MOVE ANALYSIS OF INCIDENT REPORTS: A CASE STUDY

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Abstract- This on-going study aims to identify the move analysis of incident reports obtained from an oil and gas contracting company. This is done through CARS Model (Swales, 1990) by analyzing fifteen copies of incident reports obtained from the company. The company was responsible in building turrets for its international oil and gas clients. Incident report refers to a report produced when an accident or casualty happens at work. The move analysis of the reports would assist in teaching and learning the structure present in such report. Results showed that the moves found are consistent with CARS Model but there is one dominant move present in the reports.

Keywords: Move analysis, incident reports, professional communication, professional genre, genre analysis, discourse community

I. INTRODUCTION

Move analysis provides a description of the communicative purpose of the text associated with specific moves as professional genres can be distinguished by their contents, structure and format. (Swales, 1990, 2004). Furthermore, Flowerdew (1993) highlights that genre analysis has concerned itself most with describing of genres the higher level organization and structure of written or spoken texts. Hyland (2006) states that professional genres have their own structures and features which can be classified into sections or the order in which they appear. He further contends that a text is made up of certain rhetorical structure and linguistic features which have been ingrained by members of a DC which is known as moves. Each professional genre; written or verbal; would have its own move which would give a general structure to the genre. Thus, move analysis can be seen as the unit of analysis of a text.

In a breakthrough study, Swales (1990) came up with a very influential CARS Model (Create A Research Space) to analyze moves found in introduction section of 48 research articles. The model suggests that discourse patterns in the introduction section can be classified into three moves: establishing a territory, establishing a niche, and occupying the niche. Each move identified could be divided further into steps according to its communicative purpose. However, Swales (1990) highlights that the moves should not be confined to those three that he has proposed as they can be reclassified further

To begin with, Move 1 in the model, "Establishing a territory" refers to how writers describe their research areas. This description can be further achieved in three steps known as claiming centrality, making topic generalizations and reviewing items of previous research. Move 2, "establishing a niche" refers to how writers identify and address gaps in previous studies and can be further achieved through four steps known as counter claiming, indicating a gap, question-raising and continuing a tradition. The final move, "Occupying the niche" shows how writers offers solutions to fill the research gaps they identified earlier in Move 2. This move can be further achieved in four steps known as outlining purposes, announcing present research, announcing principal findings and indicating research article structure.

Following Swales' model on the structure of introduction section of research articles,   Onder (2013) states that the current literature has classified moves into the following categories:

•   obligatory moves – they refer to frequently present moves in a genre (Swales, 1990; Peacock, 2002; Yang & Allison, 2003; Nwogu, 1997; Kanoksilapatham, 2005)

•   optional moves - they refer to less frequent moves - (Swales, 1990)

Hence, many researchers have explored the moves found in professional and academic genres such as law research articles (Tesutto, 2015) research articles (Hopkins and Dudley-Evans, 1988) magazines and newspapers (Nwogu, 1997), public reports (Harvey, 1995), letters of application (Henry and Roseberry, 2001), and dissertation acknowledgements (Hyland, 2004). These studies have shown that professional genres have their own structure and moves which have been accepted by the particular discourse community.

Based on previous studies, it is apparent that little is known about the moves of incident reports. Hence, this study aims to highlight the moves present in those reports by adopting Swales' CARS Model which will assist in the teaching and learning of one particular genre.

II. METHODOLOGY

This study will analyze fifteen incident reports obtained from a contracting oil and gas company which has clients all over the world. The company based in Houston, Texas and undertakes projects by well-known clients in the oil and gas industry around the world including in Malaysia. The company was identified from Johor Industry Guide (2005) which lists industries in Johor. The current project is building a turret in Pasir Gudang, Johor. The employees of the company consists of international and local staff. The primary responsibilities of the company are to provide a broad range of applications for tanker based floating production, storage and offloading (FPSO / FSO) systems installed in water depths ranging from shallow to ultra-deep. There are two departments in the company: Engineering Department and Operations Department.

This study will illustrate two selected reports which have different moves as suggested by the

III. FINDINGS AND DISCUSSION

Before the reports were obtained, an initial discussion with the Site Manager was held. Based on the discussion, it was found that Site Supervisor was the first person to be notified of any incidents. The incident will be investigated by him the Site Manager, the Site Supervisor and/or the safety team; depending on the seriousness of the incident or availability of personnel and the incident report could be prepared by him, the Site Supervisor or the safety team.

It was also found that in cases of injury, the Site Supervisor would notify the health care provider for medical attention. In cases of equipment failure, the supervisor will notify the Site Manager through face-to-face discussion or phone call and the Site Manager would notify the manufacturers through email or phone call. The Site Manager would present the report during the management meeting which was held once a month. The meeting could be face-to-face or through video conferencing. All reports were sent to the headquarters in Houston and the clients for record purposes.

Moving on to the findings, the first report, Incident Report 1, detailed an incident of a leak found on the iron roughneck. An iron roughneck is an equipment used for making drill pipe connections on a drilling platform. The report began by describing the incident with details on what happened:

On 20th February 2014 at approximately 06:00hrs a leak was reported on the iron Roughneck. At that time, the operation was to break down the BOP test assembly.

Thus, this move is classified as Obligatory and labelled as "What happened?" to describe the incident. This shows that informal language was used in the report; suggesting that this type of language is an accepted norm in the organization.

The second move found was also Obligatory move; labelled Contributory factors" which stated the causes that led to the incident. For this move, three causes were stated:

- *Energy isolation procedure not followed* (energy isolation procedure refers to a procedure to minimize risks to health and safety from any potential accidental or unexpected start-up of plant, machinery or equipment, movement of materials during servicing or any other interaction or contact with or exposure to hazardous energy).
- *Man in line of fire* (man in the line of fire is the person who has the greatest exposure to the risk/threat/hazard).
- *Inadequate communication.*

The factors stated in the report used a listing format and this reflects the accepted written norm of the organization.

Another Obligatory move was also found in the report which was labelled as "Preventative Measures". This move is indicated by the phrase below:

isolated and preserved area for incident, conduct a safety standup to discuss the incidents with all crews on board, Level 1 investigation ongoing and *Strict compliance with company policies*

The move explains what the company has done in order to prevent future incident and it can be said that it served as a type of reminder for employees to abide by safety policies at all times. Three points were highlighted in this move regarding the incident. They were firstly, meeting was to be held about the incident ("safety standup"), secondly, investigation was in progress ("Level 1 investigation ongoing") and finally, a reminder to abide by the company's safety policies ("Strict compliance with company policies"). Table 1 shows the details contained in Incident Report 1.

Table1: Moves of Incident Report 1

Report 1

MOVE NO.	MOVE TYPE	CONTENTS
Move 1: **What happened?**	**Obligatory**	On 20th February 2014 at approximately 06:00hrs a leak was reported on the iron roughneck. At that time, the operation was to break down the BOP test assembly.
Move 2: **Contributory factors**	**Obligatory**	a. Energy isolation procedure not followed b. Man in line of fire c. Inadequate communication
Move 3 : **Preventative Measures**	**Obligatory**	a. Isolated and preserved area for incident b. Conduct a safety standup to discuss the incidents with all crews on board c. Level 1 investigation ongoing d. Strict compliance with company policies

The next report, Incident Report 2, described the failure of a safety harness. It started with describing the incident:

"NM-Safety harness adjusting latch failure. Employee had just climbed down out of derrick after tripping out of hole. Upon releasing from climbing employee heard something drop to rig floor. Further inspection, found roller cam to right side torso adjusting strap of harness on the floor. Investigation in progress".

Thus, this move "What happened?" is categorized as obligatory move used to describe the incident. The employee was wearing a safety harness and had a roller camera attached to the harness. The latch on the safety harness failed and caused the camera to drop to the rig floor.

The second obligatory move "Early Learning Points" in the report stated the findings of investigation. They were:

a. All components of the harness showed no sign of wear or rough service
b. Spring loaded safety slide came out of buckle
c. All harness of this type should be closely inspected giving special attention to the

adjusting buckle and the spring loaded tensioner
d. Currently contacting (manufacturing company) regarding this incident.

Therefore, this report contained two obligatory moves; labelled as "What happened? and "Early learning points".

Table 2: Moves of Incident Report 2

Report 2

MOVE NO.	MOVE TYPE	CONTENTS
Move 1 - **What happened?**	**Obligatory**	"NM-Safety harness adjusting latch failure. Employee had just climbed down out of derrick after tripping out of hole. Upon releasing from climbing employee heard something drop to rig floor. Further inspection, found roller cam to right side torso adjusting strap of harness on the floor. Investigation in progress"
Move 2 - **Early learning points**	**Obligatory**	a) "All components of the harness showed no sign of wear or rough service
		b) Spring loaded safety slide came out of buckle
		c) All harness of this type should be closely inspected giving special attention to the adjusting buckle and the spring loaded tensioner
		d) Currently contacting (manufacturing company) regarding this incident."

IV. CONCLUSION

This study has shown that English for Specific Learners need to be made aware of the fact that professional genres have predictable or expected structures and writing them require some awareness of those structures since each structure has its own purpose to serve.

Apart from that, preparing learners to produce professional genres require knowledge of the professional world. Therefore ESP practitioners should encourage learners to conduct projects which involve members of a discourse community whereby learners can be encouraged to do activities such as NA survey, inviting practitioners to give talks to learners and hold educational visits the organizations. Learners need as much exposure as they can get in order to understand the real world and be effective communicators in the real world.

Finally, more research can be conducted on incident reports such as the professional practices that govern the production of incident reports as suggested by Bhatia (2010).the results obtained, a few conclusions can be made. Firstly, the respondents have indicated that the advantages of online learning outweigh its disadvantages. Also, online learning makes use of resources and technologies which are readily available. Thirdly, online learning promises a rich future of breakthroughs. Finally, new models of teaching can emerge which can benefit learners and instructors. As for further research, studies can highlight additional features of online software, what learners require from online courses and policy on improving online learning facilities.

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