

A contrastive genre analysis of rhetorical moves in Korean and Indonesian TED Talk videos

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ABSTRACT

Oral presentation skills play a crucial role in academic contexts, as they reflect one's understanding of a topic and demonstrate the advanced communication competencies required across disciplines. TED (Technology, Entertainment, Design) Talks serve as a medium for disseminating knowledge while exemplifying effective academic presentation practices. Although previous studies have applied move analysis to unpack TED Talk presentations descriptively, empirical evidence on how language differences influence communicative purposes and content presentation remains underexplored. This study aims to identify and compare rhetorical moves in Korean and Indonesian TED Talks, focusing on their occurrence, salience, and rhetorical patterns. Employing a corpus-based contrastive genre analysis, this study analyzed 20 TED Talk videos (10 Korean and 10 Indonesian), using a manual coding procedure based on the move analysis framework proposed by Chang and Huang (2015). The contrastive analysis was informed by Connor's (2011) Intercultural Rhetoric (IR) framework to reveal similarities and differences in rhetorical moves and the linguistic resources used to realize each move. The findings indicate that Topic Introduction, Topic Development, and Acknowledgments/gratitude were obligatory moves in both languages. Similarities also appear at the Step-level, where engaging the audience in meta-level discussion, outlining structure, establishing authority, showing stance, and offering an explanation were relatively infrequent in both corpora. Korean speakers, however, prefer to greet the audience before kicking off their presentation and to make generalizations or offer speculation in their concluding remarks. Conversely, these communicative purposes were less prominent in the Indonesian corpus, where speakers typically begin their presentations by establishing the context of the topic. These findings suggest that language and cultural conventions affect the rhetorical structures and linguistic realization in communicating the purposes of TED Talk presentations. This study suggests potential applications of contrastive genre analysis in academic speaking classrooms by exploring predetermined, curated teaching materials aimed at enhancing students' genre awareness and academic presentation skills.

Keywords: Contrastive genre analysis; oral presentations; rhetorical moves; TED Talks

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INTRODUCTION

Having sufficient oral presentation skills has been regarded as an essential part of 21st-century competencies, as it enables one to demonstrate creative and critical thinking, as well as communicative competence. Oral presentation skills have long been considered a vital aspect of education, as they are widely used in higher education and are

beneficial in professional settings for effective communication (Tsang, 2020; Waluyo & Rofiah, 2021). According to the CEFR, speaking skills can be developed through authentic activities that reflect language use in everyday life contexts. Oral presentations represent one such applicative form, as they require students to convey ideas clearly and spontaneously, demonstrating procedural knowledge

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without consciously focusing on language rules (Don, 2020; Zaki & Darmi, 2021). In the context of language learning, oral presentation skills play an important role by allowing learners not only to demonstrate their understanding of a topic but also to develop their communication skills and fulfill specific academic requirements (Wu, 2024). Presentation skills, without exception, can contribute to the development of students' foreign language proficiency (Nisak & Setiawan, 2023).

Presentation skills involve techniques for effectively delivering information orally, including content structure, visual design, voice intonation, and body language (Tkachenko, 2014). These skills align with Thornbury (2005), who highlights key elements of an effective presentation, including clear summaries, balanced critiques, relevant implications, audience engagement, delivery style, and effective time management. Additionally, the success of an oral presentation is greatly influenced by the use of appropriate rhetorical structures. Conversely, a presentation may fail when the speaker does not engage the audience from the outset, the information is poorly organized, the delivery lacks clarity, and there is insufficient preparation (Novitasari et al., 2022).

Among the various forms of oral presentation, TED (Technology, Entertainment, Design) Talks are a prominent medium for disseminating knowledge, characterized by distinctive rhetorical patterns. The ability to apply the rhetorical patterns of TED Talks effectively has been considered pivotal for enhancing students' presentation skills in the classroom (Aini et al., 2023; Alghmadi, 2025; Choirunnisa & Sari, 2021; Ivanda et al., 2024; Padang et al., 2020; Rohmah, 2022). This presentation skill is reflected in the typical characteristics of TED Talk speakers, particularly their ability to craft narratives, convey emotions, and deliver content with an authentic presentation style (MacKrill et al., 2021). Furthermore, First TED Talks are systematically designed to achieve the goals of public communication through the strategic use of rhetorical elements to capture the attention of a global audience (Flores et al., 2023). The combination of narrative construction, emotional expression, and rhetorical patterns further reinforces TED Talks' position as a valuable model for improving oral presentation skills.

However, the ability to disseminate knowledge through effective oral presentations remains a significant challenge for non-native speakers of Korea. This challenge arises because Korean and Indonesian speakers have culturally different speaking styles (Mulyana & Sri Eko, 2017). Indonesian speakers tend to use a more friendly, flexible, interactive, and egalitarian communication style, emphasizing audience engagement and communicative delivery. In contrast, Korean speakers emphasize hierarchy, social status, and

formality through the use of honorifics and speech levels appropriate to the interaction context (Santoso et al., 2026). These differences support distinct rhetorical patterns in presentations, including argument construction, relationship-building with the audience, emotional expression, and interaction management, which are rooted in the cultural norms and conventions of each language (Connor & McIntosh, 2023).

Therefore, this study employs genre analysis to examine the rhetorical patterns of oral presentations in an academic context, as influenced by differences in language systems, as exemplified in TED Talks videos. From a genre analysis perspective, rhetorical patterns are understood as a combination of Moves and Steps (Abaalkhail, 2020; Swales, 1990). A Move refers to a communicative function, while a Step denotes a sub-communicative function that supports the effective delivery of the intended information (Suherdi et al., 2020). These Moves and Steps can be identified through expressions that carry semantic meaning related to their communicative purposes (Kanoksilapatham, 2007). Through Move-Step analysis, speakers can organize a coherent set of ideas tailored for the audience. Accordingly, the results can serve as a valuable reference for addressing challenges in conveying ideas or information through academically appropriate oral presentations, and for understanding how rhetorical patterns are realized differently in Korean and Indonesian TED Talks.

Previous studies have employed genre analysis to examine academic presentations delivered by various speakers, including students as part of their assignments (Ágnes, 2023; Ivanova et al., 2023), teachers presenting instructional content (Candarli & Deignan, 2025), and presenters at international academic conferences (Villares, 2023; Yusob, 2022). The findings from these studies indicate that academic presentations generally follow a tripartite structure: Introduction/Orientation, Body, and Conclusion. In the Introduction/Orientation section, speakers commonly greet the audience, introduce themselves, and provide an overview of the presentation's purpose and structure. The Body section typically centers on the delivery of arguments, narratives, and core content. In the Conclusion section, speakers usually summarize key points, offer suggestions, express gratitude, and invite questions or further discussion.

In the context of TED Talks, several studies have investigated the rhetorical patterns present in TED Talks through the lens of genre analysis (Butler, 2022; Chang & Huang, 2015; Khajornphaiboon & Vungthong, 2019; Kraiwattana & Poonpon, 2021; Li & Li, 2021; Ratanakul, 2017; Miranda & Moritz, 2021; Xia, 2023). These studies reveal that TED Talks, as a genre of knowledge dissemination, exhibit rhetorical patterns that closely resemble those of other academic presentations. Generally, TED Talks follow a three-part structure: Introduction, Body, and

Conclusion. The Introduction typically includes audience orientation, often delivered through storytelling or a topic introduction. The Body elaborates on and develops the main topic. The Conclusion summarizes the discussion and includes a closing message. Notably, TED Talk speakers frequently incorporate persuasive calls to action in their conclusions. Furthermore, these studies highlight the educational implications of TED Talks, particularly their value as effective models for novice speakers preparing for oral presentations.

Consequently, understanding and mastering the rhetorical logic of a particular language is a crucial component of language learning (Kubota & Lehner, 2004), which may affect how one delivers a presentation in an academic forum. Additionally, from the Intercultural Rhetoric (IR) perspective, texts are understood as part of social contexts and embody the cultural norms of the language system in use. Research on genre analysis applying IR has extensively explored the identification of preferred writing structures from various genres across languages to capture how such preferences are connected to social and cultural traits (e.g., Connor, 2011) and their potential to facilitate writing instruction involving the analysis of the rhetorical features of texts across languages and cultures (McIntosh et al., 2017). Similarly, Connor and McIntosh (2023) argue that language learners need to understand rhetorical expectations across cultures to communicate effectively in different discourse contexts. Meanwhile, to the best of our knowledge, empirical evidence on the scrutiny of the rhetorical structure of academic presentation videos, informed by the IR perspective, remains limited.

Although numerous studies have analyzed rhetorical patterns in academic presentations using genre analysis, research specifically examining and contrasting the rhetorical patterns of Korean and Indonesian TED Talks remains limited. This limitation highlights a gap in the study of how ideas are presented in the context of Asian languages and cultures. Therefore, the present study adopts a contrastive analysis approach to examine rhetorical patterns across languages. This approach is selected because contrastive analysis emphasizes comparing two or more languages to uncover variations in their structures and systems (Adiantika, 2020; Djiguimkoudre, 2020). Intercultural Rhetorics (IR) explains that every language has culturally influenced rhetorical tendencies, including how arguments are presented, ideas are structured, and relationships with the audience are established (Connor & McIntosh, 2023). Therefore, a contrastive analysis of Korean and Indonesian TED Talks can provide insight into how speakers from different cultural backgrounds organize and convey ideas in oral presentations. Accordingly, this study will address the following two research questions.

1. How do the speakers of Korean and Indonesian TED Talks manifest rhetorical moves in their presentations?
2. How do the move-step patterns in Korean TED Talks contrast with those in Indonesian TED Talks?

The findings of this research are expected to contribute to a deeper understanding of how language variation influences the rhetorical patterns of TED Talk oral presentations. Furthermore, the results may apply to the development of teaching materials, particularly for enhancing speaking skills. In addition, these findings can serve as a valuable reference for novice presenters in designing and delivering more effective oral presentations, especially within academic forums. Mastery of appropriate rhetorical strategies enables students to effectively articulate their ideas in oral contexts, particularly when addressing an academic audience (Mavrodiyeva, 2012; Nisak & Setiawan, 2023).

METHOD

Research Design

This study employs the corpus-based move analysis method, a top-down approach to text analysis that investigates higher-level discourse structures to uncover a text's internal organization (Biber et al., 2007). This method has been applied not only to written discourse but also to spoken discourse, particularly in oral presentations such as TED Talks (Butler, 2022; Chang & Huang, 2015; Li & Li, 2021). In this research, the method is utilized to identify the rhetorical move structures of Korean and Indonesian TED Talks. To provide a comprehensive understanding of rhetorical structures in TED Talks, this study employs both qualitative and quantitative analysis. The qualitative analysis explores textual data by interpreting meanings, rhetorical functions, and linguistic realizations in each Move and Step, while the quantitative analysis presents the percentages, frequencies, and distributions of Moves and Steps across the languages (Chang & Huang, 2015; Li & Li, 2021).

The Corpus and Data Collection

This study used a collection of Korean and Indonesian TEDx Talks videos sourced from the official TEDx Talks YouTube channel, which features talks organized by local communities and adapted into local languages. Currently, the platform hosts 560 Korean-language and 742 Indonesian-language TED Talks videos, from which a subset was selected for use as data sources.

The data collection procedure in this study began with watching and understanding the selected videos from the TEDx Talks YouTube account based on the following criteria.

1. The speakers are native Korean or Indonesian.
2. To ensure each presentation has a complete rhetorical structure, only videos 10-20 minutes long were chosen.
3. The selected themes are similar across both languages: life motivation and self-development. This theme was chosen because it falls within the discipline of Psychology in the Soft Pure-Life Sciences, which focuses on topics closely related to human life.

As a result of the selection process, 20 videos were chosen, with 10 in each language. The average duration of each video is 10-20 minutes, with a combined total of 37,365 words (Korean dataset = 15,969 words; Indonesian dataset = 21,396 words). Since TED Talks have their own presentation format and purpose, the year of publication is not taken into account, assuming there will not be a discrepancy in the format used, regardless of the year. The amount of data is considered sufficient to achieve the research objectives, which aim to explore in depth, validate, and strengthen the theoretical framework based on the rhetorical characteristics emerging from the data. Additionally, several previous studies included fewer than 30 data points (Li & Li, 2021; Xia, 2023). This aligns with statements by Bhatia (2014) and Upton (2009) that move analysis research does not merely require a large number of data samples. Instead, a relatively small number of texts

can be utilized in a corpus-based genre analysis. Therefore, the use of 20 TED Talks videos in this study is considered representative, as the corpus is intended to reveal rhetorical variations and enrich conventionalized move patterns and theoretical interpretations.

Once the videos were understood, a transcription process was carried out for all of them, and Korean-language videos were translated to facilitate the researcher's data analysis. A native Korean lecturer then reviewed the transcriptions and translations to ensure their accuracy in relation to the original video. Also, all personal information (e.g., the presenter's name and affiliation) was not disclosed to maintain research ethics.

Research Instrument

This study adapted the TED Talks rhetorical moves framework developed by Chang & Huang (2015). This framework was selected because it has been comprehensively validated for analyzing academic oral presentations, especially TED Talks, making it well-suited to the data sources used in this study. However, Chang and Huang's (2015) rhetorical move framework was developed from Korean and Indonesian TED Talks. Additionally, the framework was developed through analysis of 58 TED Talks totaling 167,885 words across various disciplines, thereby adequately representing the rhetorical patterns found in TED Talks. Table 1 presents the seven Moves identified by Chang and Huang (2015) along with the Steps.

Table 1
Move-Step Patterns in TED Talks Presentation (Chang & Huang, 2015)

Move 1	Listener Orientation	Step 1	Greet audience
		Step 2	Engage in meta-level discussion
Move 2	Topic Introduction	Step 1	Set the scene
		Step 2	Announce topic
		Step 3	Outline structure
Move 3	Speaker Presentation	Step 1	Introduce oneself
		Step 2	Establish authority
		Step 3	Show stance/position
Move 4	Topic Development	Step 1A	Present an argument
		Step 1B	Offer an explanation
		Step 1C	Describe a process/series of events
Move 5	Closure		
Move 6	Concluding Messages	Step 1	Call for action
		Step 2	Make generalization/offer speculation
Move 7	Acknowledgments/gratitude		

Generally speaking, a TED Talk begins by engaging the audience through greetings or meta-level discussion to capture their attention. The next stage typically focuses on clearly stating the topic and its rationale; in other words, highlighting the significance of the talk. Then, the core body of the presentation mainly covers the speaker's proposition

on the topic, including description and argumentation. Last but not least, a TED Talk commonly concludes by signaling the end of the presentation, followed by an explicit call to action directed at the audience, along with expressions of gratitude.

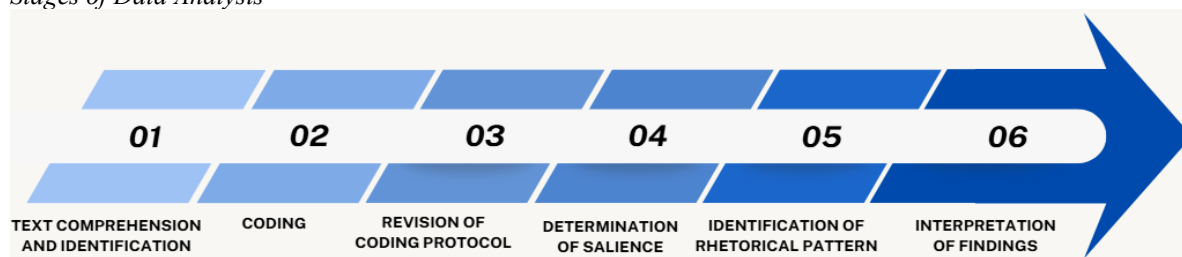
Data Analysis

The research data were manually analyzed using the move analysis framework developed by Chan and Huang (2015). This framework was used to identify and classify moves that appeared in the research data.

Furthermore, the salience level of each move was determined using the indicators proposed by Kanoksilapatham (2007). Data analysis in this study followed six stages, as depicted in Figure 1, based on Biber et al.'s (2007) framework.

Figure 1

Stages of Data Analysis



Before analyzing the data, the researchers simultaneously watched and comprehended the content of all videos. Then, the researchers identified the purpose of each TED Talk video. The second stage was coding. The unit of analysis consisted of paragraphs or discourse chunks that represented distinct units of meaning. Each paragraph or chunk was labeled based on its sub-communicative function (Step) and then grouped into a broader communicative function (Move). Further, the coding protocol was inter-rated by two fellow researchers to ensure its reliability. In this process, each researcher coded three other sample video transcripts separately to train their coding consistency and validity. The classification process revealed that no revision of the coding protocol was necessary based on the rhetorical move framework used in this study. Once the coding protocol was agreed upon, the researchers used it to analyze all remaining data.

Following that, all codes were recorded in Microsoft Excel to facilitate data processing. The entire dataset was examined to calculate the percentage of Move-Step occurrence and salience. Occurrence refers to the total number of times a Move or Step appears in the corpus, while salience indicates the number of texts in which a specific Move or Step is present (Suherdi et al., 2020). To determine the salience of each Move and Step, this study adopts the classification criteria from Kanoksilapatham (2005), as utilized by Suherdi et al. (2020). A Move or Step is considered *obligatory* if it appears in 100% of the data, *conventional* if it appears in 66% to 99% of the data, and *optional* if it appears in less than 66% of the data.

To ensure credibility, 25% of the total classified data was reviewed by experts in applied linguistics, specifically in academic genre analysis. An inter-coder reliability test was conducted to validate the coding results (e.g., Chang & Huang, 2015; Li & Li, 2021; Suherdi et al., 2020). The results showed a high level of agreement (80%) in Move and Step coding. For instances where disagreements occurred, further

discussions were held with the experts until a consensus was reached.

After reaching a high level of agreement, the researchers identified the rhetorical patterns in each language. In this sense, the rhetorical pattern is defined as the overall structure of a TED Talk presentation, which instantiates the genre of academic presentation across both languages. The final stage involves interpreting the findings. In this process, the patterns were compared and contrasted to obtain similarities and differences, which are influenced by the language system as part of the culture.

FINDINGS AND DISCUSSION

The findings from this study include the percentages of occurrence and salience in Korean and Indonesian TED Talks, comparisons of Move realization in each language, and comparisons of general Move and Step patterns in each language.

Rhetorical Move Manifestation in Korean and Indonesian TED Talks

The analysis shows several Moves and Steps that consistently and prominently appear in Korean and Indonesian TED Talks. These findings are reflected in the occurrence and salience of each Move-step. Tables 2 and 3 show the distribution and frequency of Move and Step occurrence in each language. The analysis yielded 236 Moves in Korean TED Talks and 221 Moves in Indonesian TED Talks. Move 4 emerged as the most frequently occurring Move in both languages, indicating that Topic development is prioritized over other sections. In contrast, Move 3 appeared least frequently in the Korean Talks, while Move 1 had the lowest frequency in the Indonesian Talks. These findings suggest that Korean speakers place less emphasis on Speaker presentation, while Indonesian speakers pay less attention to Listener orientation. Compared with previous findings on English TED Talks, a total of 437 Moves were identified from 58 presentation videos (Chang & Huang

Table 2

Occurrences of Moves and Steps in Korean and Indonesian TED Talks

Move/Step	Korean (n=236)	Percentage (%)	Indonesian (n=221)	Percentage (%)
Move 1 (Listener Orientation)	11	4.66%	7	3.16%
Step 1 (Greet Audience)	8	72.7%	3	42.8%
Step 2 (Engage in meta-level discussion)	3/	27.2%	4	57.1%
Move 2 (Topic Introduction)	36	15.25%	37	16.74%
Step 3 (Set the scene)	23	63.8%	24	64.8%
Step 4 (Announce topic)	11	30.5%	9	24.3%
Step 5 (Outline Structure)	2	5.5%	4	10.8%
Move 3 (Speaker Presentation)	10	4.23%	16	7.23%
Step 6 (Introduce oneself)	8	80%	11	68.7%
Step 7 (Establish authority)	1	10%	4	25%
Step 8 (Show stance/position)	1	10%	1	6.25%
Move 4 (Topic Development)	132	55.9%	122	55.2%
Step 9A (Present an argument)	39	29.5%	58	47.5%
Step 9B (Offer an explanation)	18	13.6%	24	19.67%
Step 9C (Describe a process/series or events)	75	56.8%	50	32.7%
Move 5 (Closure)	15	6.35%	11	4.97%
Move 6 (Concluding Messages)	21	8.89%	17	7.69%
Step 10 (Call for action)	9	42.8%	6	35.2%
Step 11 (Make generalization/offer speculation)	12	57.1%	11	64.7%
Move 7 (Acknowledgments/gratitude)	11	4.66%	11	4.97%

Table 3

Salience of Moves and Steps in Korean and Indonesian TED Talks

Move/Step	Korean (n=10)	Percentage (%)	Indonesian (n=10)	Percentage (%)
Move 1 (Listener Orientation)	8	80%	4	40%
Step 1 (Greet Audience)	8	80%	3	30%
Step 2 (Engage in meta-level discussion)	3	30%	3	30%
Move 2 (Topic Introduction)	10	100%	10	100%
Step 3 (Set the scene)	9	90%	10	100%
Step 4 (Announce topic)	8	80%	7	70%
Step 5 (Outline Structure)	2	20%	4	40%
Move 3 (Speaker Presentation)	6	60%	7	70%
Step 6 (Introduce oneself)	7	70%	6	60%
Step 7 (Establish authority)	1	10%	3	30%
Step 8 (Show stance/position)	1	10%	1	10%
Move 4 (Topic Development)	10	100%	10	100%
Step 9A (Present an argument)	9	90%	8	80%
Step 9B (Offer an explanation)	5	50%	6	60%
Step 9C (Describe a process/series of events)	10	100%	9	90%
Move 5 (Closure)	10	100%	8	80%
Move 6 (Concluding Messages)	10	100%	9	90%
Step 10 (Call for action)	7	70%	6	60%
Step 11 (Make generalization/offer speculation)	10	100%	7	70%
Move 7 (Acknowledgments/gratitude)	10	100%	10	100%

Huang, 2015). Among these 437 Moves, Topic Development emerged as the most extensive Move, indicating its role as the main content of the presentations. The emergence of Move 4 as the longest Move may be related to the speaker's elaboration and expansion of the main ideas for the audience, making it the most extended part of TED Talk presentations. Beyond their occurrences, the salience of Moves can indicate their classification into three categories: obligatory, conventional, and optional (Kanoksilapatham, 2005). Table 3 shows the salience of Moves in Korean and Indonesian TED Talks.

In Korean TED Talks, five moves are obligatory: Move 2 (Topic introduction), Move 4 (Topic development), Move 5 (Closure), Move 6

(Concluding Messages), and Move 7 (Acknowledgments/gratitude). Move 1 (Listener orientation) appears conventional, while Move 3 (Speaker presentation) appears optional. Compared to TED Talks Indonesia, there are three obligatory moves: Move 2 (Topic introduction), Move 4 (Topic development), and Move 7 (Acknowledgment/gratitude). Move 3 (Speaker presentation), Move 5 (Closure), and Move 6 (Concluding Messages) appear conventional. Move 1 (Listener orientation) appears as optional. In comparison, the previous study by Chang and Huang (2015) classified five Moves as obligatory: Move 2 (Topic introduction), Move 4 (Topic development), Move 5 (Closure), Move 6 (Concluding messages), and Move 7 (Acknowledgments/gratitude). In contrast, Li and Li

(2021), in English TED Talks on educational themes, considered Move 3 (Speaker Presentation) obligatory, whereas Move 5 (Closure) was not categorized as an obligatory Move. These differences indicate that presentations can be influenced by the cultural conventions and communicative expectations of each discourse community, as explained in the Intercultural Rhetorics (IR) perspective (Connor & McIntosh, 2023).

Move 1 (Listener Orientation)

Listener orientation aims to build interpersonal connections between the speaker and the audience through interactive language, often addressing matters beyond the main presentation topic. It

consists of two Steps: 1) Greet audience, which refers to the delivery of opening greetings, and 2) Engage in meta-level discussion, which involves discussion related to TED Talks, such as stage settings or other TED speakers (Chang & Huang, 2015). This Move appears in most Korean TED Talks and is thus classified as conventional. In contrast, it appears in less than half of the Indonesian TED Talks, making it optional. This finding is consistent with previous studies on linguistics-themed TED Talks (Butler, 2022) and education-themed TED Talks (Li & Li, 2021), which also found that the Move 1 Listener orientation is not an obligatory opening Move. Table 4 below presents the realization of Move 1 in Korean and Indonesian TED Talks.

Table 4

The Realization of Move 1 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 1 (Listener Orientation)		
Step 1 (Greet Audience)	“안녕하세요” (TED 1) Translation: “Hello” (TED 1)	“Assalamualaikum warahmatullahi wabarakatuh. Selamat siang teman-teman semuanya.” (TED 5) Translation: Assalamualaikum warahmatullahi wabarakatuh. Good afternoon, everyone.” (TED 5)
Step 2 (Engage in meta-level discussion)	“모르시는 분 많이 계신 것 같은데, 제 모교예요. 그래서 한참 전에 와서 한번 쪽 둘러봤어요. 여기 인경호도 돌아보고 후문과도 많이 변했더라고요. 저도 변하고, 학교도 많이 변했더라고요.” (TED 9) Translation: “I think many of you might not know, but this is the university I graduated from. So, I came a bit earlier and took a walk around. I looked around Ingyeong Lake as well, and even the back gate has changed a lot. I’ve changed too, and the school has changed a lot.” (TED 9)	Kalau misalnya ngomongin perseverance, ngomongin soal kesuksesan, ada dua ini kalau teman-teman sering menonton TED ya, gue yakin pasti temen-temen udah pernah nonton dua ini sih. Yang satu yang kanan itu sebenarnya yang ngomongin soal Grit, Angela Duckworth... (TED 2) Translation: “When it comes to topics like perseverance and success, there were two talks; if you’re someone who often watches TED, I’m sure you’ve seen both of these. The one on the right is about GRIT by Angela Duckworth...” (TED 2)

In Korean TED Talks, most speakers open their presentations with a greeting, such as “안녕하세요” (*Hello*). Such greetings are closely tied to Korean cultural values of interpersonal respect and group harmony, which are central to both everyday and formal communication. In comparison, only three out of ten Indonesian speakers used this Step as an opening greeting, such as “Assalamualaikum” or “Selamat siang” (*Good afternoon*). “Assalamualaikum” is a religious greeting widely used among Muslims, who make up the majority of Indonesia’s population, and carries a message of peace and goodwill. These findings indicate that Korean TED Talks speakers tend to open their presentations with a greeting, whereas Indonesian TED Talks speakers typically begin with another Step. These findings contradict Butler’s (2022) findings, which identified that Move 1 (Listener orientation) is never realized through greeting the audience. Such a difference is rooted in the tendency of English-language TED speakers to open their presentations with a story or by setting the scene,

which directly provides contextual grounding for the talk.

Furthermore, Step 2 only appears in less than half of the talks in both languages. However, there are notable differences in the delivery of Step 2 between Korean and Indonesian speakers. In TED 2 Korea, speakers tend to discuss the TED Talks venue setup using expressions like “여기 인경호도 돌아보고 후문과도 많이 변했더라고요” (Being here again, I walked around Ingyeong lake as well, and even the back gate has changed a lot). In this sentence, “여기” (*here*) indicates that the speaker is referring to the place where the TED Talk is being held. Meanwhile, Indonesian speakers mention other well-known TED speakers, such as “The one on the right is about GRIT by Angela Duckworth”. This kind of reference helps connect the current talk to ideas the audience may already know. Based on these findings, it can be concluded that in realizing Step 2, Korean and Indonesian TED Talks speakers tend to discuss the TED program in general, including its setting and other speakers. This pattern is consistent with the findings of Chang and Huang (2015) and

Butler (2022), which show that English TED Talks speakers also realize this Step by referring to the event in general or to other TED speakers. This consistency is connected to the communicative function of Step 2 itself, which enables speakers to establish relational proximity with the audience. By mentioning the setting of other TED figures, speakers can demonstrate that they are part of a shared community.

Move 2 Topic Introduction

This move prepares the audience for the main topic. This Move consists of three Steps: 3) Set the scene,

where the speaker describes the context through a story or situation related to the topic; 4) Announce topic, the delivery of the topic to the audience; and 5) Outline structure, where the speaker explains the flow or structure of the presentation (Chang & Huang, 2015). This Move also appears in Korean and Indonesian TED Talks, and it appears in all of the data, thus classified as obligatory. These findings are consistent with TED Talks on science (Miranda & Moritz, 2021), which identified this move across all data. Table 5 presents a comparison of the realization of Move 2 across languages.

Table 5
The Realization of Move 2 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 2 (Topic Introduction)		
Step 3 (Set the scene)	“Hi, how are you? I’m fine, thank you. And you? 잘 지내? 나는 잘 지내. 고마워, 너는? 이 표현에 대한 답은 대부분 당연히 I’m fine, thank you. 똑같은 잘 지내 라는 말로 대답을 합니다. 그런데 우리는 이 표현을 통으로 외우잖아요. 늘 I’m fine, thank you를 반복하는데요. 사실 늘 우리가 이 말처럼 늘 괜찮을 수만은 없어요. 그런데 저는 아는 표현이 이거 하나밖에 없으니까 늘 괜찮다고만 말하게 되더라고요.” (TED 2) Translation: “You know, the first greeting we learn? “Hi, how are you? I’m fine, thank you, and you?” The answer is always the same, “I’m fine, thank you.” But we memorize this expression as a set phrase. We can’t be fine all the time. But, since that was the only expression I knew, I ended up always saying ‘I’m fine’” (TED 2)	“...di seumuran segini ini ada satu pertanyaan besar yang sering bikin kita galau. Dan itu juga yang gue galauin. Dan itu juga pertanyaan yang sering masuk ke dalam DM Instagram gue, bahkan ratusan jumlahnya setiap minggu. What is the question? Kak, gimana sih caranya nemuin passion?” (TED 1) Translation: “...at this age there is one big question that often makes us worried. And that’s also what I’m worried about. And it’s also a question that often comes into my Instagram DMs, even hundreds of them every week. What’s the question? Bro, how do you find your passion?” (TED 1)
Step 4 (Announce topic)	“그래서 오늘 주제를 다른 거는 못하겠고, 긍정의 힘에 대해서 한번 얘기해 보려고 해요.” (TED 4) Translation: “So, I couldn’t really think of any other topic for today, and I’d like to talk about the power of positivity.” (TED 4)	“Ini kisah tentang aku yang mengejar passion, dan baru menyadari kemudian bahwa yang kulihat bukanlah gambaran utuh, melainkan sekadar peta jalan yang belum selesai.” (TED 1) Translation: “This is a story about how I pursued my passion, only to find that it is not a complete picture; it is indeed an incomplete road map.” (TED 1).
Step 5 (Outline structure)	“오늘을 말하고 있는 지금의 제가 되기까지 저만의 방법 세 가지를 공유해드리도록 하겠습니다.” (TED 7) Translation: “But I’m going to share with you the three things that helped me become who I am today.” (TED 7)	“Akan ada dua hal yang aku bahas. Yang pertama..., Yang kedua aku akan bahas tentang...” (TED 5) Translation: “I’m going to talk about two things. The first is..., the second one I will discuss about...” (TED 5)

In the delivery of Step 3, both Korean and Indonesian speakers introduce relatable or reflective situations to draw the audience in. In TED 2 Korea, phrases like “잘 지내? 나는 잘 지내. 고마워 너는?” (Hi, how are you? I’m fine, thank you. And you?) simulate everyday conversation to create a familiar tone. A personal turn follows this and concludes with a shift toward the main topic, highlighting how people often feel pressured to say they are fine, even when they are not. In TED 1 Indonesia, the speaker uses inclusive and casual

words such as “Di seumuran segini, ada yang sering bikin kita galau. Dan itu juga yang gue galauin” (at this age, there is one big question that often makes us worried. And that’s also what I’m worried about), which helps the speaker sound more relatable to the audience. Both Korean and Indonesian speakers realize Step 3 by sharing a personal experience related to the topic, which is subsequently generalized into a collective experience. This is consistent with the previous study by Chang and Huang (2015), which indicated that the realization of

Step 3 involves a story based on the speaker's life experience that is then rationalized within the story. This similarity may occur because Step 3 plays a key role in rationalizing the content of the talks. The speaker's personal experiences are not merely casual stories but are intentionally used to support the main argument and clarify the topic's relevance. This helps the audience understand why the issue matters and how it connects to real-life situations.

In realizing Step 4 (Announce topic), the findings show that Korean speakers tend to state the theme directly through expressions such as “오늘 주제는...” (today's topic is...) or “...대해서 한번 얘기해 보려고 해요” (I'd like to talk about...), while some Indonesian speakers embed the topic within a narrative or personal stories. This pattern is consistent with previous research, as Chang and Huang (2015) note that TED speakers generally present Step 4 either directly or indirectly through paraphrasing. This tendency can be explained by the nature of TED Talks, which are designed to communicate ideas clearly and engagingly. As a result, speakers from diverse contexts tend to choose approaches that align with global audience expectations, whether through direct statements or narratives that lead into the main topic.

Then, in Step 5, both speakers use listing expressions and structural markers like “세 가지를 공유해드리도록 하겠습니다” (I'm going to share with you three things) and “Akan ada dua hal yang

akan aku bahas” (I'm going to talk about two things). These expressions help the audience understand the points the speaker will present. This is consistent with the previous study by Chang and Huang (2015), which revealed that in realizing Step 5, speakers tend to use ordering expressions such as “Three things stand out: leadership, diplomacy, and institutional...”. The use of structured expressions, such as listing, demonstrates how TED speakers guide the audience through the flow of the presentation. This similarity further suggests that organizing information logically and engagingly remains a central priority in TED Talks.

Move 3 Speaker Presentation

Speaker presentation focuses on introducing the speaker's background as a bridge between the speaker and the topic (Chang & Huang, 2015). This Move consists of three Steps: 6) Introduce oneself, done by sharing life experiences to express personal identity; 7) Establish authority, which involves presenting achievements or experiences to show credibility; 8) Show stance/position, realized by stating one's stance on the topic to clarify the speaker's perspective. This move appears optional in Korean TED Talks and conventional in Indonesian TED Talks, suggesting that this strategy is widely used in both languages. This move is also essential in TED Talks on science (Miranda & Moritz, 2021) and education (Li & Li, 2021). Table 6 presents the realization of this move in both languages.

Table 6
The Realization of Move 3 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 3 (Speaker Presentation)		
Step 6 (Introduce oneself)	“이야기를 시작하기 앞서 우선 저를 잘 모르시는 분들이 위해서 제 소개를 드리도록 하겠습니다. 저는 KBS 배틀트립 디자인을 담당하고 있고요.” (TED 7) Translation: “Before I get into the story, let me introduce myself for those who don't know me. I work as the designer for KBS's Battle Trip.” (TED 7)	“Nama saya ..., saya seorang psikolog anak dan remaja.” (TED 8) Translation: “My name is..., and I am a child and adolescent psychologist.” (TED 8)
Step 7 (Establish authority)	“특히 인도에서 오랜 시간 학업을 하는 동안 언어 차이, 그리고 문화 차이로 하지 못했던 말들과 표현하지 못했던 감정들을 매일매일 만화로 그렸습니다. 만화 속 캐릭터들은 제가 속으로만 하던 말을 숨김없이 과감하게 표현해 주었습니다.” (TED 1) Translation: “Especially during my long period of studying in India, I drew comics every day to express the things I couldn't say and the feelings I couldn't express due to language and cultural differences. The characters in the cartoons could say what I was saying in my head, but in a bold way.” (TED 1)	“Jadi pada saat itu, aku bangga banget, di sekolah aku bangga banget, aku the only one, the only Indonesian girl yang bisa masuk ke Tetsuya. The girl in that kitchen itu cuma ada tiga orang, sisanya ada laki-laki, 17 orang laki-laki dan tiga perempuan, dan aku masuk disitu.” (TED 10) Translation: “So, at the time, I was proud, at school I was proud; I was the only one, the only Indonesian girl who could get into Tetsuya. There were only three girls in that kitchen, the rest were boys, 17 boys and 3 girls, and I got in there.” (TED 10)
Step 8 (Show stance/position)	“저는 모든 일을 할 때 잘 될 것이다 라는 믿음과 기대를 가지고 일을 해요.” (TED 4) Translation: “I go into everything I do with faith and expectation that it is going to work out.” (TED 4)	“Aku punya cara berpikir, what if I don't give up today?” (TED 10) Translation: “I have a way of thinking, what if I don't give up today?” (TED 10)

In Korean and Indonesian TED Talks, speakers typically begin their presentations by this Step by introducing themselves, marked by expressions such as “제 소개를 드리도록 하겠습니다” (Let me introduce myself) or “Nama saya...” (My name is...) followed by introducing their expertise or profession. In some cases, speakers also include personal experiences from their backgrounds to reinforce their credibility and connection to the topic. This reflects Step 6’s function as a means of presenting personal identity to support the talk. It is consistent with previous studies, as Butler (2022) and Chang and Huang (2015) note that Step 6 can be fulfilled not only by stating name and profession, but also by sharing background experiences that enhance the speaker’s authority and relevance.

In Step 7, the findings show that speakers in TED Talks from Korea and Indonesia tend not to explicitly mention their achievements or expertise

when discussing themes of life motivation and self-development. The absence of self-promotion suggests that speakers adopt a humble approach and prioritize the audience’s experience over their image, unlike TED Talks on science (Miranda & Moritz, 2021), where speakers often highlight their accomplishments to establish competence and credibility. Meanwhile, in Step 8, speakers from both languages convey their views or life principles. This helps the audience to understand not only the speaker’s stance but also to connect with the speaker’s values and experience.

Move 4 Topic Development

Topic development is the part where the speaker elaborates on the main topic by developing the presentation’s core ideas. Table 7 shows differences in the realization of topic development in Korean and Indonesian TED Talks.

Table 7
The Realization of Move 4 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 4 (Topic Development)		
Step 9A (Present an argument)	“여러분 이 유효성이란 단어는 우리 삶에 너무나 중요해요 근데 이거는 도전하지 않으면 절대 생기지 않는 거고요 또 성공과 실패의 경험이 쌓이면서 얻을 수 있는 거죠 여러분, 만약에 유효성을 얻고 싶지 않으면 아무것도 하지 않으셔도 됩니다.” (TED 8) Translation: “Guys, this word “self-efficacy” is so important in our lives, but it’s something that you don’t get unless you try, and it’s something that you get through experience, through success and failure, and if you don’t want to get self-efficacy, you don’t have to do anything.” (TED 8)	“Mindfulness adalah kunci kalian untuk menanggulangi hal tersebut. Tapi, kunci sebenarnya dari mindfulness, sebenarnya mindfulness adalah mindset kita. Cara kita melihat dunia. Dan itu yang perlu kita kerjakan, yang perlu kita ubah.” (TED 7) Translation: “Mindfulness is your key to overcoming that. But the real key to mindfulness, actually, is our mindset. The way we see the world. And that’s what we need to work on, what we need to change.” (TED 7)
Step 9B (Offer an explanation)	“그렇다면 완벽하게 감정을 조절할 수 없다면 아예 내 감정을 아무렇지 않은 것이라고 여기고 무시해보자고 생각을 했습니다. 저는 이것을 제 안에 쿨병이라고 부릅니다. 예를 들어서 저는 슬픔, 괴로움을 표현하지 않으려고 스스로에게 이런 슬픈 일이 아니야, 그런 감정은 없어.” (TED 1) Translation: “So, I thought, if I can’t control my emotions perfectly, why not just ignore them and pretend they’re nothing? I call this “Kulbyeong” (Pretentious coolness). For example. To avoid expressing sadness or pain, I tell myself that this is not sad, I don’t feel that way.” (TED 1)	“Ikigai artinya reason for being. Alasan kita hadir di dunia ini. Di-simplify sama salah satu orang menjadi empat lingkaran yang simple.” (TED 1) Translation: “Ikigai means reason for being. The reason we exist in this world. One person simplified it into four simple circles.” (TED 1)
Step 9C (Describe a process/series of events)	“초등학교 때를 생각을 해보니까 저는 되게 그림을 그리는 걸 좋아하는 아이였고 그림 그릴 때 애들이 와서 신기해하잖아요.” (TED 9) Translation: “I think back to elementary school, and I was a kid who loved to draw, and I would draw and kids would come up to me and they would be like, “Oh my gosh, that is so cool.” (TED 9)	“Dari mulai dua bulan yang lalu, aku tuh mulai rajin lari. Ceritanya mau persiapan buat marathon.” (TED 4) Translation: “Starting two months ago, I started running. The story is that I want to prepare for a marathon.” (TED 4)

This move is realized through three approaches: 9A) Present an argument, delivering arguments through emotional appeal or logical evidence; 9B) Offer an explanation, presenters explaining the topic with the support of data, facts, or analogies; and 9C) Describe a process, presenting the process chronologically (Chang & Huang, 2015). This move appears in all of the talks in both languages, making it obligatory. In Korean and Indonesian TED Talks with life motivation and self-development themes, Step 9C (Describe a process) is the most dominant, followed by 9A (Present an argument) and 9B (Offer an explanation). Conversely, speakers often use Step 9B (Offer an explanation) in TED Talks with science themes (Miranda & Moritz, 2021). In TED 8 Korea, the speaker emphasizes the importance of self-efficacy, arguing that it can only be developed through experience and challenges. The language is logical, relying on cause-and-effect statements to strengthen the argument. Similarly, TED 7 Indonesia highlights the value of mindfulness, supported by a reasoning-based explanation linking it to an individual's mindset. Then, in TED 1 Korea and Indonesia, speakers offer explanations by simplifying complex ideas. In TED 1 Korea, the speaker explains the concept of emotional suppression using the personal term *쿨병* (*Kulbyeong*), which makes the abstract

idea of emotional avoidance more relatable. In TED 1 Indonesia, the speaker introduces the concept of *ikigai* using simple, structured language, making the explanation clear and accessible.

Additionally, in TED 9 Korea and TED 4 Indonesia, the speakers develop their topics by presenting processes or events chronologically, using narrative language and personal storytelling. This style allows the audience to follow the speaker's journey step by step. Overall, TED Talks speakers from both Korea and Indonesia flexibly combine all three Steps. This blend helps them deliver their message more comprehensively, engagingly, and effectively.

Move 5 Closure

Closure aims to guide the audience toward the end of the presentation. Table 8 depicts the realization of the Closure Move. In TED Talks, speakers generally link the discussion back to the beginning of the presentation through a summary of the main points (Chang & Huang, 2015). This Move is realized through quotes or analogies that reinforce the final impression and emphasize the main message. Move 5 appears in all Korean TED Talks, but in most Indonesian TED Talks. These findings indicate that Closure is a Move commonly used by speakers to effectively end presentations (Butler, 2022; Chang & Huang, 2015).

Table 8
The Realization of Move 5 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 5 (Closure)	“그래서 제가 마지막으로 이 단어를 해주면서 세 번째의 200%를 끝내려고 해요. 이거는 헤르만 헤세가 쓴데미안의 제가 제일 좋아하는 구절입니다.” (TED 8) Translation: “So I’m going to end the 200% of the first by giving you these words. This is my favorite passage from Demian by Herman Hesse.” (TED 8)	“So, long story short <i>teman-teman</i>, berproses itu seperti ini. You cannot make a baby in one month by getting nine women pregnant. Ada banyak hal dalam hidup yang gak bisa di skip.” (TED 1) Translation: “So, long story short, the process is like this. You cannot make a baby in one month by getting nine women pregnant. There are many things in life that cannot be skipped.” (TED 1)

In realizing Move 5 (Closure), both Korean and Indonesian TED speakers emphasize messages that summarize the core of their talks, either through quotations or analogies. In TED 8 Korea, the speaker concluded the presentation with a quote from a well-known figure, which lends a sense of authority and depth. The quote neatly summarizes the talk's main idea, helping the audience recall the key message concisely and impactfully. Meanwhile, in a TED Talk in Indonesia, the speaker used a humorous analogy: “You cannot make a baby in one month by getting nine women pregnant.” This analogy not only makes the message more memorable but also highlights an important idea: personal growth, such as finding *ikigai*, requires a gradual, unhurried approach. These expressions, though culturally distinct, serve the same rhetorical purpose: to summarize, highlight, and memorably close the presentation. This is

consistent with Butler (2022) and Chang and Huang (2015), who note that Move 5 is typically realized through summarizing key points, revisiting earlier ideas, addressing prior questions, or confirming a story to bring the talks to a meaningful close.

Move 6 Concluding Messages

Concluding messages help the audience reflect on the topic presented. Table 9 presents differences in the realization of Move 6 in Korean and Indonesian TED Talks. This move consists of two Steps: 10) Call for action, where the speaker encourages the audience to consider further actions after the presentation; and 11) Make a generalization/offer speculation, which involves conveying the broad impact of the topic or speculating on future implications (Chang & Huang, 2015). This move is consistently found in Korean TED Talks and most Indonesian TED Talks. These

Table 9

The Realization of Move 6 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 6 (Concluding Messages)		
Step 10 (Call for action)	“여러분은 정말 멋진 사람입니다. 다른 사람과 자신을 비교하면서 부끄러워할 필요도 속상해할 필요도 없습니다. 자존감을 자신을 칭찬하고 다른 사람을 칭찬하고 같이 발전해 나갈 수 있는 자세를 키워나가셨으면 좋겠습니다.” (TED 6) Translation: “You are an amazing person. There’s no need to feel ashamed or upset by comparing yourself to others. I want you to build your self-esteem by complimenting yourself and praising others to improve together.” (TED 6)	“<i>Lu harus hadepin, you must face it. Kalau ada masalah, you must solve it. Kalau ada orang gak suka, you have to deal with it. Kalau ini orang nyebelin, you have to talk to it.</i>” (TED 4) Translation: “You must face it. If there’s a problem, you must solve it. If someone doesn’t like you, you have to deal with it. If this person is annoying, you have to talk to it.” (TED 4)
Step 11 (Make generalization/offer speculation)	“여러분도 혹시 자존심 때문에 전하지 못한 종이꽃이 있진 않은가요? 여러분의 카네이션은 그 누구의 꽃보다 아름답고 향기롭다는 사실을 잊지 않으셨으면 좋겠습니다.” (TED 6) Translation: “Have you ever had a paper coach you didn’t pass on because of pride? I want you to know that your carnation is as beautiful and fragrant as anyone’s flower.” (TED 6)	“<i>Saya berharap beberapa tahun dari sekarang kita bisa ketemu lagi. Saat itu pencarian tentang ikigai udah makin banyak, orang udah makin like, dan teman-teman semua juga bisa ngelakuin sesuatu yang dekat dengan hati kalian, dan juga berkontribusi untuk bikin Indonesia menjadi lebih baik.</i>” (TED 1) Translation: “I hope a few years from now we can meet again. By then there will be more searches about ikigai, more people will like it, and all of you can do something close to your heart and contribute to improving Indonesia.” (TED 1)

findings are consistent with TED Talks on the linguistics theme (Butler, 2022) and the education theme (Li & Li, 2021), which show that concluding messages are a commonly used rhetorical device in closing presentations.

In TED 6 Korea, the speaker implements Step 10 (Call for action) and Step 11 (Make generalization/offer speculation) at the end of the presentation. The call to action focuses on building self-confidence through positive attitudes toward oneself and others. This aligns with the purpose of Step 10 (Call for action) in TED Talks, which is to inform the audience on how they can think or act (Butler, 2022). Subsequently, the speaker expands the meaning of the specific topic into a universal message through generalization, analogically packaging it by likening self-efficacy to a “카네이션” (carnation). This figurative and poetic style creates a reflective, emotional tone, encouraging the audience to internalize the message beyond its surface meaning. Conversely, Indonesian

speakers tend to present these two Steps more directly, using clear, action-oriented language. Their expressions are typically less metaphorical and more grounded, aiming to motivate the audience through practical suggestions or straightforward encouragement.

Move 7 Acknowledgments/gratitude

The Acknowledgments/gratitude move is generally placed at the end of presentations and is used by speakers to close the presentation. This Move allows speakers to express their gratitude for the opportunity and convey appreciation or praise to the audience (Chang & Huang, 2015). This Move appears at the end of all presentations in Korean and Indonesian TED Talks. Move Acknowledgments/gratitude can also be referred to as “Closing the speech” (Xia, 2023), which includes the speaker’s thanks to the audience at the end of the presentation. Table 10 shows the differences in the realization of Move 7 in Korean and Indonesian TED Talks.

Table 10

The Realization of Move 7 in Korean and Indonesian TED Talks

Move/Step	Korean Chunk	Indonesian Chunk
Move 7 (Acknowledgments/gratitude)	“끝까지 경청해 주셔서 감사합니다.” (TED 10) Translation: “Thank you for listening to the end.” (TED 10)	“<i>Terima kasih.</i>” (TED 6) Translation: “Thank you.” (TED 6)

Generally, Korean and Indonesian speakers explicitly express gratitude by saying “*감사합니다*” (Thank you) or “*Terima kasih*” (Thank you) in the closing part of their presentations. This reflects the common realization of Move 7, which, as noted by Chang and Huang (2015), is typically conveyed through a simple thanking expression. However, some speakers conclude their presentations by mentioning their identity, such as their name and profession, “*지금까지 그래픽 디자이너 박종원이었습니다. 감사합니다*” (I’m Park Jong-won, a graphic designer. Thank you), which reinforces the final impression and self-identity. Some speakers also add expressions of hope and empathy, such as “*행복하세요*” (I wish you happiness), to build emotional closeness with the audience.

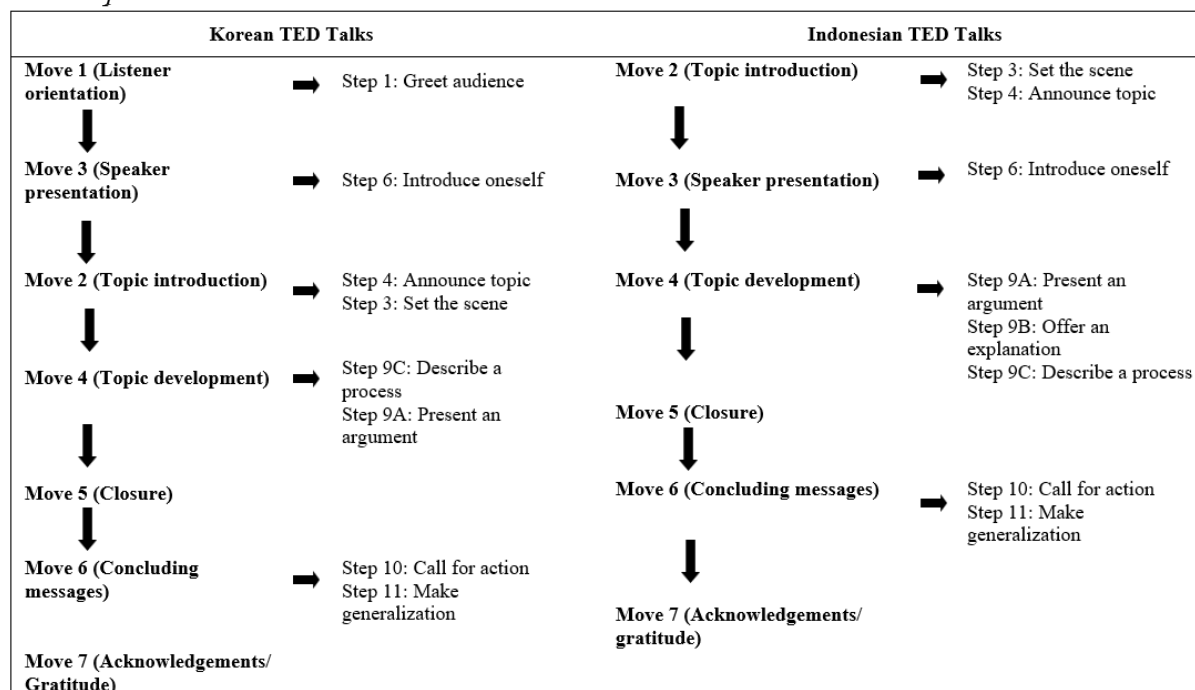
In contrast, Indonesian speakers display more varied closing styles. Some include religious greetings such as “*Wassalamualaikum*”, reflecting the cultural and religious values of the majority

audience. Others adopt casual or promotional closings, for example, “*Ini ada 30 of the apple crumble free... silakan datang ke Grand Indonesia*” (I’ve got 30 apple crumbles to give away for free...so come visit me at Grand Indonesia). These expressions serve not only as closings but also as tools for entertainment and subtle promotion. This tendency suggests that Move 7 is commonly expressed through simple gratitude and that they may personalize their closing remarks to align with cultural norms, audience expectations, and individual communicative goals.

Move-Step Patterns in Korean and Indonesian TED Talks

This analysis reveals relatively consistent patterns of Moves and Steps in TED Talks presentations in Korean and Indonesian (see Figure 2). These patterns indicate the tendencies of presenters from both languages. To form these patterns, researchers analyzed the frequency and position of each Move and Step in the data.

Figure 2
Move-Step Patterns in Korean and Indonesian TED Talks



The findings show that Korean and Indonesian TED Talks have a similar Move-Step pattern in their closing section. After developing the topic, speakers usually proceed to Move 5 (Conclusion), then to Move 6 (Concluding messages), and end with Move 7 (Acknowledgements/gratitude). This pattern aligns with the closing structure of TED Talks proposed by Chang and Huang (2015), which features a similar sequence. Meanwhile, Xia (2023) proposes a more complex closing pattern encompassing five main Moves: Expanding the horizon, Summarizing the

speech, and Calling for action. This comparison indicates that the closing structure in TED Talks, both in the versions by Chang and Huang (2015) and Xia (2023), serves not only as a technical end marker but also as a strategic moment to reinforce the main message, build connections, and provide emotional and intellectual impact to the audience. Besides these similarities, there are differences in the opening patterns of the Move-Step between Korean and Indonesian TED Talks. Korean speakers tend to open their presentations with Move 1 (Listener

Orientation), followed by Move 3 (Speaker Presentation), and then Move 2 (Topic Introduction).

In contrast, Indonesian speakers open their presentations by providing context to the topic through Move 2 (Topic Introduction), followed by Move 3 (Speaker Presentation), and then proceed directly to Topic Development. This pattern highlights a difference in opening focus between Korean and Indonesian speakers when starting a presentation. Korean speakers tend to build a connection with the audience first, whereas Indonesian speakers focus more on developing the topic to begin their presentation. This pattern differs from the findings of Chang and Huang (2015), which show the sequence of Listener Orientation, Topic Introduction, and Speaker Presentation.

Meanwhile, Xia (2023) identified an opening pattern that begins with a narrative (Telling a Lead-in Story) and is followed by topic justification (Rationalizing the Speech). This comparison shows that the structure of TED Talk openings is flexible and adaptive. Speakers do not always follow a linear or fixed pattern; instead, they adjust the sequence based on cultural context, communication goals, and audience characteristics. Furthermore, these findings support Intercultural Rhetoric (Connor & McIntosh, 2023), which holds that cultural differences, embodied in language use, can influence how speakers structure and deliver presentations; in the context of this study, this pertains to spoken discourse and academic presentations. This is evident in the tendency of Korean speakers to prioritize greeting the audience at the start of oral presentations. In contrast, Indonesian speakers tend to build the narrative and context of the topic from the beginning of the presentation. In addition, these findings confirm Swales's (1990) perspective that genre is closely related to the discourse community that regulates discursive practices. In other words, the rhetorical patterns found in TED Talks do not merely reflect individual speaking styles but also represent communicative conventions constructed within a particular discourse community.

Implications for Teaching Presentation Skills

The results of corpus-based move analysis can be applied in the pedagogical field, particularly in the development of teaching materials, aligning with the original purpose of move analysis, which is designed for practical use in education and language skill development (Casal & Kessler, 2024). Specifically, TED Talk move analysis can provide insights into the rhetorical patterns commonly employed by expert speakers. The Move structure derived from expert speakers' analyses can serve as an effective model for novice speakers and help them prepare academic presentations under similar conditions (Li & Li, 2021).

In addition, corpus-based move analysis helps learners recognize both the regularities and variations

within specific TED Talk genres, a skill referred to as genre awareness (Li & Li, 2021). Genre awareness is the ability to identify and understand the conventions of a particular genre, enabling individuals to adapt and apply appropriate communication strategies (Tardy et al., 2020). When learners consciously analyze examples of communication across contexts and disciplines, they become better able to identify linguistic features and variations within the genre (Thaksanan & Chaturongakul, 2023). The learning corpus approach helped students raise their genre awareness by exposing them to authentic language and enabling them to conduct research independently (Zhou et al., 2022). Therefore, corpus-based move analysis not only improves genre awareness and understanding of rhetorical strategies in spoken academic contexts but also helps enhance intercultural understanding by demonstrating how cultural and linguistic differences can influence the delivery of ideas and audience engagement in a presentation.

CONCLUSION

This study aims to identify and describe how TED Talk speakers from Korea and Indonesia apply rhetorical patterns in oral presentations by analyzing the Moves and Steps in both languages. The results reveal that Korean TED Talks consistently contain five obligatory Moves: Topic Introduction, Topic Development, Closure, Concluding Messages, and Acknowledgments/gratitude. In contrast, Indonesian TED Talks exhibit only three obligatory Moves: Topic Introduction, Topic Development, and Acknowledgments/gratitude. The findings also show similarities across Korean and Indonesian data sets in the closing patterns, typically following a sequence of Closure, Concluding Messages, and Acknowledgments/gratitude. The primary difference in language influence lies in the opening patterns: Korean speakers tend to begin their presentations by building a connection with the audience, whereas Indonesian speakers typically start by developing the context of the topic. This study reinforces the existing scholarship on intercultural rhetoric, emphasizing the impact of cultural variations on language use and the rhetorical structure of a genre.

The results of the corpus-based Move analysis of TED Talks can inform the development of teaching materials to enhance learners' genre awareness. Additionally, the findings from this analysis can serve as a reference for improving oral skills among novice speakers, particularly when preparing presentations in similar contexts. However, this study should be viewed with caution, given its limitation in analyzing rhetorical patterns based solely on verbal data. Future research is recommended to move beyond textual analysis by incorporating multimodal move analysis to examine the interplay of various modes manifested in TED

Talks (e.g., speech, gesture, visuals), which collectively work to realize rhetorical moves effectively. This approach would be valuable for unpacking how meaning is constructed across different semiotic resources in each Move and Step, thereby contributing to a deeper understanding of multimodal oral presentations. Furthermore, future research can expand the scope of contrastive studies by examining TEDx events across various languages and cultural backgrounds, which is expected to enrich the understanding of variations in rhetorical patterns and communication practices in the context of intercultural oral presentations.

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