²These moves are not put into order of appearance except Move G and Move E.

Move ‘Greeting Audience’ is widely used by speech addressers but is not really obligatory. It is generally assigned at the opening position of 15 of 25 speeches (60%). In fact, Move Ac and Move C are likely to be the opening moves as well; that is, 24% of the corpus starts with Move Ac and 16% with Move C. As reported in Table 4.19, this move is usually followed by Move Ac, Move C, and Move Ad.

Move ‘Acknowledging Those Involved Degree in Conferment’ appears obligatory in all acceptance speeches upon receiving honorary degrees. Such a high incidence of Move Ac may result from its function that serves the main communicative purpose of the genre - the expression of gratitude or appreciation for the honorary degree. In terms of positioning, as previously mentioned, it is likely to be one of the opening moves, and it is always scattered throughout the body of the speech. It is interesting to note that the most prominent positioning of Move Ac is after Move G.

Apart from the sense of professional achievement reflected in the honorary degree conferred, speech addressers also use the Move ‘Congratulating Those Involved the Event’ in order to congratulate the audience’s achievement as well. Move C is less obligatory in all acceptance speeches; however, it is occasionally used as one of the opening moves.

Move ‘Giving Advice/Encouragement to Graduates’ tends to be obligatory for acceptance speeches as it is found in most acceptance speeches. As mentioned earlier, the Move Ad deals with an opinion or philosophy of what the graduates should do in their future with respect to life, career, and expertise. Therefore, it is used as the link between specialist, novice and the field of expertise through the advice given. As suggested in Table 4.19 and Table 4.20, Move Ad is versatile in its positioning, however, in 56% of the corpus it is put before Move ‘Ending’. In the case of Speech #22, there is no Move ‘Ending’, but Move Ad is used to mark the close.

Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’ once again is relatively obligatory. Move P may occur across the speech in a scattered

order. It can also be placed before Move ‘Ending’ in nine speeches. Interestingly, Move P is the only move which is not restated in Move E, unlike Move C, Move Ac, and Move Ad of which the communicative purposes are echoed at the close.

Move ‘Ending’ tends to be obligatory for the genre as suggested by its presence in 96% of the corpus. Move E has the most predictable positioning – at the very end of the speech. Apart from ending by expressing good wishes and saying thank-you, Move E also echoes communicative functions of Move C, Move Ac, and Move Ad.

Regardless of the prototypicality in move-structure, a closer look at the rhetorical patterns of the acceptance speeches in the corpus reveals that 60% of the corpus has cyclical patterns, while other 40% has linear ones. Cyclical move structures are patterns which one or more moves are used more than once per speech. As previously stated, the patterns depend on the number of moves and sequencing used of the addressors’ choice. There are 15 speeches or 60% of the corpus has such flexibility. They are:

Table 4.22 Cyclical Move Structures

No.	Speech No.	Move Patterns
1.	1	G→Ac→P→Ac→P→Ac→Ad→C→Ac→C→Ad→P→E
2.	2	C→Ac→P→Ac→Ad→P→E
3.	6	C→Ac→P→Ac→P→Ac→P→Ad→E
4.	7	G→Ac→P→Ac→P→Ac→Ad→E
5.	10	G→Ad→Ac→C→Ac→P→Ad→E
6.	12	G→Ac→P→C→Ac→Ad→E
7.	14	G→Ac→P→Ad→P→E
8.	15	G→Ac→P→Ac→P→Ac→Ad→P→E
9.	16	Ac→P→Ac→E
10.	17	G→Ac→C→Ad→P→Ac→P→Ad→E
11.	19	C→Ac→Ad→Ac→P→Ac→Ad→P→Ac→P→Ad→E
12.	20	Ac→Ad→Ac→Ad→E
13.	22	Ac→C→P→Ad→P→Ad→P→Ad
14.	24	G→Ac→P→Ad→P→Ad→P→E
15.	25	G→C→Ac→C→Ad→Ac→P→Ac→P→E

To make it simpler, these cyclical patterns are transformed into diagrams as illustrated in the following figures:

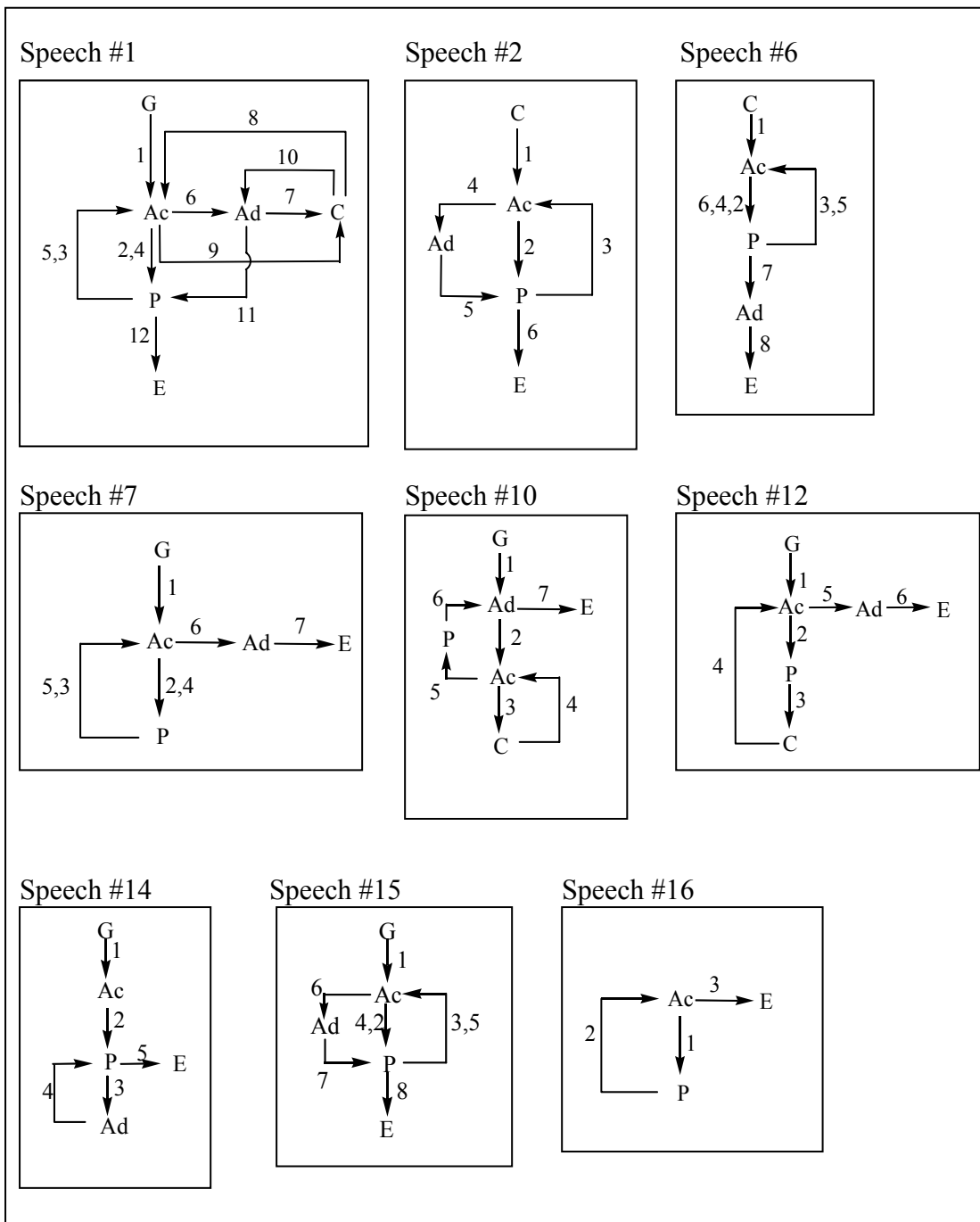


Figure 4.3 Diagrams of Cyclical Move Structures

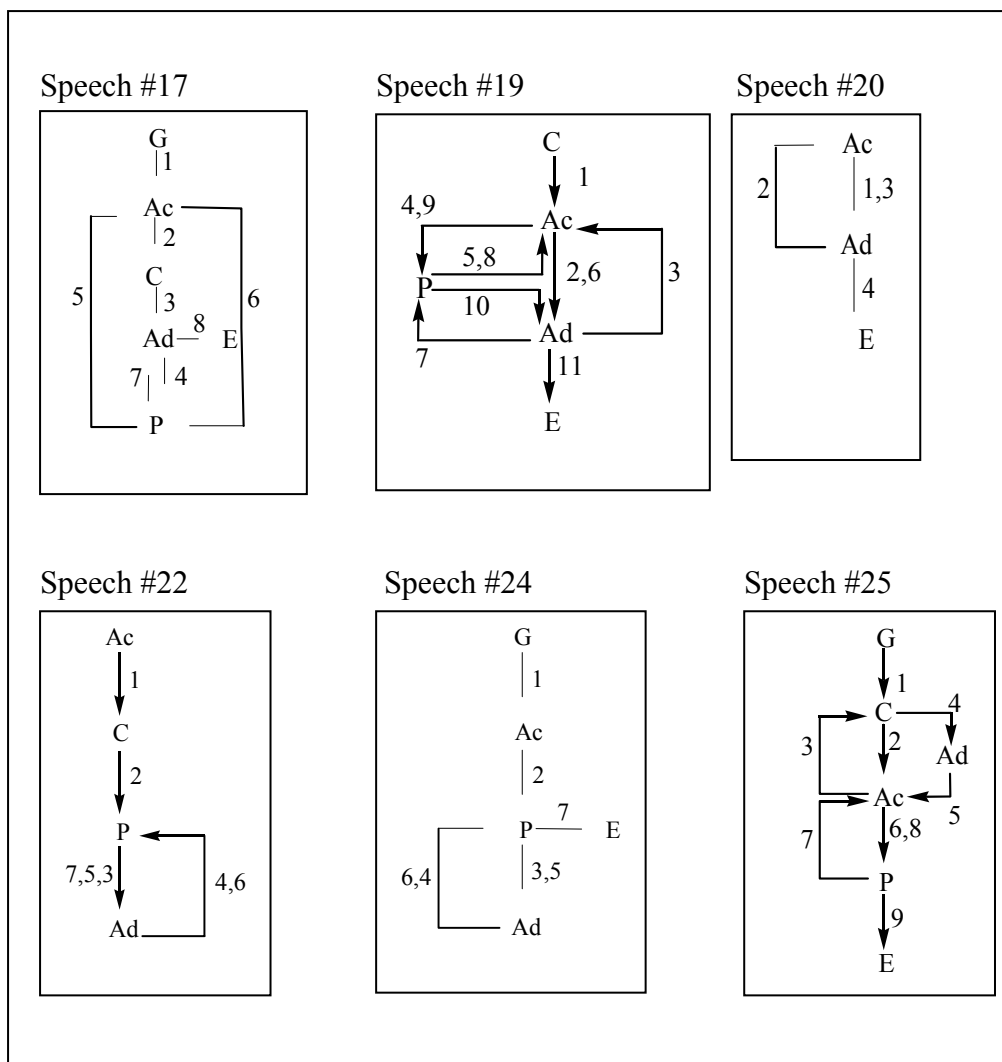


Figure 4.3 (Cont'd)

As illustrated in Figure 4.3, Speeches #6, #7, #12, #14, #16, #20, #22, and #24 follow a one-loop pattern. Speeches #2, #10, and #15 fit a two-loop pattern, while Speeches #1, #17, #19, and #25 follow a multi-loop pattern. It is noteworthy that Move Ac, Move Ad, Move P and Move C – which are considered as body moves – tend to be centers of the loops. To put it simply, being the centers of the loops signifies the versatility of the moves in their positioning across the genre-text.

According to the present study it was found that 10 speeches follow linear move-structures. That is, there are not any moves used more than once in a speech. With regard to prototypicality of speech patterns among 25 speeches in the corpus, ‘G→Ac→P→Ad→E’, the only pattern that is used twice, is one of linear move patterns. Interestingly, none of these nine linear move-structures contains all of six moves, as shown below:

Table 4.23 Linear Move-structures

No.	Speech No.	Move Patterns
1.	3	G→Ac→C→P→Ad
2.	4	Ac→Ad→P→E
3.	5	Ac→P→Ad→E
4.	8	G→Ad→P→Ac→E
5.	9, 21	G→Ac→P→Ad→E
6.	11	G→Ac→C→Ad→E
7.	13	C→Ac→Ad→E
8.	18	Ac→P→Ad→E
9.	23	G→C→Ac→P→E

Conclusion

The present study investigates the rhetorical move-structure and prominent linguistic features of English acceptance speeches upon receiving honorary degrees using theoretical framework for a genre analysis by Swales (1990) and Bhatia (1993). The study reveals that the major communicative purpose of this genre is to express gratitude and appreciation to those involved in the honorary degree conferment – institute and/or individuals. Additionally, this kind of speech also aims to extend congratulatory message to participants; to give encouragement and advice relating to fields of expertise to the audience; and to provide the degree recipient’s personal accounts and contribution to the field of expertise and the institute.

To achieve these communicative purposes, addressers usually employ these six moves, with one or more communicative strategies or 'steps', in their acceptance speeches. These moves are 1) Greeting Audience; 2) Acknowledging Those Involved in Degree Conferment; 3) Congratulating those Involved Event; 4) Giving Advice/Encouragement to Graduates; 5) Referring to Honorary Degree Recipient's Personal Accounts; and 6) Ending.

The present study also suggests that it is not always obligatory for the addressers to use all of the moves and steps in an acceptance speech. Further, there is a certain degree of freedom in the sequencing of these moves. As a result, move-patterns of the speeches are heterogeneous. Despite of the heterogeneity, some acceptance speeches are organized in cyclical structure-patterns, with repetition of one or more moves, whereas others are structured in linear patterns.

CHAPTER V

DISCUSSION

The chapter will discuss the results with respect to the research questions, implications, limitations, and recommendations for the study.

Discussion of Research Findings

The investigation of acceptance speeches upon receiving honorary degrees has yielded the results which can be used to answer the following research questions:

1. What are communicative purposes of acceptance speeches upon receiving honorary degrees?
2. What rhetorical moves are typically employed in acceptance speeches to achieve the communicative purposes?
3. Are there any prototypical structures for acceptance speeches?
4. Is there any flexibility in move-structure? To what extent does this flexibility help the speeches reach their communicative achievement?

1. Discussion of Acceptance Speeches upon Receiving Honorary Degrees and of Rhetorical Moves Employed in the Genre

The major communicative purpose of an acceptance speech upon receiving honorary degrees is to express gratitude and appreciation to those involved in the honorary degree conferment who have recognized and honoured the honorary degree awardee. A genre-analysis of acceptance speeches upon receiving honorary degrees reveals that there are six rhetorical moves employed in the genre which serve the communicative purpose of the genre. The following rhetorical moves appear to be realized by the speech addressers:

Move ‘Greeting Audience’ (G)

Move ‘Acknowledging Those Involved in Degree Conferment’ (Ac)

Move ‘Congratulating those Involved Event’ (C)

Move ‘Giving Advice/Encouragement to Graduates’ (Ad)

Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’ (P)

Move ‘Ending’ (E)

1.1 Move ‘Greeting Audience’

In the Move ‘Greeting Audience’, the speech addressers aim to call the attention of their audience attending the degree conferment ceremony such as graduates, university’s authorities, a graduate’s family, and distinguished guests. Move G can mark the opening of a speech. Vocative, a name used for addressee, is extensively used in Move G. Most vocatives are specific such as labels for occupations, markers of status or respect, or labels showing relationship. It is interesting to note that such naming practices reflect the realization of the addressees’ status in the academic community. Apart from vocative use, greeting expression and a positive comment on the event are present in Move G.

1.2 Move ‘Acknowledging Those Involved in Degree Conferment’

The acceptance speech addressers show the strong preference for the Move ‘Acknowledging Those Involved in Degree Conferment’ which is confirmed by its presence in all text in the corpus. Move Ac centres on the major communicative purpose of the genre. That is, Move Ac is to express gratitude and appreciation to those involved or participating in the honorary degree conferment ceremony.

To achieve this communicative success, there are two main sub-moves: ‘Acknowledging Those Involved in Honorary Degree Recipient’s Achievement’ and ‘Praising Those Involved or Participating Event’. Sub-move 1, ‘Acknowledging Those Involved in Honorary Degree Recipient’s Achievement’ is central to the way the speakers express thanks, gratitude, or appreciation to those involved in the

honorary degree conferment for the degree granted. Besides, it also conveys a recognition of the individual and institutional contribution resulting from the honorary degree awardee's renowned expertise in the professional community. Interestingly, Sub-move 1 suggests the speakers' need to reciprocate the academic or professional recognition given by the institute by means of awarding an honorary degree in symmetry. On the other hand, in Sub-move 2, 'Praising Those Involved or Participating Event', the speakers praise the institutional or individual merit. Given that it may not be directly concerned with the honorary degree conferred on the addressers, it still relates to the recognition of merit of the audience attending the event.

To put it another way, the former aims at the private sphere – the personal achievement in the field of expertise, whereas the latter tends to move towards the public sphere – the admirable aspects of the audience. Acceptance speeches upon receiving honorary degrees appear to be a monologue text. However, it is especially noteworthy that Move Ac, particularly Sub-move 1, is the only rhetorical strategy in the genre that relatively remains the characteristic of a dialogue in such the way that it tends to respond to the declaration of merit that the orator has recently delivered.

Moreover, Move Ac is where the speakers, as acknowledgers, are humbly speaking "up" (Scollon & Scollon, 1995) to express gratitude to those involved their achievement. This move is carried with an overtly expressed humility, as suggested by a wide range of expressions of gratitude and honour recognition towards the acknowledgees. Hence, the acknowledgements are expressed with hyperbole and descriptions of the contribution to the addressers' achievement.

There are also interesting differences between naming practices in Move Ac and Move G. That is, they are not used to draw the audience's attention like those of Move G. Since they can be first names; names followed by his/her surname; and names introduced by honorific or status titles. These practices signify the addressers' awareness of acknowledgees' social status.

1.3 Move ‘Congratulating those Involved in Event’

Speech addressers use the Move ‘Congratulating those Involved Event’ to extend their congratulations to the audience especially the graduates and their parents who attend the graduation ceremony. The examination of the corpus also suggests that the addressers regard the graduation as the reward of the graduates’ educational endeavor.

1.4 Move ‘Giving Advice/Encouragement to Graduates’

Move Giving Advice/Encouragement to Graduates’ is where the addressers give words of advice and encouragement about what the graduates should do in the future. In this move, three communicative strategies are realized by the speakers: giving graduates advice on future career; providing advice on future life; and encouraging graduates to use their expertise to benefit humanity.

Especially noteworthy is the shifting status of the addressers. In contrast to Move Ac where the speakers, as acknowledgers, express gratitude with a sense of humility, in Move Ad the speakers have shifted their status to a higher position as experts of the disciplinary community who are giving advice and encouragement to the novice. The shifted status and dimension result in the use of imperatives; adjective and verbs showing suggestion, obligation, and necessity; and provocative questioning.

1.5 Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’

Move ‘Referring to Honorary Degree Recipient’s Personal Accounts’ aims to represent personal accounts of the addressers which relates to their contribution to the field of expertise. Not only this move is involved in the private sphere but also performs as a link of personal achievement to the public sphere. Accordingly, these personal accounts can be a reference to life background, career path, responsibility, organization, and philosophy and knowledge concerning their field of expertise.

The corpus yielded interesting evidence of a claim to the ownership of the field of expertise especially when referring to career path, expertise and the philosophy of the discipline. These accounts may confirm why the honorary degree recipients are so well-known for their professional achievements that they gain such academic and professional recognition.

Acceptance speeches upon receiving honorary degrees, Move P in particular, share some characteristics with similar texts under the umbrella of promotional genre such as sales promotional letters, job application letters, or brochures (Bhatia, 1993). Some speakers tend to be involved in self-promotion by detailing what they have contributed to their organizations, the field of expertise or the society.

Move P also exhibits an attempt to demonstrate solidarity with the audience. The speakers may claim in-group membership by referring to their association with the institutes through educational or professional backgrounds.

1.6 Move ‘Ending’

The Move ‘Ending’ is realized by the speech addressers to mark the closing of the speech. They take their leave by echoing the functions of Move Ac, Move C and Move Ad; wishing their audience good luck; and ending with thank-you. Notice, however, that restatement of the previous moves does not include Move P. This may be attributed to the fact that these three moves are relatively interpersonally concerned with the audience. Interestingly, when ending a speech with ‘thank-you’, the speakers do not mean to acknowledge the audience, but to mark the closing.

Altogether, the communicative purpose of each rhetorical move may be different; however, these moves can be put together in a genre-text to fulfill the overall communicative purpose of the genre.

2. Prototypicality, Rhetorical Patterns, and Flexibility in Move-structure

According to Swales (1990), in addition to the communicative purpose of the genre and the moves, the samples of genre-texts may show evidence of various patterns of similarity of structure, style, content and intended audience. If the high possible similarity occurs, the corpus will be viewed as prototypical. Based on the present study, only two cases do the speeches follow the homogeneous pattern. This heterogeneity resulted in 25 acceptance speeches of 24 rhetorical patterns. Thus there is a remote possibility that the present study will establish a prototypical pattern-structure of acceptance speeches upon receiving honorary degrees. This may be due to the addressers preference on the choice of rhetorical moves that construct the text pattern.

Notwithstanding no prototypicality found in the corpus, there is a possibility to predict the positioning of the framing and body moves of the genre. Acceptance speeches upon receiving honorary degrees seem to be framed by the opening and closing moves. Most emphatically, the positions of the framing moves are mostly reserved for Move G and Move E. However, Move Ac and Move C can be realized as the opening frame as well, since these moves help foster the sense of interpersonal relationship between the speakers and their audience. Then the body of acceptance speeches seems to be made up of Move Ac, Move C, Move Ad, or Move P with flexible sequencing.

As to the flexibility in move-structure, the investigation of the corpus exhibits the preference on the use of at least three of six moves in an acceptance speech. Given that it is not obligatory to use all of them in a speech, the Move ‘Acknowledging Those Involved in Degree Conferment’, which performs the major communicative function of the genre, is still necessary for the genre.

Based on the observation on the organization’s movement, some speakers prefer to use cyclical structures in which one or more rhetorical moves are used more than once. These moves are Move Ac, Move C, Move Ad, and Move P, which form

the body of a speech. The cyclical movement can represent the flexibility of positioning across the genre-text. Interestingly, the cyclic occurrences of Move Ac are most frequently found, in comparison with those of body moves. In other words, this may confirm the major communicative purpose of the genre which is conveyed by Move Ac. Not less interesting is that all of the six-move patterns found are cyclical patterns while the linear ones contain four or five of them.

Implications, Limitations and Recommendations of the Study

1. Implications of the Study

The present genre analysis study examined the rhetorical move-structure and distinguished linguistic features of 25 English acceptance speeches upon receiving honorary degrees. The results from the investigation allowed the researcher to promote a better understanding of the genre of acceptance speeches upon receiving honorary degrees and a framework for EFL and ESP teachers and learners who seek to study a genre analysis. That is, they could have a clearer picture of an approach to the analysis of a genre-text, which particularly aim at an identification of communicative purpose, situational context and rhetorical structure. Also, the genre analysis could be beneficial to the ESP practitioners or novices of a discourse community who seek to prepare for the genre in question or other similar kinds of speech through the genre's patterns and prominent linguistic features.

This study is of 25 English acceptance speeches upon receiving honorary degrees; therefore, no generalization can be made. However, the present study may contribute to the English for Specific Purposes studies. At least, it may provide a baseline for further research of the field.

2. Limitations of the Study

The limitations of the study included: 1) availability of data sources, 2) style of the speeches, and 3) nationalities of speech deliverers. The present study chose to

gather 25 acceptance speeches upon receiving honorary degrees from seven universities' websites of five countries. This was due to the limited source of data provided in document. For example, in the Thai university context, even though the honorary degree presentation is still embedded in a regular graduation ceremony, a session for citation and acceptance speech delivery is usually omitted. Accordingly, the available but inadequate source is restricted to those of the exclusive and rare occasions. Accessibility is another key factor in selecting sources of data. The selected sources, seven universities' websites, are all in English version and these universities are English-speaking universities. Moreover, an acceptance speech is personally-prepared speech. If there was no record kept, it would be far beyond the possibility of collecting the required data.

In addition to the number of acceptance speeches, another limitation was a slight possibility to determine which speech is formal or informal. However, the mainstream of the analysis is the study of the communicative purpose which attributes to the rhetorical patterns used in the genre. Therefore, the style in which the genre is working was not taken into account.

Since the speech deliverers came from different cultural backgrounds, this might influence language use in their speeches. The data collected excluded the nationalities of speech deliverers.

As previously stated, acceptance speeches upon receiving honorary degrees are embedded in a dialogue situation in which the declaration of merit "starts" and the acceptance speech "responds". Thus the researcher may not know exactly what the dialogue relates beyond superficiality. To reach a better understanding of the message or purpose conveyed, it was necessary that the researcher have an additional study of the declaration of merit to which the speech responds and the addressers' background.

3. Recommendations for Further Genre Analysis Studies

The present study was undertaken to examine the genre of only 25 acceptance speeches upon receiving honorary degrees delivered in seven universities of five countries in 2000-2004. Thus, it was recommended that the corpus for further research of the acceptance speeches should be of a larger number to confirm the results of the present study.

As previously stated, acceptance speeches upon receiving honorary degrees are embedded in a dialogue situation in which the declaration of merit “starts” and the acceptance speech “responds”. Thus the researcher may not know exactly to what the dialogue relates beyond superficiality. To reach a better understanding of the message or purpose conveyed, it is necessary that the researcher conduct an additional study of the declaration of merit to which the speech responds and the addressers background.

Apart from acceptance speeches upon receiving honorary degrees in a regular graduation ceremony, the further research should include other similar types of acceptance speeches that express acknowledgement such as acceptance speeches on receiving honorary degrees in an exclusively held event, receiving a prize, or receiving a position.

Bhatia (1993) also pointed out that most studies are central to conventional organization and linguistic features in genres, with less concern about socio-cultural and pragmatic factors. Therefore further investigations of the genre should be carried out to examine socio-pragmatic characteristics of the genre e.g. politeness strategies.

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APPENDIX

Speech #1	
Chancellor, members of University Council, Vice-Chancellor, members of faculty staff, graduates, distinguished guests, ladies and gentlemen.	G
Chancellor, the decision of you and your Council to confer on me this day an honorary degree of Doctor of Laws, causes me to feel very humble. You have done me a great honour.	Ac
Time has passed since, as a young boy, wearing an army disposal dispatch riders helmet, I engaged in the thrill of riding a billy cart down LaTrobe Terrace hill. This was before LaTrobe Terrace was reformed. The large western-side gutter passed through a large barrel drain at the foot of Laurel Bank Parade. If you took the box off your billy cart and lay flat on it you could just get through the drain. On brave days, one would take on the Pakington Street hill down towards Chilwell, down towards the river. Time has passed since those young days.	P
I am proud to stand in this magnificent hall which displays the skill and imagination of the architect Neil Everist, who was able to convert the Dalgety woolstore into the Geelong Waterfront campus of this university. I am proud to stand in this hall carrying the name of a benefactor of this university.	Ac
When I was a young boy, my father conducted with his partners, a legal practice in Moorabool Street. Right across the street, Frank Costa's parents conducted a retail greengrocers business. At a time in the late forties, early fifties, many an Italian migrant sought legal advice. I can well remember occasions when such a client would need the assistance of an interpreter. Mrs Costa, still wearing her apron, would come across the street to act as an interpreter. She served the community as the Costa family and particularly through Frank Costa has continued to do.	P
When I was a boy, the wool industry was very much part of the fabric and spirit of Geelong. Personally I am very pleased to see Deakin University have an active campus and place of learning within the centre of the city of Geelong. I am of the view that this will enhance the fabric and the spirit of this fine city.	Ac
Bede, writing in ecclesiastical history, chapter two, wrote what it seemed to him that present life on earth was. I quote 'as if on a winters night, a sparrow should fly swiftly into the hall and coming in one door instantly fly out through another.' He added further 'but of what follows or what goes before we are utterly innocent.'	Ad
Lord Hailsham of St Marylebone who was the Lord Chancellor of England between 1970-1974 and again in 1979-1987 and who was a barrister and a member of parliament and who after his fathers death, renounced his inherited title as Viscount Hailsham, he did so in order that he could serve in the Commons. On writing him his memoirs, he entitled them 'A Sparrows Flight'.	
To me, and particularly in this Olympic year, I draw the analogy of life with that athletic event, the triple jump which used to be called the hop, step and jump. I see it as a period of preparation and as a rush to gain momentum for the first jump and what follows in my view is akin to youth. The second jump and what follows is akin more to the mature ages of ones life. The third jump has its intent and aim to keep out of the sand as long as possible. Some of you young people may well think that that is the idea of my present stage in life.	
Those young persons who have graduated today and participant in your first flight, I give you my congratulations. This university and particularly with its distance learning program, enables men and women of a more mature age to graduate and to start the next stage of their life armed with the knowledge and the skill that they did not possess earlier. Some of you who have graduated today had been students of the Faculty of Business and Law. I give you all of my congratulations.	C
	Ac
	C

Speech #1 (Cont'd)

It is likely that many of you will be involved in commerce and commercial matters. The sparrow, the triple jumper to continue its or his or her flight, works against the pull and forces of gravity. In commerce, you will encounter many forces and pressures which can affect your progress if you permit them to do so. Ad

A lawyer, a doctor, a medical researcher, each of whose professional skills affects others, must act not only legally according to the law, but must act ethically. As members of the community, we require and expect nothing less.

Recently a Melbourne stockbroker and his wife have provided a fund to endow the appointment of a visiting professor of ethics and business in order to promote the teaching of ethics in the Melbourne Business School, University of Melbourne and Trinity College of that university. In a statement providing reason for the endowment of this fund, they have expressed their views and their reason for so doing. To quote 'the demonstrable excesses of greed and fraudulent behaviour during the latter years of the twentieth century, provoke not only a lack of respect and credibility for the capitalist process, and I emphasis, may also weaken the long viability of the commercial enterprise system. The market economy will only bring ongoing benefits to society if the rules of accepted practice deliver certainty and equity and are applied within the environment of morality.'

In their statement, these benefactors have cited that part of the 1959 Code of Ethics, stated by the General Council of the Institute of Chartered Accountants in Australia which in part stated ethical conduct consists on an attitude of mind rather than compliance with written rules.

As you go forward in your flights in no matter what field of commerce or work that you may be engaged in during your lives, ask yourselves from time to time, not only does what I do and the acts that I am involved in comply with the written rules, the law as they must, but also ask yourself how will my actions affect others? Is it right that I should be so acting in doing such a thing? Do not allow the forces and pressures of others to divert you from what you think is right and what you think is the right thing to do.

Perhaps as an example of what I have sought to address to you this morning, I should refer to the actions of that great Australian statesman whose name this university proudly carries. It is recorded by Dusevic in his biography of Deakin that in 1879 he stood for the seat of West Burke in state parliament. He was proclaimed the successful candidate by a very small margin. Several days later it was revealed that at one of the polling booths, ballot papers had run out and quite a number of the electors were unable to vote. It being said that had they voted, Deakin would not have won the election. This caused considerable public arousal, debate, both in and out of the press. P

Deakin, in his maiden speech in parliament, and without first advising anybody, he resigned his seat. A by-election was held, Deakin lost by fifteen votes. It took him two further endeavours to become elected to parliament and to be a successful candidate.

Deakin, as history records, went on to play a significant role in the establishment of the Australian Federation and as amongst other things, the passing of the Judiciary Act which established the High Court of Australia and which he saw 'would decide the orbit and boundary of every power.'

All of you who have graduated today, I wish you well. I wish you success and happiness during your life and no matter what flight you shall be engaged in. I also congratulate those people who are sitting behind you who have worked so hard and has had such great confidence and faith in you and who have provided you the support to enable you to graduate today. E

I wish you all well in your future life. Thank you.

<u>Speech #6</u>	
I'd like first to congratulate all my new fellow-graduands. This is a great class to belong to!	C
I feel honored and moved to be back here receiving an honorary degree from UBC.	Ac
<p>Somehow I don't feel I have earned it, since all I have done has been to enjoy myself, trying to find out about some of the mysteries of the mind and the brain and trying to convey the thrill of discovery to the undergraduate and graduate students who showed up in my classes or my lab.</p> <p>I should be the one giving an award to UBC and to the other universities that have allowed me to spend my time so enjoyably.</p> <p>When we first visited UBC nearly 30 years ago looking for jobs, we fell in love with the beauty of the place, we liked all the people we met, and we surprised ourselves by deciding to move here rather than to Michigan, which we had almost decided on. Some deluded souls wondered whether we were just going for the life-style, but as it turned out the life style, which was admittedly wonderful, was highly compatible with an exciting and productive work-life with stimulating colleagues and with all the facilities we needed for our research. This is a great university. My husband, Daniel Kahneman, and I both did much of our best work during the 8 years we were here. So we owe UBC a real debt of gratitude as well as a continuing affection.</p>	P
<p>I'm sure that, like us, all you students have laid down memories that will stay with you forever. Mine include the pleasures of teaching UBC undergraduates and graduate students in classes that were very different from the ones I taught at Oxford, but that proved in some ways more stimulating and enjoyable; interacting with the world class faculty of the UBC psychology department in all their exciting diversity; then, getting more specific, there are memories of staring at the picture of the view from the faculty club dining-room when the real view through the windows actually offered only clouds and fog; listening to the rather florid stories of people in our lab who seemed to lead private lives of unusual color and excitement (don't let anyone tell you that Canadians are dull!); making the most of the rich culture on offer in the city. I think our biggest achievement and claim to fame while we were here was that we introduced the morning coffee social where people from different Psychology labs could congregate and exchange their newest ideas or the latest gossip. We have kept very fond memories of Vancouver and UBC.</p>	P
<p>Giving this kind of speech is not my strongest skill. When I was hesitant to do it, our hosts graciously suggested I might share a few words of wisdom with the students about to leave for the world beyond the university. What have I learned? Mostly I've learned from the multiple mistakes I've made -- but I won't go into those in public. And anyway, learning from other people's mistakes just doesn't work nearly as well as learning from your own. So you will probably have to do that for yourselves. Certainly I've learned to make the most of my luck, and to recognize it, even in unexpected forms and places.</p> <p>What advice can I pass on, that you haven't already acquired from being at this wonderful university? Probably none that is new, but I can pick out a few points that seem important to me.</p> <p>You've certainly been well-prepared. Psychology is about the most versatile subject there is, teaching you about people, society, neuroscience of the brain and rats! All you need to understand and do well in the world. So what advice could you need? Get to know yourselves, find what you do best, what you enjoy most, what you have to offer other people. Don't try to be someone else -- although there is no harm in polishing up your own rough edges. Don't be too timid. On the whole I think it is better to regret having done something than to regret not having done it. Make the most of all the opportunities that come up.</p>	Ad
Enough with the sermon! Go out and celebrate this wonderful life and try to make sure that others can enjoy it too.	E

Speech #11

Chancellor, Vice Chancellor, distinguished ladies and gentlemen, I stand here highly honoured and slightly embarrassed. Highly honoured to be invited to be associated with this great University. People like me talk these days a lot about globalisation and the global world but sitting here listening to that wonderful array of names I realise I am at the heart of this global world and its great to be here.

G
Ac

It is also great to be associated by just sitting beside Patrick Collinson, one of our great academics. I tried to be an academic once. But one of my colleagues said “If you will write books without footnotes you’re only a journalist”.

I am slightly embarrassed however, I mean, these honeyed words from the public orator will, as Elizabeth will tell you, conceal the other half of me. I wouldn’t like you to think that I am all like that. But I am also reminded of what my son said to me the other day. “It must be very awkward, Dad” he said “to go along where all these people who’ve received their degrees have sweated long hours, long nights, passed exams, written theses, and all you have done is turn up on the day”. Slightly pompously I said “Well actually these honorary degrees you know, my son, you earn them with your life not with your writings.” Forgive the pomposity but I actually think it’s true which it’s why it’s so nice to have one’s life recognized by a place like this. Thank you sir.

But if I may say a word, first to the long suffering parents and spouses and others in the support contingent of those who are graduating. Savour this moment, tuck it away in your memories because this is probably the last time you will be thanked for all your efforts and perseverance. I just remember when that same son of ours, who is an actor, had his first appearance in the West End and he showed me the little description of his life that he had to write for the programme. I said to him “reads very well, but you don’t mention your education”, over which we laboured long and financially arduously. “Dad”, he said in a pitying voice, “the people who come to the theatre are not interested in what I learnt or where I learnt, they are only interested in what I do with it”. I had to admit that he was right. And so never again has he mentioned thank you for all that we gave him. So savour this moment.

But to those of you who have graduated today - congratulations! I am sure you deserve it for all your hard work. But let me just warn you, you may not have got what you bargained for. I, too, graduated one day, long ago. And then I joined this oil company as you heard. They sent me out to South East Asia, where I had a year mucking around having a lovely time, learning the language, meeting the people and so on, and then they called me into the head office in Singapore one sunny morning and they said: “London have asked to create the post of Economic Co-ordinator for South East Asia”. “Indeed” I said. “Yes” they said “and you are it”. “Ah” I said, “but actually I studied Greek and Latin and Philosophy”. “Yes” they said “but you got a degree didn’t you?” I said “well yes” and they said, “okay, so you’re the Economics Adviser for South East Asia”.

C
Ad

I then discovered to my horror that what I had been given was not a degree but a license to learn. And I have to warn you that in the years that lie ahead you may have to use this new license that you have been given rather more often than you would wish. And if you have got a post graduate degree then you are expected to learn faster than anyone else. So beware. You too may end up as an economist in South East Asia. But, the great good news - as I discovered, when I rushed down town and bought a little yellow book called ‘Teach yourself Economics in a great hurry’ is that actually if you have to or if you want to, you can learn anything, absolutely anything. Even if it costs a little embarrassment.

Our daughter is currently in New Zealand where she is causing a little bit of panic - because she is learning to fly in her spare time. Now, apparently in that part of New Zealand, if there are sharks seen in the water the tradition is for an aeroplane to fly over the beach wagging its wings to tell people to get out of the water, sharks have been sighted. Our daughter reports that so far she has been unable to fly an aeroplane straight, so she waggles the wings, unconsciously and is scaring the life out of the natives who run out of the sea. “But” she said to me “Dad, I know that because I want more than anything else to learn how to fly, that I will learn and will one day be able to fly the plane straight.” You can learn anything that you want to.

So may I wish you a wonderful life and may it be possible perhaps that in the distant future you too will stand here and hear flattering lies told about your life by the public orator as a reward for all that learning that you have done. Thank you very much.

E

Speech #16

I'm sure that you recognize and will agree with me that to receive an honorary degree is by any measure an extraordinarily high honor. But I tell you, to receive one from your alma mater is surely doubly so, because they not only know your shortcomings, they in fact have documented them. Ac

When, many years ago, this great University awarded me a master's of arts degree in international affairs, little did I suspect how that would shape my military career and indeed my life. And how I would draw on what I had learned from this great faculty, throughout my subsequent years wearing our nation's uniform, but particularly in my later years -- as deputy commander of our Army in Europe at the time when the Wall was coming down; later still as the commander of NATO forces in Europe, Supreme Allied Commander in Europe, when the Balkan wars were raging; and then finally, as President Trachtenberg mentioned, when I came here to Washington as Chairman of the Joint Chiefs of Staff. P

I cannot think, I cannot think of any more rigorous and more appropriate preparation for those demanding and always very sensitive political-military challenges that were to come. Ac

For you graduates here, where better to have studied than here at The George Washington University, here in Washington, I believe the capital of the world, where nearly all important issues across all disciplines are debated, and where faculty and students have a front-row seat and often come face to face with those experts and those high officials at the center of those debates. I submit to you it's somewhat like having studied in Rome at the height of the Roman Empire.

So I congratulate you all, graduates, for your wise choice in coming here and for your hard work that has brought you to this extraordinarily important day in your lives. And I thank this University for the honor that has been bestowed upon me here today, just as I thank the University for preparing me so very, very well for the challenges that faced me so many years ago. E

Thank you.

Speech #21

Mr. President, Excellencies, AIT Trustees, Faculty Members, Graduates, Alumni, Ladies and G
Gentlemen,

First, let me express my deep appreciation and thanks to the Chairman and the Trustees for having Ac
bestowed upon me. It is a very great honor this morning. Being somewhat of a shy person, I have to
say that after the introduction that just transpired, I spent the last few minutes looking for a hole to hide
in out of embarrassment but I deeply appreciate the sentiments expressed and the kind words that have
been stated.

I wonder what would be appropriate in terms of a few words this morning and felt that the most
appropriate moment that had come in time when one should talk about the future of Asia where all of
us are involved and all of us have in one form or another a role to play.

Around the end of the last century we generally accepted that new century would be the century of P
Asia. Unfortunately, the Asian melt down and subsequent events 9-11, SARS and the like made this a
seeming unreality. Nevertheless, today all these are behind us and Asia's time has come again. We
have 60% of the world's population. Perhaps the largest market in the world, collectively. We have a
young population. China, Japan, and India hold positions of the second, third, and fourth place in
purchasing power parity and collectively perhaps, one of the highest concentration of professionals and
skills. Yet, we operate as different countries in this region and it appears to meet the region
collectively, could conceivably be the largest powerhouse in the new world that has diminished
boundaries and a more open society.] And therefore, my dream would be that Asian countries would Ad

seemlessly leverage the synergies between them in terms of the world. This prosperity that I speak of
is probably not going to happen. It will need us to do things to make these a reality and we are a region
of great disparity and human wants. I believe that the establishment of various trade pacts to synergize
the markets, the need to improve educational facilities and make them available to wider segment of
the population and the creation of scadder of professional, technical and scientific persons are all
issues that need to be addressed. Above all we need to create wealth among starved people to reduce
the inequalities and to focus on generating widespread prosperity in the region.

This region has never really been known to be the center of home grown technology. Very often we
have turned to the West for technology and utilize their technology. Therefore, it seems that in this
coming century, it should be a focus on development of technology and intellectual property all of
which, I think, this region is capable of generating. Above all I think there's a need to create
opportunities and challenges for the young and talented people of this region. Therefore, the future of
this region is in our hands. It is ours to make, to grow, and ours to be proud of. I believe with in very
exciting times, we must make our own destinies. You, the young professionals of this region are in fact
amongst the leaders of the future of Asia. And I believe that it will be your commitment and your
dedication and your sense of national pride in collectively martial will lead this region into being what
I think is Asia could be in this coming century.

All of us who are a part of Asia, for you, proud on what we individually may have done or our
countries may have done, I think the call of the hour is that we should be closer together more unified
and more united than we have been in facing the challenges of the new world. A new world that will
call for the elimination of corruption where it exists, the establishment of ethics and values, and I
believe that has to be carried by the young generation of people like yourselves as you go out into the
world. The world is going through some introspection on values systems and some old systems that is
being demolished. It is therefore the challenges of the new young generation of persons like yourself to
build the Asia of tomorrow is going to be a major part of the world of tomorrow. And I feel very proud
and privileged to be before you today, amongst the people who will be in fact the leaders of this new
wave.] And once again I would like to express my deep appreciation and thanks to the Board of E

Trustees for having bestowed this honor on me. And I wish you all the very best as you move out in to
the life and careers ahead of you.

Thank you very much!

BIOGRAPHICAL DATA

NAME	Mr. Bhirawit Satthamnuwong
DATE OF BIRTH	July 10 th , 1979
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EDUCATION	1997-2002: Bachelor of Arts (English), Khon Kaen University, Khon Kaen, Thailand 2002-2006: Master of Arts (English for Specific Purposes), Kasetsart University, Bangkok, Thailand
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