Rhetorical Moves of Applied Linguistics Research Article Abstracts in Scopus-Indexed Journals: Contrastive Analysis of the Three Research Approaches

Sattra Maporn

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Arts in English

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ABSTRACT

Although there are a large number of research articles published in high-impact international linguistics journals, there is a lack of studies examining the rhetorical move of their abstracts in different research approaches. To address this gap, this study analyzed 54 research article abstracts in applied linguistics Scopus-Indexed journals published between 2012 and 2022, employing model of Hyland (2000) to identify rhetorical moves. To analyze the data, the frequencies and percentages of rhetorical moves used in quantitative, qualitative, and mixed methods research articles were employed. The results showed that the moves of Purpose (P) and Product (Pr) occupied the largest portion of the collected research article abstracts. Furthermore, the data revealed 23 rhetorical move patterns in the dataset, indicating that linguistics researchers in this study follow model of Hyland (2000) and also use several move patterns.

Keyword : Rhetorical move, research approach, abstract

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CHAPTER 1

INTRODUCTION

The study's background is described in this chapter. The research objectives, goals, scope, significance, research questions, and relevant terminology are discussed in this chapter.

1.1 Background of the study

One requirement for success in the academic community is publication in academic journal. The purpose of publication is to distribute the most recent research findings to readers as well as possible. The introduction, literature review, methods, results, and discussion and conclusion are components of a research article. Each section of an article is written using a different rhetorical technique. An abstract is one of the components of research article. It is a 250–300 words summary of the entire research paper. Once the editorial office of a journal has received the manuscript for publication, the content will be examined by professionals in relevant fields. As a result, reading an abstract is the first step in convincing an editor, reviewer, or reader to read the entire piece or to reject it. Haynes (1990) believed that a short, clear, and well-structured abstract may increase the chances of being published because peer review is facilitated and the text may sound more scientific. The moves included in the research article abstracts (RAs) are rhetorical units with specific communicative purposes.

A good abstract may attract the journal editor and decrease the chances of being rejected. According to my experiences as an assistant secretary for an international scholarly journal, it's a compusory to submit abstract before forwarding the manuscript for review. The entire manuscript would be rejected if the abstract was not clear (Manchikanti, 2015; Shah, 2020). Research article abstracts in hard science and soft science have been studied from all over the world to identify the rhetorical patterns for writing an abstract (Ramadhini, 2020; Tocalo, 2021).

Hard science research article abstracts were investigated using a variety of models, and the results indicated a diversity of patterns depending on the disciplines concerned. For example, the model of Santos (1996) was used in a study of engineering abstracts, and the model of Halliday (1994) was used in dental research abstracts. Although soft science is less variable than hard science in terms of methods and patterns, research article abstracts are different among regions and disciplines. Finally, it is obvious that the move patterns are similar for the linguistics area using the approach of Hyland (2000) because the data are compared within the discipline. However, move patterns may still be different depending on regions. The differences between native and non-native English writing styles have been identified in those studies.

It is noticeable that there are distinct differences between the approaches and patterns used in the hard sciences and social sciences. However, it is still unclear which patterns are appropriate for high-ranked journals, low-ranked journals, or even local-owned journals, particularly in various research approaches including mixed methods, qualitative, and quantitative research.

As a result, this study will investigate rhetorical moves of research article abstracts among different research approaches to compare reputable journals in *Scopus*

1.2 Objectives of the study

1) To study the rhetorical patterns of research article abstracts in international own-ed high impacted journals listed in SCOPUS in language & linguistics.

2) To study the rhetorical moves of different types of research including qualitative, quantitative, and mixed methods.

1.3 Research questions

1) What are the rhetorical patterns of research article abstracts in international own-ed high impact journals listed in SCOPUS in applied linguistics?

2) What are similarities and differences of rhetorical moves of research using different approaches including qualitative, quantitative, and mixed methods?

1.4 Scope of the study

The analysis included 54 abstracts that were published during 2012-2022, from the top three ranked applied linguistics journals as determined by the Scimago Journal & Country Rank database. The reason for choosing the 11-year period is because of the past studies used historical data between 8-9 years, so the researcher used historical data in the same range of current researches (Kanafani, 2022; Tocalo, 2021). For this duration, the applied linguistics journal in this study are internationally run. They are *The Modern Language Journal*, *Language Testing* and *Foreign Language Annals*.

1.5 Significance of the study

The findings of this study will offer a general framework to compose a research article abstract. The research findings may provide rhetorical move patterns to researchers that employ the qualitative, quantitative, and mixed methods. Novice researchers can use this research findings as a guide to write an abstract for high ranked journals, while professional researchers can use research findings as a model to train inexperienced researchers about composing an abstract. Additionally, academic publishers can design their article template using the findings.

1.6 Definitions of key terms

A Move - a rhetorical unit which carries out particular speech functions in a research article. For example, "*Acknowledgement appears at the forefront of the high-stakes academic genre of thesis/dissertation writing*." is the Introduction move (I) which carries a communicative function for giving general information to readers (Hyland, 2000).

Rhetorical moves – refer to a strech of text that does a particular job.

Research article abstracts (RAs) - a concise summary of the whole research article that persuades the reader to read the rest of it. It is usually written between 200 and 250 words.

Research article, an academic article - is a compressed text that summarizes the findings of study in specific fields. The research articles and academic articles are published in scholarly peer-reviewed journals.

Academic journal - is a peer-reviewed scholarly publication that publishes research and academic articles from several disciplines. Peer-reviewed journals are journals that control their scientific quality by several other experts in the field. The examples of peer review journals are *The Journal of American Medicine (JAMA), The Journal of Reviews on Global Economics*.

Scimago Journal & Country Rank- It is a metric for measuring the impact of an academic publication which is based on both the quality and quantity of citations the journal gets.

Corpus - is a collection of abstracts from the chosen academic articles. It includes numerous texts used in linguistics analysis

This chapter describes the study's background and key concepts. It originates with the issue that most Thai academicians demand of publications. It is challenging to get published in a high impact journal. By creating a set of writing patterns for research abstracts, this study attempts to assist those people seeking to become published. The relevant theories and research will be extensively discussed in the following chapter. The selection of a framework and the research gap will also be discussed.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The characteristics of research articles, research article abstracts, related theories on move analysis in research article abstracts, academic database, and analysis of previous research with gap will be described in this chapter.

2.1 Research articles

A research article is a writing text in which authors report on the research they performed. A research article's primary objective is to provide readers with a scientific update on the authors latest science discoveries. Those articles are published in peer-reviewed academic journals which researchers, lecturers, and academicians read to update their appreciation of recent discoveries. Research articles commonly comprise primary sections including. abstract, introduction, methodology, results, and discussion. Here is an overview of each section:

The abstract: the part follows after the title at the head of the article. This section includes a concise overview of the entire article. It is a crucial section because it determines whether the reader will read the entire article or not. The components of the abstract are the key claims of the research along with the persuasive element to attract the readers' attention.

The Introduction introduces the concept and content of the research. At this point, the research questions, the article's objectives and scope are also mentioned. Readers will be shown how research benefits the academic community. In the final section of this part, a short review of the literature and previous studies is discussed.

The Methodology section demonstrates the data collection and analysis process, as well as the methods and design of the study. The research's structure is covered in great detail. The details of the framework used in the research are also discussed in this section.

In the Results section, key findings are reported. Tables and figures of statistical data are always presented in quantitative research. In contrast, the evidences and examples from the qualitative data are presented in this section.

The Discussion section demonstrates the significance of the study and provides an answer to the research questions. The author usually compares their research with prior studies in order to show significant of their academic contribution to the field of study.

Due to journal format, research article structure may vary, but the order of Introduction, Methods, Results and Discussion is usually the same. Some journals combine the Results and Discussion sections into one section. As a result, the author is forced to follow the journal's writing patterns in order to increase their chances of being published in a high-impact journal. The well-known academic database will be described in the next part.

2.2 Research article abstract

An abstract typically provide readers with a brief summary of the study. Abstract also plays an important role in the consideration process of submitted research articles for publication. Sometimes, it determines scientists' professional growth and success. According to Swales (1990), the abstract is both a summary and a reflection of the whole research article. In addition, Bhatia (1993) indicates that the abstract contains an informative function, claiming that abstract offers a precise and accurate summary, which is representative of the entire article. However, abstracts play an important function in advertising research studies as well as being informative.

Hyland (2000), for example, claims that it serves as a decision point for readers to decide whether the entire piece is worth for reading. As a result, many authors attempt to persuade their readers to read by using effective rhetorical features (Ren, 2011). Abstracts are generally freely available online, and many research articles written in languages aside from English also have English abstracts. Thus, being able to generate excellent abstract is important for academic writers. Finally, research on the rhetorical moves of abstract has significant value.

2.3 Academic database

2.3.1 Definition of academic database

A collection of publications, such as books, journals, book chapters, etc., can be found in an academic database. Depending on the level of access, the academic database can be separated into three categories. First category is the subscription database. For access to full-length articles, users need a subscription to some databases. Only abstracts are provided to those who do not subscribe. Readers must pay a subscription fee to read the full articles. However, full-length articles are accessible to readers without requiring a subscription in some databases and such cases are commonly known as open-access databases. Another type is the semi-free databases. The semi-free databases provide both full-length articles and subscription articles. Because the academic databases contain a large number of scholarly articles, they are useful to the research community. They are used by researchers to search and update knowledge on a specific area. The next paragraph will discuss more in detail about *Scopus*, one of the most reputable databases owned by *The Elsevier Ltd*. *Scopus* is one of the largest curated abstract and citation databases which is composed of scientific journals, books, and conference proceedings. The quality of its content is verified by an independent advisory board. Author profiles, affiliations, abstracts, citations, and journal ranking profiles are the data that are provided on the *Scopus* website. *Scopus* is regarded as a reliable database, because it has been used for extensive analysis for research evaluation, research landscape studies, scientific policy evaluation, and university rankings (Baas et al., 2020)

2.3.2 The SCImago & Journal Rank

The SCImago & Journal Rank (SJR) is a compilation of over 30,000 journals from 5,000 publishers extracted from Scopus databases in, 27 major areas and 309 specific categories. Journals are ranked by the SJR according to its metrics. There are indicators that can be used to assess and evaluate journals. For example, SJR rank, h-index, and total citations. The SJR rank is chosen as a metric to rank journals in this study because it considers the impact of journals and weight citations in the ranking process.

These details refer to the characteristics of reputable academic databases and journals. Each journal in the database is made up of a series of research articles. The study of rhetorical patterns in research article will be discussed in the next part.

2.4 Move analysis

2.4.1 Moves and steps

Move analysis is the science of text structuring in writing. Human-written text is presented in the form of patterns that reflect personal beliefs or style. Word bundle frequency is one method for detecting a move. The common features are considered as conventional moves, whereas the less common features are considered to be optional moves. Additionally, there is subunit of move known as a "step" that is identifiable by linguistic characteristics.

Swales (1990), who initially identified the moves and steps in the introduction section of research articles, has published the most reputable research on move analysis. In the result of his study, the CARS (Create a Research Space) model was developed. The three moves in this framework are Establishing a Territory, Establishing a Niche, and Occupying the Niche. After that, several scholars have conducted research on move analysis of various sections of research articles, including the abstract, methods, results, and discussion sections. This study will only focus on scholars who examine the abstract, which will be discussed in the next paragraph.

Besides the Santos (1996) model, Bhatia (1993) and Hyland (2000) also proposed frameworks to investigate a move in research article abstracts. Both scholars present the four common moves including, introduction move, methodology move , result move and conclusion move. In the Hyland (2000) study, there was an additional move called "Purpose.” This model was selected for three reasons that will be discussed in the next paragraph.

There is no specific model to analyze moves in research article abstracts. However, there are three reasons that lead to the adoption of the Hyland (2000) five-move model in this study. Firstly, several studies such as Zand-Moghadam (2022), Kanafani et al. (2022) and Darabad (2016) have made extensive use of the five- move framework. There are numerous citations for this framework in scholarly databases. Second, the volume of data determines the reliability of the framework. This model was based on an analysis of 800 abstracts from 8 different disciplines, covering both the social sciences and natural sciences. Finally, the model of Swales (1990) seems to be a general model that may also be adapted to another genre, such as full text research article analysis in Kanoksilapatham (2005). In addition, the model has not

been widely used in research article abstract analysis. For the model of Bhatia (1993), introduction move (I) does not appear as a separate move in the model. As a result, Hyland's five move model seems to cover all aspects of move analysis in research article abstracts. The comparison of three models is displayed in Table 1.

Table 1. Comparison of move analysis model

Bhatia (1993)	Santos (1996)	Hyland (2000)
1. Introducing the purpose	1. Situating the research	1. Introduction
2. Describing the methodology	2. Presenting the research	2. Purpose
3. Summarizing the results	3. Describing the methodology	3. Method
4. Presenting the conclusions	4. Summarizing the findings	4. Product
	5. Discussing the research	5. Conclusion

These are the summary of the moves in the framework for the research article abstract and the justification for the model selection. The following section will discuss the details of the selected model.

2.4.2 Model of Hyland (2000)

The Hyland's framework consists of five moves. The list of the moves is shown in Table 2

Table 2. Framework of Hyland (2000)

Move	Description	Example
1. Introduction (I)	Establishes context of the paper and motivates the research or discussion	Within the framework of genre analysis this study builds on earlier research…
2. Purpose (P)	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.	This study examines…/The aim of this study is…
3. Method (M)	Provides information on design, procedures, assumptions, approach, data, etc.	A quantative analysis was used…
4. Product (Pr)	States main findings or results, the argument, or what was accomplished.	The results show that…
5. Conclusion (C)	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.	The results confirm those of previous studies that…

The moves in Table 2 will be used as the main framework in this study. Moves apart from those in the table will be considered as new moves. Related move analysis in various disciplines from across the world will be discussed in the next part.

2.5 Related research studies

Recent move analysis studies in hard sciences research abstracts revealed some diversity in both approaches and outcomes. For instance, a multidisciplinary study used the model of Hyland (Darabad, 2016), research abstracts for medical science that used the model of Nwogu (1991); (Suntara, 2018), and a research abstract for science and engineering that used the Hyland, Santos, and Halliday' model (Matzler, 2021; Qurratu'aini, 2022; Rungnaphawet, 2016). In addition, the CARS

model and the model of Halliday (1994) were also employed in the study of dental research articles abstracts (Shabani, 2021; Vathanalaoha, 2018). The overall results show that rhetorical strategies vary depending on the field of study.

For soft science, studies of research article abstracts applying Hyland's model have been undertaken in the fields of accounting (Amnuai, 2019) and education (Kaya & YaĞIz, 2020; Magday et al., 2022; Phonhan, 2021; Sükan, 2022). Moreover, Wijaya (2022) has attempted to employ a different methodology, such as that of Swales and Feak (2009) to investigate educational research article abstracts. The majority of research in soft science areas has also used the same methodology, e.g. Hyland (2000) and Santos (1996). However, when the various geographical regions from which the writer originated the work were considered, it was found that even though there is less diversity than hard science, writing patterns still vary depending on the regions of publishers.

For the field of linguistics, the Hyland's model is commonly used as a study framework. Some studies collected data from Saudi Arabia, Iran, Indonesia, and Thailand (El-Dakhs, 2018; Kanafani, 2022; Kitjaroenpaiboon, 2021; Sukhapabsuk, 2020; Zand-Moghadam, 2022), Comparing research abstract among different research approaches to discover differences in move patterns was the major focuses of these studies. However, the comparison of different approach to research in high-ranked journals is potentially a gap in previous studies.

In conclusion, evidence from related research studies indicates that the move patterns of hard science are diverse but there are more static patterns in soft sciences. Research studies (Zand-Moghadam & Zhaleh, 2022; Amnuai, 2019; Magday et al., 2022) agreed that I-P-M-Pr-C patterns are more consistently detected in internationally-run journals than in locally-run journals. In Asia-Pacific and Middle East regions such as the Philippines, Thailand, and Iran, an Introduction move is missing from the research abstract patterns. Furthermore, previous researches also overlooked the different approaches used in the data. Therefore, the purpose of this study is to identify move structures and rhetorical moves in the different research approach of language and linguistics research article abstracts, that were published in high ranked internationally-run journals listed in Scopus database.

An overview of the collected data and analytical methods will be described in the next chapter.

CHAPTER 3
METHODOLOGY

This chapter addresses sample compilation, data collection, and data analysis. Additionally, the details of the analytical procedure and the inter-rater reliability are discussed.

3.1 Research design

A schematic of the research design is presented in Figure 1. There were 54 research article abstracts, and each corpus contained 18 research article abstracts. A professor of applied linguistics verified the sorting procedure. After that, inter-rater reliability tests were used to validate the results. Finally, the analytical process was adopted in the coding process.

Research procedure diagram

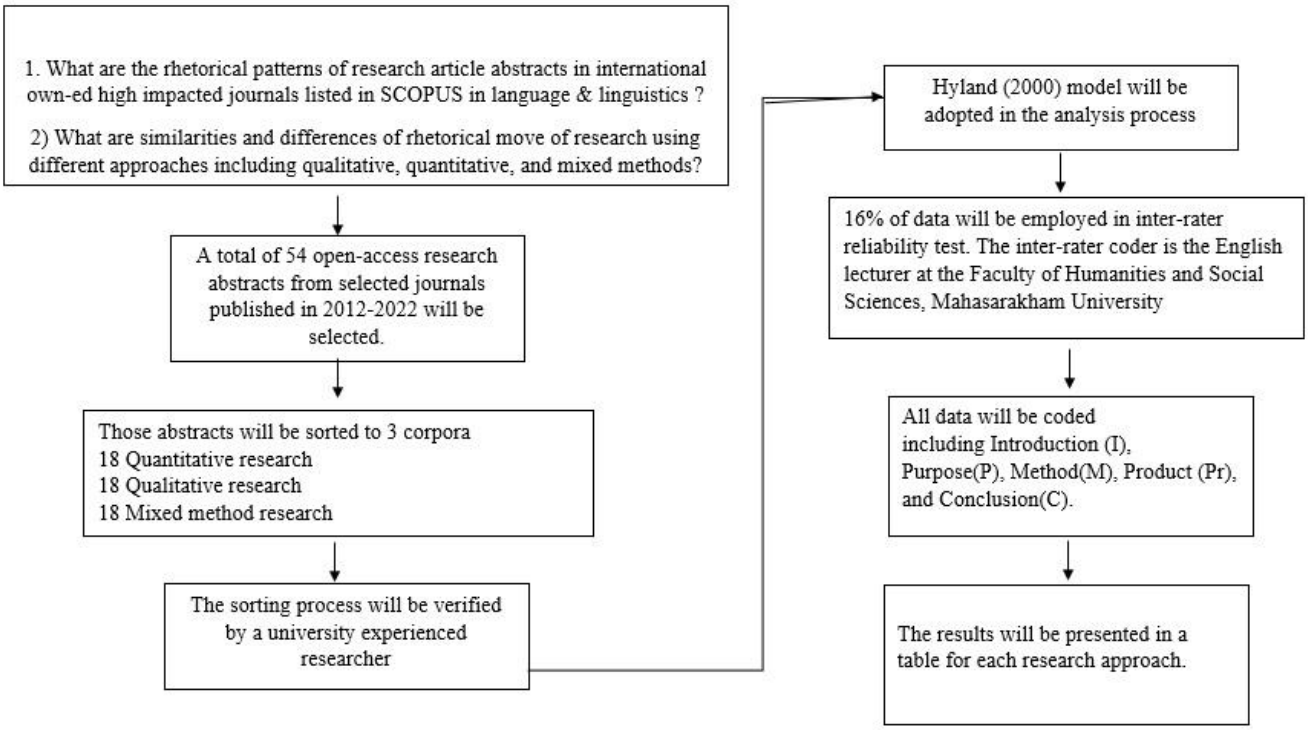

Figure 1. Research design

3.2 Data compilation

3.2.1 Data size

Three corpora were included in this study. According to Flowerdew (2004), the linguistic items under investigation determine the size of a corpus. Biber (2006) also states that the diversity of grammatical features text must be worked with the

large corpus, but the size of the corpus can be minimized if the target feature is a frequent grammatical structure. Previous research on move-step in research article abstracts was another factor in determining corpus size. Generally, the data of previous works on move-step analysis occurs in 40–300 abstracts (Kanafani, 2022; Kaya & YaĞIz, 2020; Sukhapabsuk, 2020). The number of samples in the three corpora of this study was determined by the researcher based on the number of data used in previous studies. There were 54 research article abstracts in total, including 18 samples from each corpus.

3.2.2 Data selection

In order to comply with the amount of data required for the study, the selected journal must meet all criteria as follows.

According to SJR, the applied linguistics field is a subset of linguistics and language. The first criterion is that the journal must be credited as 'Linguistics and Language' according to SJR. It is common that applied linguistics journals also publish articles relevant to other areas, such as neuroscience, education, artificial intelligent etc. In order to focus on the language & linguistics field, the journal quartile was employed. A quartile in Scopus is a classification of scientific publications that indicates their credibility in the discipline.

Figure 2. Journal quartile identified by SJR

For the second criterion, publishers must provide open access articles of which anyone can download at least 20 full-length articles within the timeframe 2012–2022. This criteria is specified because the researcher is required to read the methodology and results sections of each article before making a decision on which approach is employed in the research article.

The third criterion is that the journal must publish research articles in qualitative research, quantitative research, and mixed method research during 2012–

2022. The time frame was selected because this research intends to analyze the data in the current decades.

Finally, the first three high rank journals defined by SJR which belong to the mentioned criteria were selected in this study.

As a result, The Modern Language Journal, Language Testing, and Foreign Language Annals will be selected. The details are shown in Table 3.

Table 3. Overall journals and articles which meet all selection criteria (2012-2022)

Journal Title / Approach	Qualitative approach	Quantitative approach	Mixed method approach
1. Modern Language Journal	16	11	10
2. Language Testing	**6**	27	10
3. Foreign Language Annals	7	13	**6**
Total	29	51	26

Due to the minimum number in the retrieved data was 6 research article abstracts. This number was used as a benchmark. Therefore, each approach contains 6 research article abstracts in each journal. Each journal contains 18 research article abstracts.

Table 4. The top three journals and their journal ranking retrieved from Scimago Journal & Country Rank (SJR)

Journal Titles	**Country**	**SJR indicator Score (2021)**
The Modern Language Journal	U.S.A.	3.095
Language Testing	U.K.	1.751
Foreign Language Annals	U.S.A.	1.548

3.2.3 Research article abstract selection criteria

The chosen abstracts must reflect the most recent trends, so they must have been published between 2012 and 2022. One reason for choosing the 11-year period is

because of the small number of accessible articles. Another reason is that past studies such as Kanafani et al. (2022), Sukhapabsuk, (2021), Kitjaroenpaiboon et al. (2021) used historical data covering 8–9 years, so this researcher used historical data covering the same number of years. The abstracts must derive from the original articles that were published during the timeframe. The commentary, book reviews, and review articles were excluded.

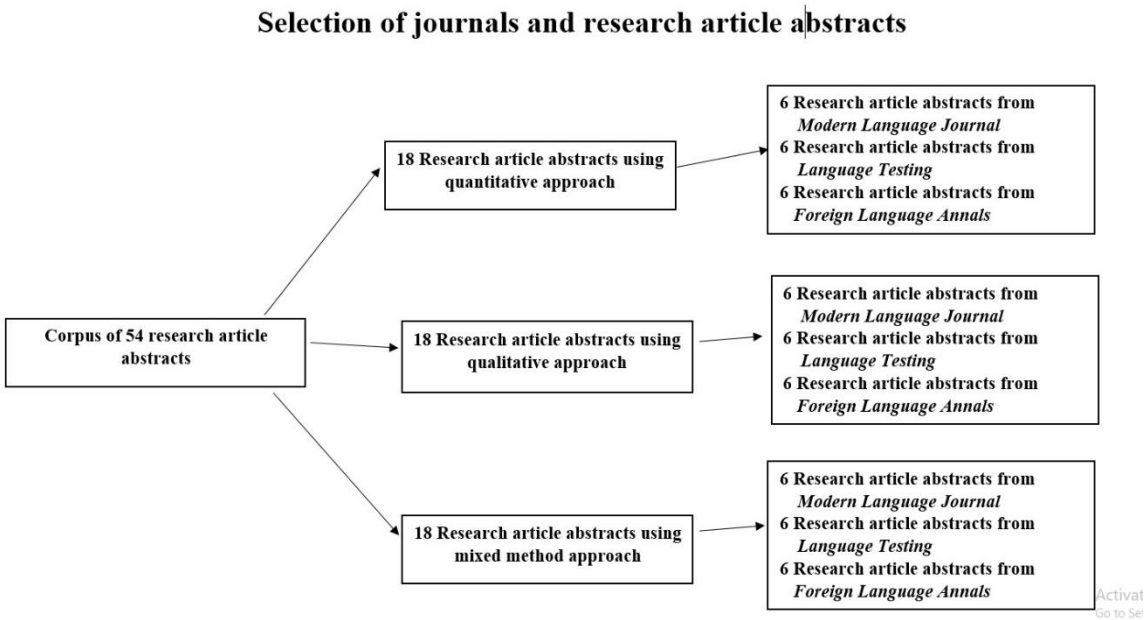

Figure 3. Journals and the number of research articles in each corpus

3.2.4 Data collection process

Data collection consisted of the following steps. Firstly, total research article abstracts from the three journals published between 2018–2022 were collected from each journal website based on the selection criteria. After that, the research article abstracts were randomly selected until the requirements for amount of required data had been fulfilled. Finally, all samples were approved by a lecturer in the field of linguistics at the Department of Western Language and Linguistics, Faculty of Humanities and Social Sciences, Mahasarakham University.

3.2.5 Data sorting criteria

Three corpuses, research using qualitative, quantitative, and mixed-method approaches were used in this study. The requirements for the research article abstracts used in this study were as follows. -

1) The data must be abstracts published from 2012 to 2022 inclusive.
2) Due to the researcher needing to verify the research approach by reading the entire methodology and results section of the article, the selected research article must be open access.

According to Creswell (2009) the research method can be categorized by samples and research methodology. These criteria are used by this researcher to sort the data for this study.

Any feature from the following items that appeared in research was classified as a qualitative approach. In qualitative research, the research is presented through observation, interview, documents, and video materials, employing theories lens, interpretative methodology, strategies of inquiry, individual narrative, ethnography, and data.

Any feature from the following items that appears in research was classified as a quantitative approach. The relationship between the variables, survey identification data, threats and outcome of variables, pre- and post-testing, statistical investigation.

Any research that contains at least one quantitative feature and one qualitative feature was considered as research using mixed methods approach.

The sorting process were as follows: Firstly, the researcher read the methodology section of each article and then identify if there were any phrases including "this qualitative research", "this quantitative research", or "this mixed-method research". The researcher categorized the article according to the phase. If the phase has not be found, the research did the next step. Next, the researcher read the results section of the research until the end of the article. If the article contained only table(s) with statistical features such as frequency, z-score, percentage, standard deviation, or other statistical features, the researcher would classify it as quantitative research. Conversely, if the article contained only excerpts with descriptions, explanations, images, or features related to qualitative analysis, the researcher would classify it as qualitative research. If the article contained mixed of tables with statistical features and excerpts, explanations, images, or features related to qualitative analysis, the researcher sorted it as mixed-method research.

3.3 Move structure analysis

3.3.1 Procedures

The procedure of move analysis in this study consisted of the following five steps. The first step was to split the whole abstract into sentences. The second step was to develop the coding protocol using the Hyland (2000) frameworks. The coding protocol is shown in Table 4. The third step was to conduct an inter-rater reliability check. The scope of the inter-rater reliability check will be 16%, which three abstracts from each corpus. The three abstracts were randomly taken. The researcher and the inter-rater coder individually coded 16% of the whole data. Therefore, the researcher decided to pick 3 different approaches of research article abstracts in each corpus. The inter-rater reliability was presented as the percentage agreement. In the fourth step, all the research article abstracts in the whole three corpora were coded.

Table 5. The coding protocol used in the current study.

		Code
Journal title	The Modern Language Journal	MLJ
	Language Testing	LT
	Foreign Language Annals	FLA
Research Approach	Quantitative Approach	QUALI
	Qualitative Approach	QUANTI
	Mixed-Method Approach	MIXED
Move	Introduction	I
	Purpose	P
	Method	M
	Product	Pr
	Conclusion	C

3.3.2 Move and rhetorical move identification

According to Biber (2007), “move analysis was developed as a top down approach to analyze the discourse structure of texts from a genre”. Therefore, the top-down approach in move identification was selected in this study, Firstly, each sentence was carefully investigated to determine move and rhetorical move. Second, a minimum of one sentence occurred in each move and step. When several moves were represented by a single sentence, the most salient move was focused on. The main clause of the sentences was determined first followed by the subordinate clause. Thirdly, as long as texts express the same communicative functions, a move can be expressed by one sentence, several sentences, one paragraph, or several paragraphs. According to Holmes (1997), subjectivity among researchers is inevitable during the analysis process. In order to decrease this issue, inter-rater reliability was used as discussed in the next section.

Hyland (2000) separated the abstracts into a series of communicative categories, or moves, which served for the purpose of communication. However, unlike Hyland's original separation, this study divided the entire abstract into sentences. The outcomes were the same regardless of the differences in process.

Table 6. Move structure classification method

Hyland (2000) move-structure classifications		This study move-structure classifications	
The process of modernization in China is speedy and turbulent. requiring an effective solution to various social problems. The situation of handicapped people in China poses an increasingly serious social problem but publications on this subject are rare. / / This article outlines the author's proposals for how to remedy the problem, / / giving an initial outline and an analysis of the current state of handicapped people in China.	**I-P-Pr**	The process of modernization in China is speedy and turbulent. requiring an effective solution to various social problems.	**I**
		The situation of handicapped people in China poses an increasingly serious social problem but publications on this subject are rare.	I
		This article outlines the author's proposals for how to remedy the problem, giving an initial outline and an analysis of the current state of handicapped people in China.	P/Pr

3.4 Inter-rater reliability

The analysis procedures inevitably suffered from subjectivity because the decisions depended on human judgment. Inter-rater reliability should be used to provide a higher level of precision in the move-step analysis. This study used inter-coder selection, inter-coder training, independent coding and assessment of inter-

coder agreement. According to Biber et al. (2007), multiple coders are useful for reliability checks as well as providing validity checks for qualitative research. The researcher was assigned as the first coder. Another coder was an English native lecturer at the Faculty of Humanities and Social Science, Mahasarakham University with expertise in international publications. Two coders were involved in the coding of 16% of the whole data to ensure the reliability of each move. For a higher inter-rater reliability, coding training was required. There were two sessions of coder training as follows.

In the first session, the researcher initially described the overall goals and methodology of the study as well as explaining the move coding instructions and coding framework. To describe the coding procedure, the researcher used one sample text from the corpora. The very first stage was to separate texts into parts. Types of moves were required to be decided in the coding process. Each divided text could only be attributed to one move or step.

During the second session of coder instruction, each coder separately coded the same randomly chosen research article abstract. After that, the coding results were compared. Any unclear results were discussed until an agreement was reached. The inter coder-reliability was presented as a percentage of agreement.

According to Biber et al. (2007), the cut-off frequencies for obligatory, conventional, and optional moves and steps are at 90% , 60%, and less than 60%. A move or step is considered obligatory if it occurs with a frequency of 90% to 100%; conventional if it occurs with a frequency 60% to 89% and optional if it occurs with a frequency less than 60%.

Finally, 9 out of 54 articles (16% of the corpora), including research article abstracts from each corpus, were coded independently by the two coders for measuring inter-rater reliability. The present study adopted percentage agreement as its measurement of inter-rater reliability. The results of inter-rater reliability are shown in (Table 7) There was sufficient inter-coder agreement suggesting that the next step can be coding of the entire dataset.

Table 7. The results of inter-rater reliability for the QUALI, QUANTI, and MIXED

Corpus	No. of sentences	No. of agreement	Agreement percentage
QUALI	16	13	81.25%
QUANTI	26	24	92.30%
MIXED	12	10	83.33%
Total	54	47	87.03%

3.5 Example of analysis procedure

Excerpts: MLJQUALI01	Note
Evidence suggests that short-term study abroad experiences can help advance various dimensions of second language (L2) learners' linguistic competence.	I
However, the extent to which gains following a brief sojourn are durable and maintained after immersion remains an open question.	I
The present study examined both the immediate and sustained learning outcomes following a short-term study abroad program by considering L2 Spanish learners'	P
(a) linguistic gains in global proficiency, oral production, and L2 knowledge, and	P
(b) nonlinguistic gains in perceived psychobehavioral flexibility, a trait that remains underresearched despite its broad relevance to study abroad context.	P
Data were collected at the onset and end of a summer study abroad program in Spain, as well as 5 weeks post-sojourn, after students' reimmersion in the first language environment.	M

Excerpts: MLJQUALI01	Note
Mixed-effects models revealed that gains in global proficiency and some aspects of oral production and L2 knowledge, as well as increases in perceived psychobehavioral flexibility, were noticeable at the end of the program and were maintained for several weeks post-sojourn in the absence of further L2 instruction	Pr
Findings provide a first look into the potential of short-term study abroad for promoting durable developmental changes across linguistic and nonlinguistic domains."	C

The excerpt demonstrates how the five-move model from Hyland (2000) could be employed in this study. The initial observation shows that MLJQUALI01 contained the five moves that were Introduction (I), Purpose (P), Method (M), Product (Pr), and Conclusion (C). The rhetorical patterns of the exerpt was I-P-M-Pr-C. In order to complete the investigation, this procedure was followed for the rest of the study.

3.6. Summary

This chapter provided a comprehensive explanation of the methodology and research design and the process of journal selection criteria along with developing a corpus. A detailed analysis procedure for both move-step structures was also provided. For the next process, the entire data analysis process will be performed. In order to prove that this research had no damaging effects to humans, a certificate for the human ethics for research was essential. After presenting the research proposal, the researcher applied for a human ethics certificate to the university ethics committee. Finally, the final outcome of this research may be presented in March 2023.

CHAPTER 4

RESULTS

This chapter presents the findings of the study. The first section describes the frequency and occurrence of moves, the second section reports the rhetorical patterns among three approaches, and the final section describes the repetition and characteristics of the move.

4.1 Move frequency

This section describes the move occurrence and frequency in research article abstracts that were used by writers. The table below presents the frequency and percentage from the three corpuses of different approaches.

Table 8. The frequency of occurrences

Move	Total (N=54)	Qualitative approach (N=18)	Quantitative approach (N=18)	Mixed method approach(N=18)
Introduction (I)	40 (70%)	15 (83%)	14 (78%)	11 (61%)
Purpose (P)	**52 (96%)***	**18 (100%)***	16 (89%)	**18 (100%)***
Method (M)	48 (89%)	13 (72%)	**17 (94 %)***	**18 (100%)***
Product (Pr)	**49 (91%)***	14 (78%)	**18 (100%)***	**17 (94%)***
Conclusion (C)	45 (83%)	15 (83%)	**17 (94%)***	13 (72%)

* frequency >90%

The percentage of five moves among three approaches is shown in Table 8. The overall percentages were as follows. - Introduction (70%), Purpose (96%), Method (89%), Product (91%) and Conclusion (83%). Introduction move (I) was conventional for all research approaches. The purpose move (P) was considered as an obligatory move for qualitative research and the mixed method approach. Method move (M) and Product move (Pr) were considered conventional in research using qualitative approach, and were considered obligatory moves in research using quantitative and mixed method approaches. Conclusion (C) was considered as an obligatory move in quantitative research article abstracts, but it was a conventional move in research using qualitative and mixed method approaches.

It was observed that the moves Purpose (P) and Product (Pr) were the most recurrent among the three approaches (Table 8). Purpose (P) was found in all of the qualitative and mixed-method research article abstracts. The Product (Pr) was found at lower frequency but was still obligatory for qualitative and mixed-method research article abstracts. Next, the Method (M) and Conclusion (C) was found in the third and

fourth frequent respectively. Finally, the Introduction (I) was found to be the least frequency move in almost all research design.

The results shown in Table 8 were different from the two previous studies. This research found that only two moves were obligatory, whereas Zand-Moghadam & Zhaleh (2022) and Kanafani et al. (2022) claimed that three obligatory moves occur in linguistics research article abstracts.

4.2 Move characteristics

4.2.1 Characteristics of each move

The abstracts explicitly present each move's characteristics in order to provide a representation of the move structures. The details of these are as follows.

The researchers investigated 54 abstracts from the 3 categories, research using qualitative, quantitative, and mixed method approach by Hyland (2000) framework (Introduction, Purpose, Method, Product, and Conclusion). The following part is an explanation of each move discovered in the current study.

Introduction (I) The main purpose of this move is to provide background information or to encourage readers to read the research article by discussing prior studies.

Purpose move (P) was used for expressing the article's major focus. This move also aims to introduce the objectives of the study to readers as well as explain the main purpose or aim of the research. It helps the reader understand the focus and contribution of the research.

Method move (M) was used to describe the study's methodology, including its design, methods, approaches, instruments, and population. The qualitative research article abstracts typically discussed the theory related to the study instead of writing a methodology.

Product move (Pr) mostly provided the readers with the major findings of the study. This move was considered to be conventional for qualitative research article abstracts. Findings were presented by referring to an experiment or result of each study.

Conclusion move (C) discussed the significance of the study by drawing conclusions or providing readers with recommendations and limitations of the study.

4.3 Move patterns

The results showed the similarities and differences between the move patterns written by researchers using different approaches. The most preferable patterns for abstracts in three groups were presented in the most frequent five rhetorical moves of each approach. Mostly, the rhetorical moves of research article abstracts were written in the typical order beginning with Introduction move (I), Purpose move (P), Method move (M), Product move (Pr), and ending with Conclusion move (C). The findings of rhetorical move are shown in the Table 6.

Table 9. Rhetorical move patterns in each approach

Overall (N=54)	Qualitative approach (N=18)	Quantitative approach (N=18)	Mixed method approach (N=18)
I-P-M-Pr-C (30%)	**I-P-M-Pr-C (33%)**	**I-P-M-Pr-C (33%)**	**I-P-M-Pr-C (22%)**
P-M-Pr-C (17%)	I-P (11%)	**P-M-Pr-C (22%)**	P-I-M-Pr-C (22%)
P-I-M-Pr-C (9%)	I-P-Pr-C (11%)	I-M-Pr-C (11%)	**P-M-Pr-C (17%)**
I-M-P-Pr-C (4%)	**P-M-Pr-C (11%)**	I-M-P-M-Pr-C (6%)	I-P-M-Pr (6%)
I-M-Pr-C (4%)	I-M-P (6%)	I-M-P-Pr-C (6%)	I-P-M-Pr-P (6%)

The Table 9, summarize the rhetorical variations which exist in research using three different approaches. 23 move patterns were detected in this study. Overall, the most used pattern was I-P-M-Pr-C (30%). The second most used patterns was P-M-Pr-C (17%), which Introduction (I) is missing. This pattern was found as the second preference in quantitative research article abstracts and the fourth preference in qualitative research article abstracts. It is noticeable that patterns in the first rank of each approach were the same, but the next rank was different according to the approach used in researches.

The results from Table 9 are similar and different from the four previous studies of linguistics research article abstracts. This study found that I-P-M-Pr-C was the most frequent pattern which was similar to Zand-Moghadam & Zhaleh (2022) but the most frequent pattern in this study was different from Kanafani et al. (2022), Sukhapabsuk (2021) and El-Dakhs (2018) who claimed that common patterns were P-M-Pr and P-M-Pr-C respectively. Therefore, according to the data in this study, it was proved that the introduction (I) move was common in all research article abstracts using different approaches, and most writers in this study preferred I-P-M-Pr-C regardless of the approach they used.

4.4 Repetitive moves

The repetition of moves and move embedding were often shown to be an exact characteristic of the English abstracts. Move repetition also occurred in 19% of abstracts in all corpora with a different number. The most frequent appearance of repetitive moves was in mixed method approach. 5 abstracts out of 18 (28%), repetitive moves also appear in quantitative and qualitative research article abstracts at 17% and 11% respectively. As the results were from a small sample, the obvious differences between different corpus could not be compared and contrasted in terms of the rhetorical organization of abstracts.

4.5 Move discrepancy across three different research approaches

According to this study, research article abstracts in each approach had a different frequency of move appearances and a different obligatory move. The common move patterns in the first rank were similar across three research approaches. This study confirms that Hyland's (2000) move model affected some writers of linguistic research article abstracts from who published in high-impact journals in Scopus . This study was different from others in the aspect of studying rhetorical move patterns among three research approaches in high-impact journals of the Scopus database (rank 1^{st} -30^{th} in 2021).

The next chapter presents the overall findings of this study, along with discussion of the results, and some recommendations for further studies.

CHAPTER 5
DISCUSSION AND CONCLUSION

This chapter includes answers to the research questions posed in this study, considers the limitations of this study, makes suggestions for further study, reports its pedagogical implications and implications for researchers.

5.1 Overview of research findings

Based on the question of writing style of research article abstracts in high-ranking academic journals in the field of linguistics, the most preferable pattern in this study was found to I-P-M-Pr-C followed by P-M-Pr-C. The overall rhetorical pattern among three approaches showed the two patterns dominating with a frequency of almost 50% in the whole corpus. The move frequency found for the data shows only two moves were obligatory moves, while the frequencies of the other three moves indicated them to be conventional move. The optional move was not found in the study's data.

For the second research question, this study demonstrated that the common patterns were no different between each research design. I-P-M-Pr-C was the most frequent in the collected data. The results demonstrated that most authors tended to follow to the I-P-M-Pr-C model developed by Hyland (2000), whereas some authors tended to deviate from the pattern. Some abstracts are written in a unique way which can also be published in high-impact journal. Diversity of move patterns may occur because authors may design research article abstracts in a complex manner to catch readers' attention (Ngai, 2020).

5.2 Discussion

This section will discuss findings of present study by comparing the results from this study with previous researches.

5.2.1 Move frequency and patterns compared with previous research

Concerning the frequency of move distribution; Purpose (P) and Product (Pr) occupied the largest portion of research article abstracts. This study's findings contrast with those of other studies, which claimed that the purpose (P), method (M), and product (Pr) were the main components of research article abstracts (Amnuai, 2019; Zand-Moghadam & Zhaleh, 2022, El-Dakh, 2018). This means most linguistics research article abstracts in high-impact Scopus journals tend to provide information on two points; purpose of study and the result from experiment or study.

The result indicate that the most frequent move patterns were similar to the results of Zand-Moghadam & Zhaleh (2022). I-P-M-Pr-C was found very frequently. However, this study was different from El-Dakh (2018), Kanafani et al. (2022) and Sukhapabsuk (2021) which also used data from international based journals in the

field of liguistics, but timeframe and the journal's rank in those databases were different from in this study.

It is noticeable that qualitative research article abstracts included less information on the study's methodology and conclusions. This point might be significant and should receive further investigation. Moreover, some abstracts from qualitative research articles frequently employed uncommon move patterns, such as I-P and mixed method study abstracts frequently employed P-I-Pr-C-M patterns that have been infrequently observed in previous studies.

5.3 Conclusion

The data has shown that Hyland's (2000) model is powerful and can be applied to research article abstracts in high ranked journal. However, not all linguistics and language research article abstracts in this study follow the Hyland (2000) model in their writing. They tend to design different and unique patterns depending on the research study. This demonstrates that although there are conventional patterns required to create an abstract, a writer can deviate from common patterns and use uncommon patterns. Although the author may create his or her own rhetorical move, it is essential to include moves that match to patterns recommended by this research.

This study's findings provide more evidence that the five-move model, I-P-M-Pr-C, tends to influence the rhetorical strategy of research article abstracts. It can be applied into research article abstracts in all research approaches to language & linguistics. However, there were some limitations of this study which will be discussed in the next part.

5.4 Limitations of the study and suggestions for further study

5.4.1 Limitations of the study

Like any other research, this study has some limitations. First' due to practicality considerations, in this study, data were collected only from three high-ranked applied linguistics journals in SCOPUS between 2012 and 2022. Future studies could investigate the topic using abstracts from other international journals in another reputable database such as, Web of Science and might also span other temporal periods. Second; in the current study, only Hyland's (2000) model was used to analyze the rhetorical moves in research article abstracts. Researchers can also examine the rhetorical moves using other models and frameworks.

5.4.2 Suggestions for further study

For further studies, data could be analyzed on a lexico-grammatical basis using elements such as tenses, verbs, subordinators and coordinators, or the passive and active voice, which are used in the study to give more insight into the functional language used in research article abstracts as a genre. In addition, further study may focus on rhetorical move of the research article abstract composed by authors from different cultures. Finally, further studies should analyze readability and vocabulary

used in article abstracts. Moreover, it would be very interesting to analyze metadiscourse markers in the abstracts.

5.4.3 Pedagogical implications

There are a multitude of pedagogical implications that may be offered for move analysis in research article abstract based on the study's findings. Firstly, the study highlights the importance of considering multiple approaches of research studies by dividing the analysis into three separate approaches (qualitative, quantitative, and mixed-method). The study offers a more in-depth comprehension of the rhetorical moves used in each approach. This research can be used in teaching materials to help students understand the nuances or diversity of research article abstract. Secondly, the finding shows I-P-M-Pr-C moves only account for 30% of the total data, but this suggests that this pattern is also important. However, there are no strict patterns for each approach. Pattern depends on different contexts of the research which may require different moves. Finally, the study concludes that I-P-M-Pr-C patterns are acceptable for publication, while the other 70% versions can be accepted for publication. Students can be taught to recognize the conventions in their writing. Some writers may create their own patterns using the results from this study.

5.4.4 Implication for researchers

The findings of 23 patterns has significant implications for researchers. The frequent patterns I-P-M-Pr-C and P-M-Pr-C are common to apply when starting to produce research article abstracts. However, researchers may use other 21 patterns based on their research approach that has been validated for publication in a high impact journal.

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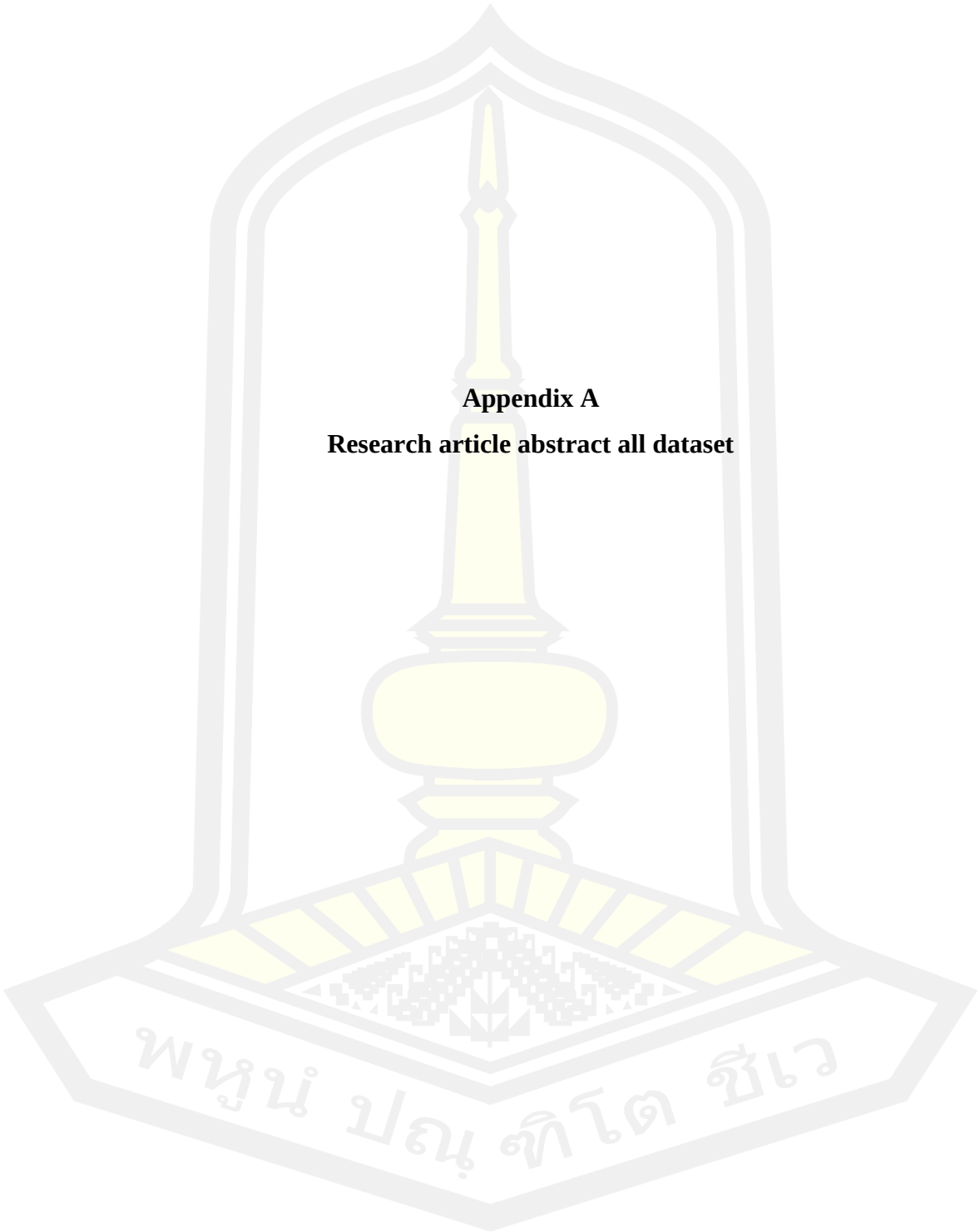
Appendices



Appendix A

Research article abstract all dataset

QUALITATIVE RESEARCH ARTICLE ABSTRACTS

MLJQUALI01 Bridging the Researcher–Practitioner Divide Through Community-Engaged Action Research: A Collaborative Autoethnographic Exploration	
Consistent with recent calls to bridge the research–practice divide in second language acquisition, this article reports on the findings of a collaborative autoethnographic study that we, authors of this article, conducted as critical second language teacher educators.	P/I
Conducting a series of constructive dialogues among ourselves for a semester, we focused on how our acts of reciprocal reflexivity were characterized by discussions and subsequent actions with our teacher partners located in different parts of the world and working in diverse contexts.	P
Our data, which included reflective journal entries, phenomenological interviews, artefacts, and audio-recorded group conversations, illustrate how we fostered constructive researcher–practitioner collaborations.	M
These collaborations were mediated within and outside our classroom settings, as we sought to ultimately improve our own pedagogical practices.	Pr
In contrast to working from an ivory tower and in keeping with our commitment to promoting equitable educational and research practices, our article also demonstrates and problematizes how we conducted our research in an ethical manner when designing, carrying out, and subsequently disseminating our findings to multiple audiences.	Pr.

MLJQUALI02 Researcher-Supported Professional Learning and Development for Instructors in Adult L2 Programs: Factors Leading to Ongoing Communities of Practice	
We describe a longitudinal (5-year) researcher-supported initiative designed to strengthen the research–practice link (RPL) and serve as an effective form of situated professional learning and development (PLD) in adult second language programs.	I/P
We facilitated the formation of and supported 9 professional reading groups of 6–12 instructors (N = 76). The groups met monthly to discuss peer-reviewed journal articles to address shared PLD needs.	M
Using retrodictive qualitative modeling, we traced the underlying factors in our RPL initiative that contributed to the rise of ongoing autonomous communities of practice in which instructors continued to engage in monthly cycles of implementing and adapting research knowledge and co-constructed knowledge and practices gleaned from their reading and group discussions of peer-reviewed articles.	M
Data included participants' responses to questionnaires, audio recordings of focus group interviews and reading group discussions, and researchers' field notes.	M
The results indicated that different types of communities of practice emerged over time through complex dynamic interactions between multiple factors in	Pr.

the RPL initiative (e.g., researchers, practitioners, and institutional and environmental forces).	
We discuss how researchers can strengthen the RPL by fostering the development of communities of practice that combine both research and practical knowledge to improve and create new educational practices.	C

MLJQUALI03 ok. Retention and Attrition in Early-Career Foreign Language Teachers in Austria and the United Kingdom	
The issue of early-career teacher attrition is a pressing concern across a variety of educational settings. Background.	I
Research in predominantly anglophone contexts has shown that rates of foreign language teachers leaving the profession are particularly high. Background.	I
Noting the important role that well-being plays in fostering teacher retention, this study examines factors affecting the well-being of early-career foreign language teachers in the United Kingdom and Austria, and the subsequent possible consequences for their decision to leave or remain in the profession, drawing a comparison across the 2 settings.	I/P
In-depth, semistructured interviews were conducted with 14 early-career foreign language teachers at secondary schools in Austria (n = 6) and the United Kingdom (n = 8).	M
Inductive data analysis revealed an interplay among intrapersonal, societal, and contextual factors in relation to well-being, which might contribute to shaping participants' decision to remain or leave the profession across the 2 settings.	Pr
These factors include perfectionism, self-efficacy, work–life spillover, self-regulation, relationships within the school, and foreign language teacher status.	Pr
Our findings suggest the need for systematic approaches toward improving teacher well-being, not only for surviving in the profession but also for flourishing and thriving in the long term.	C

MLJQUALI04 ok. Functional Diversification and Progressive Routinization of a Multiword Expression in and for Social Interaction: A Longitudinal L2 Study	
In this article, we bring together conversation analysis and usage-based linguistics to investigate the second language (L2) developmental trajectory of a linguistic construction within the complex multimodal ecology of naturally occurring social interaction.	P/M
We document how, over the course of 15 months, an L2 speaker's use of the French multiword expression comment on dit [how do you say] diversifies in both form and function.	M
Two types of longitudinal change are observed: (a) The expression expands in its context of use: "Literal" uses are observed initially to request a candidate lexical item but are later also found in requests for confirmation,	M

(b) these literal uses become proportionally less frequent, and the expression progressively routinizes as a marker-like element used for indexing cognitive search and floor-holding, and eventually also as a preface to self-correction.	
This routinization entails erosion in form and meaning, in concert with systematic change in co-occurring bodily-visual conduct, in particular gaze and gesture.	Pr
By documenting change over time in the functional use and the multimodal delivery of the target construction, the findings evidence the longitudinal development of L2 grammar-for-interaction and showcase how linguistic and bodily resources may interface in L2 development.	Pr/C
They also have important implications for language teaching and learning.	C

MLJQUALI05 Visualizing Emergent Turn Construction: Seeing Writing While Speaking	
This study draws on multimodal conversation analysis to emically account for moments in second language (L2) English interaction in which speakers appear to be visualizing text as they talk.	P/I
One way they do this is by slotting out elements of a turn-in-progress in the air, shifting their hand in a slotting gesture from left to right as they say each word to display to their recipient that they are visualizing certain elements of the turn.	I
In other cases, participants use their fingers to 'write' elements of the turn-in-progress on their palms or in the air.	I
The embodied practices of visualizing a turn component by component as it is formulated therefore make public the temporality of its in situ grammatical production.	I
These multimodally accomplished visualizations also provide the speaker with access to a recalled text that helps them produce the spoken equivalent.	Pr
The study suggests that English-as-a-foreign language (EFL) learners may therefore support their spoken interaction by visualizing written grammar or lexical items, and that multimodal practices such as the precision-timed deployment of gaze and gesture make a seemingly intrapsychological process like visualization a social matter.	C
The data are taken from a corpus of 94 video-recorded paired discussion tests among EFL learners whose first language (L1) was Japanese.	M

MLJQUALI06 The Smartphone as a Personal Cognitive Artifact Supporting Participation in Interaction	
This article uses multimodal conversation analysis to investigate how the smartphone as a personal cognitive artifact features in second language (L2) use and learning.	M/P
The data come from a pedagogical intervention that was organized as part of an integration learning course for adult L2 students with emerging literacy.	M
The purpose of the intervention was to guide the students to participate in everyday interactions outside the language classroom and to learn from them.	M

The analysis concentrates on a focal student's smartphone use during different phases of the intervention and offers a detailed account of how the smartphone provides affordances for the student to formulate recognizable social actions and participate in different phases of the pedagogical activity.	M/Pr.
The analysis adds to our current understanding of the role of mobile technology in L2 learning and illustrates how experiential pedagogy supports language learning as social activity.	C
The findings can be used in designing pedagogical practices that support L2 students to develop their interactional competences on the basis of their own needs and goals.	C

LTQUALI01 check. National assessment of foreign languages in Sweden: A multifaceted and collaborative venture	
The article addresses the local system of national assessment of foreign languages in Sweden, a contextually specific, large-scale system with a summative aim, but also a system aimed to support teachers in their continuous assessment and grading of their students' competences.	P
In the text, the educational context and the multifaceted nature of national assessment are described and discussed.	M
Furthermore, based on a broad view of validity with use and consequences in focus, different, and partly interwoven, aspects of collaboration in test development are exemplified and discussed, including policy, stakeholders, and research.	M
Special attention is given to contributions by stakeholders, in particular students and teachers.	M
Their involvement is regarded as a central component in the test development process, not only because it widens, deepens, and further develops the competences needed, but also because it increases the possibility to affect and enhance the use of the materials for the justice and beneficence of test-takers and society at large—aspects at the heart of validity.	Pr
It is emphasized that collaboration requires sensitivity and sensibility from those involved to optimize overall quality and generate reciprocal benefits for all parties.	C

LTQUALI02 check. Interpreting testing and assessment: A state-of-the-art review	
Over the past decade, testing and assessing spoken-language interpreting has garnered an increasing amount of attention from stakeholders in interpreter education, professional certification, and interpreting research.	I
This is because in these fields assessment results provide a critical evidential basis for high-stakes decisions, such as the selection of prospective students, the certification of interpreters, and the confirmation/refutation of research hypotheses.	I

However, few reviews exist providing a comprehensive mapping of relevant practice and research. The present article therefore aims to offer a state-of-the-art review, summarizing the existing literature and discovering potential lacunae.	I
In particular, the article first provides an overview of interpreting ability/competence and relevant research, followed by main testing and assessment practice (e.g., assessment tasks, assessment criteria, scoring methods, specificities of scoring operationalization), with a focus on operational diversity and psychometric properties.	P
Second, the review describes a limited yet steadily growing body of empirical research that examines rater-mediated interpreting assessment, and casts light on automatic assessment as an emerging research topic.	P
Third, the review discusses epistemological, psychometric, and practical challenges facing interpreting testers.	P
Finally, it identifies future directions that could address the challenges arising from fast-changing pedagogical, educational, and professional landscapes.	P

LTQUALI03 Managing proposal sequences in role-play assessment: Validity evidence of interactional competence across levels	
This qualitative study reports an investigation of the nature of interactional competence at various levels of achievement in the context of role-play speaking assessment.	P
The focal point of this study is on how examinees jointly accomplish the interactional work involved in proposal sequences in role-play interaction.	P
Based on a conversation analysis of a corpus of role-play interaction, I argue that distinct sequential organizations and interactional features found across examinees' levels serve as critical validity evidence for assessing interactional competence.	M
Various shift markers and stepwise transitions were present in higher-level examinees when they initiated and shifted actions in role-play interaction.	Pr.
However, lower-level examinees' opening turns were typically forwarded without establishing a shared understanding relevant to an upcoming action.	Pr
When the examinees responded to various proposal sequences, coherent and sufficient topic organizations were recurrent in higher-level performances.	Pr
The examinees, regardless of levels, managed to close the role-play interaction well.	Pr
I discuss the implications of the demonstrated link between the recurrent interactional features and examinees' interactional competence for future research into speaking assessment and teaching.	C

LTQUALI04 Validity theory: Reform policies, accountability testing, and consequences	
Educational policies such as Race to the Top in the USA affirm a central role for testing systems in government-driven reform efforts.	I
Such reform policies are often referred to as the global education reform movement (GERM).	I

Changes observed with the GERM style of testing demand socially engaged validity theories that include consequential research.	
The article revisits the Standards and Kane's interpretive argument (IA) and argues that the role envisioned for consequences remains impoverished.	
Guided by theory of action, the article presents a validity framework, which targets policy-driven assessments and incorporates a social role for consequences.	
The framework proposes a coherent system that makes explicit the interconnections among policy ambitions, testing functions, and the levels/sectors that are affected.	
The article calls for integrating consequences into technical quality documentation, demands a more realistic delineation of stakeholders and their roles, and compels engagement in policy research.	

LTQUALI05 Diagnostic assessment of reading and listening in a second or foreign language: Elaborating on diagnostic principles	
Alderson, Brunfaut and Harding (2014) recently investigated how diagnosis is practised across a range of professions in order to develop a tentative framework for a theory of diagnosis in second or foreign language (SFL) assessment.	
In articulating this framework, a set of five broad principles were proposed, encompassing the entire enterprise of diagnostic assessment.	
However, there remain questions about how best to implement these principles in practice, particularly in identifying learners' strengths and weaknesses in the less well-documented areas of SFL reading and listening.	
In this paper, we elaborate on the set of principles by first outlining the stages of a diagnostic process built on these principles, and then discussing the implications of this process for the diagnostic assessment of reading and listening.	
In doing so, we will not only elaborate on the theory of diagnosis with respect to its application in the assessment of these skills, but also discuss the ways in which each construct might be defined and operationalized for diagnostic purposes.	

LTQUALI06 Developing a comprehensive, empirically based research framework for classroom-based assessment	
This paper presents a comprehensive framework for researching classroom-based assessment (CBA) processes, and is based on a detailed empirical study of two Australian school classrooms where students aged 11 to 13 were studying Indonesian as a foreign language.	
The framework can be considered innovative in several respects.	
It goes beyond the scope of earlier models in addressing a number of gaps in previous research, including consideration of the epistemological bases for observed assessment practices and a specific learner and learning focus.	

Moreover, by adopting the broadest possible definition of CBA, the framework allows for the inclusion of a diverse range of data, including the more intuitive forms of teacher decision-making found in CBA (Torrance & Pryor, 1998).	I/Pr
Finally, in contrast to previous studies the research motivating the development of the framework took place in a school-based foreign language setting.	C
We anticipate that the framework will be of interest to both researchers and classroom practitioners.	C

FLAQUALI01 Diversity and inclusion of culturally and linguistically diverse students in K-12 Chinese language education	Check.
Chinese as a world language has gained popularity in US K-12 education over the past two decades.	I
However, little attention has been paid to diverse populations in Chinese language classrooms and how the students' diverse cultural and linguistic backgrounds influence their experiences in Chinese programs.	I
This article presents a research synthesis that examines cultural and linguistic diversity in US K-12 Chinese language education research.	P
It reveals the tendency of the field to oversimplify culturally and linguistically diverse (CLD) students into dichotomous groups (i.e., Chinese speaking vs. English speaking) and the inequitable representation of CLD populations as well as the underrepresentation of their experiences in the curriculum.	Pr
The findings suggest that there is a need for the Chinese language education field to engage in critical conversations on diversity, and to make Chinese language teaching more culturally relevant and sustainable to the diverse populations it serves.	C

FLAQUALI02 Supporting literacy development in two-way immersion classrooms (Grades 3–5)	ok
This paper draws from a broader research project and reports on literacy program supports and instructional strategies in two-way immersion (TWI) classrooms (Grades 3-5) where the partner language is Spanish.	I backg.
The study examined TWI classrooms in which students from multiple demographics were performing at or above the state average on reading exams and highlights commonalities across classrooms.	P/M
Semi-structured interviews, class observations, and documents such as lesson plans were used as primary sources and collected from nine teacher participants.	M
Common literacy practices emerged during data analysis and coding.	M

Using grounded theory for qualitative analysis, two programmatic structures emerged: (1) Spanish and English literacy intervention and (2) coordination of literacy standards across languages.	Pr
In addition, a focus on fluency and utilization of on-grade level texts were identified as instructional strategies in classrooms.	Pr
After describing how these structures and instructional strategies were utilized, this paper discusses implications for further research and practical application for literacy instruction in intermediate, and elementary TWI programs.	C

FLAQUALI03 Discourses of foreign language development in study abroad: Social networks and other intervening factors	
Many scholars have highlighted the great variability of second language acquisition outcomes and, thus, the inconsistencies and inconclusiveness in the study abroad literature.	I
These have called for longitudinal, case-based research that focuses on the students' processes (rather than outcomes) and that showcases the heterogeneity of experiences in two ways: by pointing at students' socialization abroad as a key aspect affecting outcome and by accounting for other interlinking factors that may affect the students' different trajectories.	I
From a discourse-analytic approach, this article presents a longitudinal, qualitative multiple-case study of the Erasmus experience of nine Catalan-Spanish undergraduate students in Italy, Denmark, and the United Kingdom.	M/P
The focus will be on the reported linguistic impact of their sojourn abroad; how this is related to the social networks formed abroad; and the factors that shaped the participants' socialization patterns and ultimately their second language learning and use trajectories.	P

FLAQUALI04 Teaching foreign language grammar: New solutions, old problems	
The place of grammar instruction in second or foreign language (L2) pedagogy has always been highly controversial and although there is currently consensus that such pedagogic intervention is beneficial, numerous questions remain as to how it should most propitiously be conducted.	Backg. I
Different theoretical perspectives have resulted in a wide array of instructional options intended to enhance the effectiveness of grammar teaching, both with respect to ensuring fuller understanding of grammar rules and helping learners use these rules in communicative interaction.	I
The paper provides a selective overview of such "new solutions" and argues that they have not really contributed much to solving the "old problems" of grammar instruction.	P
Reasons for this state of affairs are considered and some suggestions for how the situation can be improved are offered.	C

FLAQUALI05 Navigating a policy vacuum in the New Latino Diaspora: Teaching Spanish as a heritage language in Tennessee high schools	
While much of the literature regarding Spanish as a heritage language has focused on higher education institutions and areas of traditional immigration in the United States, less research has specifically examined Spanish heritage language learner (HLL) policies in states like Tennessee that have recently experienced an exponential rise in the number of Spanish HLLs in schools.	
Through 22 in-depth qualitative interviews, this study examines how high school teachers negotiated their institutions' Spanish HLL policies (or lack of them) and how this negotiation informed the implementation of the policies in classroom practices and curricula.	
Results indicate that teachers worked in a policy vacuum and exerted their agency by creating their own policies and taking initiatives to address issues related to identification, placement, and curriculum that were specific to their contexts and compatible with their pedagogical goals.	
The study concludes highlighting the importance of bottom-up language policy and planning in areas of recent immigration.	

FLAQUALI06 Putting local on the MAP: A model for engaging foreign language students with local cultures	
Culture in the teaching and learning of foreign languages tends to be stereotypical and monolithic, marginalizing the diversity of local cultures and practices and resulting in a monocultural and monolingual bias.	
Expanding on the ACTFL Cultures and Comparisons Standards, the current article presents the MAPS model for Exploring Local Cultures aimed at engaging students with local products, practices, and perspectives through the creation, exchange, and analysis of digital artifacts of local cultures.	
The article demonstrates how a complex pedagogical model can be constructed from existing research and theory as well as how to implement it: in addition to presenting the model and its underlying literature, the article details its implementation in two classes.	

QUANTITATIVE RESEARCH ARTICLE ABSTRACTS

MLJQUANTI01 May I See Your Credentials, Please? Displays of Pedagogical Expertise by Language Teaching Researchers	
There is a growing popular discourse that the intellectualization of the field of language teaching has resulted in a growing divide between language teaching researchers and professionals.	I
Some scholars have called for more holistic professionals, that is, people who embody the identities of both researcher and practitioner.	I
To explore such positioning, this study analyzed author biographies (bios; N = 400) of research articles in leading language teaching journals that self-identified as major avenues to communicate research to language teaching practitioners.	P
Questionnaires were then sent to authors to probe further into their professional positionality and their perspectives on the importance of teaching experience for researchers.	M
Results of the biographical text analysis showed that authors primarily positioned themselves as researchers through their research interests, academic qualifications, and publication achievements.	Pr
The questionnaire (N = 233) revealed that authors had a wealth of language teaching experience and qualifications and viewed the relationship between research and teaching as important.	Pr
Comparing survey data to biographical data revealed that a majority of researchers clearly underreported teaching credentials in their author bios.	Pr
We conclude that researchers with relevant teacher identities to draw upon should foreground their professional expertise in their published work, especially in journal outlets that claim to operate within a teaching–research nexus.	C

MLJQUANTI02 Teacher Beliefs About Second Language Research and Researchers: Different Roles at Research-Oriented Universities	
This study investigated foreign language teachers' beliefs about the research–pedagogy link by focusing on research-oriented universities.	P
Participants (N = 107) held different roles at their universities: graduate students (n = 17), full-time second language (L2) instructors (n = 69), and language program directors (n = 21).	M
Data were collected via a survey that asked about participants' understanding and use of L2 research.	M
Interview data were used to triangulate the survey results.	M
The survey data were first subjected to exploratory factor analyses.	M
ANOVAs were conducted for each extracted factor to compare the 3 roles.	M
Multiple regression models were tested to identify predictors of participants' beliefs.	M
The factor analysis resulted in a 5-factor solution: (a) usefulness of research, (b) researchers' engagement with teaching, (c) perceived institutional expectations, (d) engagement with research, and (e) trust in research and researchers.	Pr

Instructors held different beliefs depending on their roles.	Pr
Overall, program directors held more positive beliefs about L2 research than full-time L2 instructors, and full-time L2 instructors held more positive beliefs than graduate students.	Pr
Regression models showed that L2 teaching qualification and L2 teacher training experience positively predicted participants' engagement with research.	Pr
Suggestions for improving the research–pedagogy relationship are discussed.	C

MLJQUANTI03 ok. Is English the Culprit? Longitudinal Associations Between Students' Value Beliefs in English, German, and French in Multilingual Switzerland	
Motivational interactions during multiple language learning have been largely neglected in language motivation research.	I
To fill this gap, we investigate longitudinal relations between Swiss German students' value beliefs in English, French, and German in upper secondary schools and whether there are differences in motivational development between multilingual and monolingual students.	I / P
Multivariate latent growth modeling was used to analyze data from 850 students (Mage = 15.61 years, SD = .62; 54% female) gathered yearly from Grades 9 to 11.	M
Results suggest an interference between students' value beliefs in English and the other 2 languages.	Pr
Students who reported higher value beliefs in English in Grade 9 showed steeper decreases in their value beliefs for French and German from Grades 9 to 11.	Pr
However, stronger increases in English value beliefs over time were associated with stronger increases in French and German value beliefs.	Pr
Moreover, while multilingual students reported higher initial value beliefs in French and English, they also showed steeper decreases in French and English value beliefs over time compared to their monolingual peers.	Pr
Findings are discussed in relation to their implications for teaching practice and future research directions.	C

MLJQUANTI04 ok. Does Mode of Input Affect How Second Language Learners Create Form–Meaning Connections and Pronounce Second Language Words?	
This study examined how mode of input affects the learning of pronunciation and form–meaning connection of second language (L2) words.	P
Seventy-five Japanese learners of English were randomly assigned to 1 of 3 conditions (reading while listening, reading only, listening only), studied 40 low-frequency words while viewing their corresponding pictures, and completed a picture-naming test 3 times (before, immediately, and about 6 days after treatment).	M
The elicited speech samples were assessed for form–meaning connection (spoken form recall) and pronunciation accuracy (accentedness, comprehensibility).	M

Results showed that the reading-while-listening group recalled a significantly greater number of spoken word forms than did the listening-only group.	Pr
Learners in the reading-while-listening and listening-only modes were judged to be less accented and more comprehensible compared to learners in the reading-only mode.	Pr
However, only learners receiving spoken input without orthographic support retained more target-like (less accented) pronunciation compared to learners receiving only written input.	Pr
Furthermore, sound–spelling consistency of words significantly moderated the degree to which different learning modes impacted pronunciation learning.	Pr
Taken together, the findings suggest that simultaneous presentation of written and spoken forms is optimal for the development of form–meaning connection and comprehensibility of novel words but that provision of only spoken input may be beneficial for the attainment of target-like accent.	C

MLJQUANTI05 The Relative Contribution of Language Complexity to Second Language Video Lectures Difficulty Assessment	
Although core in the teaching of academic language skills, little research to date has investigated what makes video-recorded lectures difficult for language learners.	I
As part of a larger program to develop automated videotext complexity measures, this study reports on selected dimensions of linguistic complexity to understand how they contribute to overall videotext difficulty.	I/P
Based on the ratings of English language learners of 320 video lectures, we built regression models to predict subjective estimates of video lecture difficulty.	M
The results of our analysis demonstrate that a 4-component partial least square regression model explains 52% of the variance in video difficulty and significantly outperformed a baseline model in predicting the difficulty of videos in an out-of-sample testing set.	Pr
The results of our study point to the use of linguistic complexity features for predicting overall videotext difficulty and raise the possibility of developing automated systems for measuring video difficulty, akin to those already available for estimating the readability of written materials.	C

MLJQUANTI06 The Relationship Between Utterance and Perceived Fluency: A Meta-Analysis of Correlational Studies	
Listener-based judgements of fluency play an important role in second language (L2) communication contexts and in L2 assessment.	I
Accordingly, our meta-analysis examined the relationship between different aspects of utterance fluency and listener-based judgements of perceived fluency by analyzing primary studies reporting correlation coefficients	P/M

between objective measures of temporal features and subjective ratings of fluency.	
We analyzed 263 effect sizes from 22 studies (N = 335–746) to calculate the mean effect sizes of the links between utterance and perceived fluency.	M
We also investigated the moderator effects of 11 methodological factors—such as speech stimuli, listeners' background, rating procedure, and computation of utterance fluency measures—on the relationship between utterance and perceived fluency.	M
Perceived fluency was strongly associated with speed and pause frequency, r = |.59–.62|; moderately with pause duration, r = |.46|; and weakly with repair fluency, r = |.20|; while composite measures showed the strongest effect sizes, r = |.72–.76|. Moderator analyses revealed that the utterance–perceived fluency link is influenced by methodological variables related to how speech samples are prepared for listeners' judgements and how listeners' attention is directed in evaluations of fluency.	Pr
These findings suggest future directions for L2 fluency research and implications for language assessment.	C

LTQUANTI01 Developing a local academic English listening test using authentic unscripted audio-visual texts	
Despite consistent calls for authentic stimuli in listening tests for better construct representation, unscripted texts have been rarely adopted in high-stakes listening tests due to perceived inefficiency.	I
This study details how a local academic listening test was developed using authentic unscripted audio-visual texts from the local target language use (TLU) domain without compromising the reliability of the test results and validity of the score interpretations.	D
The purpose of the listening test was to identify international students who need additional language support at a U.S. university.	P
We show that efficiency persists when using authentic unscripted texts that are representative of the local context both at the test development phase and at the classification phase where placement decisions are made in a dependable manner.	Pr
Expert judgments highlighted the improved correspondence of the listening test using locally sourced audio-visual texts to the local TLU domain, providing additional support for using the listening test for local placement purposes.	Pr
Additionally, dimensionality assessments demonstrated that test design decisions inevitably entailed with using authentic unscripted texts did not threaten the internal structure of the test.	Pr
We argue that local resources are indispensable in developing authentic test stimuli and in supporting the validity of local test interpretation and use.	C

LTQUANTI02 Gauging the impact of literacy and educational background on receptive vocabulary test scores	
The Peabody Picture Vocabulary Test (PPVT) is a widely used test of receptive vocabulary, but no researchers to date have examined the performance of low-educated, low-literate L2 adults, or compared these individuals' performances to their more highly educated peers.	I
In this study, we used many-facet Rasch analysis and mixed-effects linear regression to determine the impact of educational background and other demographic variables on PPVT test performance.	P/M
The analyses rely on the performance data of 1,014 adult learners of Dutch as a second language on the Dutch version of the PPVT (PPVT-III-NL).	M
The results show that a substantial proportion of score variance can be attributed to educational background variables and to the educational tracks the participants followed.	Pr
These tracks, which cater to the needs of different L2 learner profiles, appear to exacerbate rather than mediate any performance differences	Pr
Although this study provides evidence of performance differences and differential item functioning resulting from linguistic, demographic, and educational variables, it offers no data to invalidate the use of the PPVT on low-educated L2 adults.	C

LTQUANTI03 What the analytic versus holistic scoring of international teaching assistants can reveal: Lexical grammar matters	
Second-language (L2) testing researchers have explored the relationship between speakers' overall speaking ability, reflected by holistic scores, and the speakers' performance on speaking subcomponents, reflected by analytic scores (e.g., McNamara, 1990; Sato, 2011).	I
These research studies have advanced applied linguists' understanding of how raters view the components of effective speaking skills, but the authors of the studies either used analytic composite scores, instead of true holistic ratings, or ran regression analyses with highly correlated subscores, which is problematic.	P/M
To address these issues, 10 experienced ITA raters rated the speaking of 127 international teaching assistant (ITA) candidates using a four-component analytic rubric.	M
In addition, holistic ratings were provided for the 127 test takers from a separate (earlier) scoring by two experienced ITA raters.	M
The two types of scores differentiated examinees in similar ways.	M
The variability observed in students' holistic scores was reflected in their analytic scores.	Pr
However, among the four analytic subscales, examinees' scores on Lexical and Grammatical Competence had the greatest differentiating power.	Pr
Its scores indicated with a high level of accuracy who passed the test and who did not.	Pr

The paper discusses the components contributing to ITAs' L2 oral speaking proficiency, and reviews pedagogical implications.	C

LTQUANTI04 What can gaze behaviors, neuroimaging data, and test scores tell us about test method effects and cognitive load in listening assessments?	
The aim of this study was to investigate how test methods affect listening test takers' performance and cognitive load.	P
Test methods were defined and operationalized as while-listening performance (WLP) and post-listening performance (PLP) formats.	I
To achieve the goal of the study, we examined test takers' (N = 80) brain activity patterns (measured by functional near-infrared spectroscopy (fNIRS)), gaze behaviors (measured by eye-tracking), and listening performance (measured by test scores) across the two test methods.	M
We found that the test takers displayed lower activity levels across brain regions supporting comprehension during the WLP tests relative to the PLP tests.	Pr
Additionally, the gaze behavioral patterns exhibited during the WLP tests suggested that the test takers adopted keyword matching and "shallow listening."	Pr
Together, the neuroimaging and gaze behavioral data indicated that the WLP tests imposed a lower cognitive load on the test takers than the PLP tests.	Pr
However, the test takers performed better with higher test scores for one of two WLP tests compared with the PLP tests.	pr
By incorporating eye-tracking and neuroimaging in this exploration, this study has advanced the current knowledge on cognitive load and the impact imposed by different listening test methods.	C
To advance our knowledge of test validity, other researchers could adopt our research protocol and focus on extending the test method framework used in this study.	C

LTQUANTI05 Examining the factor structure and its replicability across multiple listening test forms: Validity evidence for the Michigan English Test	
This study evaluated the validity of the Michigan English Test (MET) Listening Section by investigating its underlying factor structure and the replicability of its factor structure across multiple test forms.	P/M
Data from 3255 test takers across four forms of the MET Listening Section were used.	M
To investigate the factor structure, each form was fitted with four Bayesian confirmatory factor analysis (CFA) models: (1) a three correlated-factor model, (2) a bi-factor model, (3) a higher-order factor model, and (4) a single general-factor model.	M
In addition, a four-pronged heuristic comprising construct delineation, construct operationalization, factor structure analysis, and congruence coefficient was developed to examine the replicability of factor structures across the test forms.	M

Results from the CFA models showed that the test forms were unidimensional and the four-pronged heuristic indicated that the test construct was consistently operationalized across forms.	Pr
Furthermore, the congruence coefficient indicated that the factor structure representing listening was highly similar and replicable across test forms.	Pr
In sum, the construct of the MET Listening Section did not comprise divisible subskills.	C
Yet, the unidimensional factor structure of the test was replicable across the test forms.	C

LTQUANTI06 Using confidence intervals to determine adequate item sample sizes for vocabulary tests: An essential but overlooked practice	ok
The last three decades have seen an increase of tests aimed at measuring an individual's vocabulary level or size.	I
The target words used in these tests are typically sampled from word frequency lists, which are in turn based on language corpora.	I
Conventionally, test developers sample items from frequency bands of 1000 words; different tests employ different sampling ratios.	I
Some have as few as 5 or 10 items representing the underlying population of words, whereas other tests feature a larger number of items, such as 24, 30, or 40.	I
However, very rarely are the sampling size choices supported by clear empirical evidence.	I
Here, using a bootstrapping approach, we illustrate the effect that a sample-size increase has on confidence intervals of individual learner vocabulary knowledge estimates, and on the inferences that can safely be made from test scores.	M/P
We draw on a unique dataset consisting of adult L1 Japanese test takers' performance on two English vocabulary test formats, each featuring 1000 words.	M
Our analysis shows that there are few purposes and settings where as few as 5 to 10 sampled items from a 1000-word frequency band (1K) are sufficient.	Pr
The use of 30 or more items per 1000-word frequency band and tests consisting of fewer bands is recommended.	C

FLAQUANTI01 Effects of collaborative writing and peer feedback on Spanish as a foreign language writing performance	ok.
This study explores the effect of collaborative writing (CW) and peer feedback (PF) practices on subsequent individual writing assignments.	P
Two groups of university students in a Spanish as a foreign language course experienced both CW and PF (Group 1 CW then PF; Group 2 PF then CW), and pre and posttests were analyzed for syntactic complexity, lexical diversity, accuracy, and fluency, as well as for overall quality using an analytic scale.	M

Results suggest both treatments produced improvements, although PF was more beneficial for syntactic complexity, fluency, and overall quality, while CW led to more accurate texts.	Pr
The order of treatments also affected scores: PF followed by CW produced better results in overall quality and fluency, while CW followed by PF was more beneficial for syntactic complexity and accuracy.	Pr
Based on the results, pedagogical implications and recommendations, as well as limitations and suggestions for future research, are provided.	C

FLAQUANTI02 Evaluating the reading and listening outcomes of beginning-level Duolingo courses	
Duolingo is a commercial language-teaching platform that offers free courses on the web and on mobile apps.	I
This study reports the ACTFL listening and reading proficiency levels of adult Duolingo learners who had completed beginning-level courses in Spanish or French.	P
The participants (n=225) were learners residing in the United States, had little to no prior proficiency in the target language, and used Duolingo as their only learning tool.	M
The Duolingo learners reached Intermediate Low in reading and Novice High in listening.	M
No other skills were assessed.	M
Their reading and listening scores were comparable with those of university students at the end of the fourth semester of study.	Pr
The findings of the study suggest that Duolingo can be an effective tool for foreign language learning.	C

FLAQUANTI03 Using Expectancy Value Theory to understand motivation, persistence, and achievement in university-level foreign language learning	
Most students take language courses at university, but only a fraction go beyond the introductory and intermediate levels despite the fact that continued study is likely necessary to achieve full communicative competence in the target language.	I
By shedding light on the motivational pathways that predict language learning effort, persistence, and achievement, motivation research can provide actionable data that can guide strategies to help students generate and maintain motivation, leading to better learning outcomes and a stronger and healthier language program for educators and administrators.	I
This survey-based study applied Expectancy Value Theory to understand links between motivation, persistence, and achievement in a fourth-semester Spanish course, a critical transition point in the language curriculum.	M/P
Expectancy Value Theory subcomponents showed differential relationships to willingness to communicate, enrollment choices, and final course grade.	Pr
Based on this data, suggestions are offered for supporting university students' language learning interest and achievement.	C

FLAQUANTI04 Speaking ability progress of language learners in online and face-to-face courses	
This study's goal was to determine if appropriately designed, completely virtual formats of language courses are able to engender in students speaking ability progress comparable to that fostered within traditional face-to-face (F2F) classrooms.	P/I
The study further sought to clarify language learners' perceptions of online Japanese courses.	P
The speaking ability of all participants was assessed at the beginning and end of their Japanese language course.	M
A mixed-design analysis of variance was conducted to analyze the effect of course type on speaking ability.	M
Results showed that participant speaking ability improved significantly over time regardless of course type (online or F2F).	Pr
This study also revealed that the majority of participants were able to use online tools with ease and found the online format to be an effective method of learning Japanese.	Pr
Two principal reasons for studying Japanese online are reported.	Pr
Implications and suggestions are discussed.	C

FLAQUANTI05 Knowing who we teach: Tracking attitudes and expectations of first-year postsecondary language learners	
Given waning second language (L2) enrollments in K-16 contexts, L2 programs must strive to understand their learners, as changes in their sociocultural environment can impact students' attitudes and, subsequently, their desire and ability to learn an L2.	I
Thus, the authors conducted a two-wave analysis of 68 first-year L2 students' attitudes, dispositions, and expectations of L2 learning.	M
Findings show that, as a group, first-year students entered the postsecondary arena with positive dispositions.	Pr
Analyzing students' traits and prior L2 experiences was a more illustrative way of predicting how their opinions evolved.	Pr
Specifically, female gender, lack of pre-high school L2 instruction, lack of travel experience in a country where the L2 is spoken, and enrollment in a 100-level course were all found to negatively shape these attitudes over time.	Pr
The authors contend that L2 programs should regularly analyze learners' dispositions along with their traits to better engage and retain first-year postsecondary L2 students.	C

FLAQUANTI06 Making exemption the exception, not the rule: Inclusion of all students in foreign language education

This longitudinal quantitative study examines the first and second language vocabulary development of prekindergarten students enrolled in an inclusive foreign language exploratory (FLEX) program.	P/M
The FLEX program, framed by the Cognitive Retroactive Hypothesis of cross-linguistic transfer, is situated in a context where students with special needs are fully included in all academic activities.	I
Data were collected over 2 years from 60 students in the form of standardized tests and classroom tests of first and second language vocabulary.	M
Results indicate that all students showed evidence of learning second language vocabulary, although students with special needs scored lower than their peers.	Pr
Furthermore, all participants showed evidence of first language vocabulary increases contradicting assumptions that foreign language exposure may cause interference with the first language for special needs students.	Pr
Implications include discussion of the least restrictive environment for students with special needs by questioning deficiency-centered decisions about foreign language exemptions.	C

MLJMIXED01 Check. Bridging the Gap Between Researchers and Teachers: A Curricular Perspective	
This study investigated the researcher–teacher interface issue by exploring second language (L2) teachers' experiences of being involved in a large instructed second language acquisition empirical study aimed at curricular changes.	P
The study addressed two goals.	P
First, by involving the entire teaching staff at all levels of the multisection language teaching program in the administration of the empirical study, it examined the interface at the individual and the professional level.	P
Second, by involving the teachers in every aspect of the study, it investigated the interface at the curricular level.	P
Participants were 27 L2 teachers of Spanish at a private research university in the United States comprising graduate students of all disciplines and full-time and adjunct faculty.	M
The interface data were obtained via a survey with questions related to teachers' academic backgrounds, pedagogical beliefs, experiences with academic journals, beliefs regarding the present study, overall experience, and their involvement in the research project.	M
Two teachers also participated in in-depth personal reflections.	M
The results showed that the active participation by the teachers raised their level of awareness of the researcher–teacher and research–curriculum interfaces and also increased their overall personal and professional development as informed teachers who employ theoretically driven and empirically supported activities in their lesson plans.	Pr

MLJMIXED02 Nurturing Teachers' Research Mindset in an Inquiry-Based Language Teacher Education Course	ok.
This study investigates the impact of an inquiry-based teacher education course in nurturing second language (L2) teachers' research mindset, defined herein as their cognition and action toward research.	P/M
One hundred and thirty pre- and in-service L2 teachers of various nationalities participated in a teacher education course on instructed second language acquisition (ISLA) at an Australian university.	M
The course was designed following an inquiry-based approach, with course activities focused on promoting teacher learners' curiosity about ISLA issues and their engagement both with and in research.	M
Data were collected before, during, and after course participation, using a precourse survey, written reflections, and focus group interviews.	M
Findings revealed that the inquiry-based course activities enabled the teacher learners to adopt a stronger research mindset.	Pr
They were able to articulate the importance of research for teaching practice and gained firsthand experience as well as increased confidence in conducting research.	Pr
They also showed inclination toward research-informed teaching and were keen to maintain their newly established favorable relationship with research, despite acknowledging concerns about their future actual research engagement, mostly due to time constraint and lack of institutional support.	Pr
These findings suggest implications for nurturing language teachers' research mindset within L2 teacher education courses.	C

MLJMIXED03 Exploring Boundedness for Concept-Based Instruction of Aspect: Evidence From Learning the Spanish Preterite and Imperfect	ok.
This study investigated to what extent and how novice second-language (L2) Spanish learners use the cognitive linguistics-informed concept of boundedness to support their development of aspect—namely, the Spanish preterite and imperfect.	P/I
The concept was presented within the framework of concept-based instruction (CBI) as part of a regular, semester-long U.S. college Spanish course for true beginners (N = 16).	M
The sociocultural approach of CBI has been found to be effective for other complex L2 phenomena with more advanced learners, but the usefulness of the concept of boundedness for novice learners was untested.	Pr
Definition, comprehension, verbalization, and performance data were triangulated to measure instructional effectiveness.	M
Results suggest that the concept-based instructional approach using the concept of boundedness supported students' understanding of aspect, evidenced by multiple measures of conceptual development, as well as their accuracy in using aspect to create personal narratives.	C

MLJMIXED04 Learners' Engagement in L2 Computer-Mediated Interaction: Chat Mode, Interlocutor Familiarity, and Text Quality	
This study investigated the impact of synchronous computer-mediated communication (SCMC) mode and familiarity with partners on learner engagement in second-language task-based interaction, and whether learner engagement is linked to subsequent joint-written-text quality.	P/I
Ninety-eight Vietnamese learners of English were assigned into (±) familiar groups and performed a picture-sequencing tasks in 2 SCMC modes (i.e., video and text chat).	M
Scores of 3 types of learner engagement (cognitive, social, and emotional) were compared across the conditions.	M
Results showed that scores of all engagement types in the video chat were significantly higher than in the text chat.	Pr
Familiar dyads also showed higher engagement than unfamiliar peers during the interaction.	Pr
Learners reported different reasons for their preferences of video chat over text chat. Language-related episodes, semantically engaged talk, and mutual help as measures of learner engagement were predictive of the subsequent text quality.	Pr
The results contribute to the general understanding of the characteristics of video and text chat and their impact on learner engagement and text quality.	C

MLJMIXED05 Space Oddities: The Acquisition of Agreement Verbs by L2 Learners of Sign Language of the Netherlands	
This article reports the results of the first longitudinal study that systematically investigates the acquisition of verb agreement by hearing learners of a sign language.	P/I
During a 2-year period, 14 novel learners of Sign Language of the Netherlands (NGT) with a spoken language background performed an elicitation task 15 times.	M
Seven deaf native signers and NGT teachers performed the same task to serve as a benchmark group.	M
The results obtained show that for some learners, the verb agreement system of NGT was difficult to master, despite numerous examples in the input.	Pr
As compared to the benchmark group, learners tended to omit agreement markers on verbs that could be modified, did not always correctly use established locations associated with discourse referents, and made characteristic errors with respect to properties that are important in the expression of agreement (movement and orientation).	Pr
The outcomes of the study are of value to practitioners in the field, as they are informative with regard to the nature of the learning process during the first stages of learning a sign language.	C

MLJMIXED06

The Dynamic Multicausality of Age of First Bilingual Language Exposure: Evidence From a Longitudinal Content and Language Integrated Learning Study With Dense Time Serial Measurements	
This study reveals hitherto overlooked effects of age of onset (AO) in immersive school contexts, using multiple measures over time so as to focus on fluctuations and trends in individual data.	P/M
The second language (L2) English development was studied in 91 children who received 50–50 content and language integrated learning (CLIL) instruction in German and English and varied in their AO (5, 7, or 9).	M
Data collection occurred 4 times annually for up to 8 school years (ages 5–12), via oral and written production tasks, motivation questionnaires, and interviews.	M
Meaningfully integrating quantitative analyses (GAMM) and qualitative analyses, the study focuses not only on the process itself and on quantification of change but also on the underlying environmental and psychological reasons for change.	M/P
Results reveal that (a) slightly later CLIL beginners (AO 7) turn out to show similar L2 development to that of the earlier beginners (AO 5), (b) besides external states and events, many internal states at any given moment contribute to significant L2 growth, (c) learners show significant improvement in the last 2.5 years of primary school, starting from age 10, and (d) there are significant differences between L2 oral and written performance in terms of height and shape of learner trajectories across (pre)primary school.	Pr

LTMIXED01 Hong Kong secondary students' perspectives on selecting test difficulty level and learner washback: Effects of a graded approach to assessment	
This sequential mixed-methods study investigates washback on learning in a high-stakes school exit examination by examining learner perceptions and reported behaviours in relation to learners' beliefs and language learning experience, the role of other stakeholders in the washback mechanism, and socio-educational forces.	P
The focus is the graded approach of the Hong Kong Diploma of Secondary Education English Language Examination (HKDSE-English), incorporated in 2012, that allows test-takers to choose between easier and more difficult sections for reading and listening-integrated skills papers.	M
Inductive coding of focus groups involving 12 secondary students fed into the development of the Washback on Students' Learning questionnaire, which was administered to another 150 learners.	M
Exploratory factor analyses of identified washback effects revealed four major types straddling different settings (classrooms, tutorial schools, learners' personal environment), and seven categories of mediating variables pertaining to learners themselves, other stakeholders, and societal influences.	Pr
Simultaneous multiple regressions identified influential clusters of mediating variables and showed the strongest predictors for each macro-level washback type varied.	Pr

At least one intrinsic and one extrinsic factor category significantly contributed to all types, reaffirming learner washback as a socially situated, negotiated construct.	Pr
Implications related to the consequences, use, and fairness of the graded approach are discussed.	C

LTMIXED02 Developing individualized feedback for listening assessment: Combining standard setting and cognitive diagnostic assessment approaches	
n this study, we present the development of individualized feedback for a large-scale listening assessment by combining standard setting and cognitive diagnostic assessment (CDA) approaches.	P
We used the performance data from 3,358 students' item-level responses to a field test of a national EFL test primarily intended for tertiary-level EFL learners.	M
The results showed that proficiency classifications and subskill mastery classifications were generally of acceptable reliability, and the two kinds of classifications were in alignment with each other at individual and group levels.	Pr
The outcome of the study is a set of descriptors that describe each test taker's ability to understand certain level of oral texts and his or her cognitive performance.	C
The current study, by illustrating the feasibility of combining standard setting and CDA approaches to produce individualized feedback, contributes to the enhancement of score reporting and addresses the long-standing criticism that large-scale language assessments fail to provide individualized feedback to link assessment with instruction.	C

LTMIXED03 ok. Developing a level-specific checklist for assessing EFL writing	
In second language writing assessment, rating scales and scores from human-mediated assessment have been criticized for a number of shortcomings including problems with adequacy, relevance, and reliability (Hamp-Lyons, 1990; McNamara, 1996; Weigle, 2002).	I
In its testing practice, Euroexam International also detected that the rating scales for writing at B2 had limited discriminating power and did not adequately reflect finer shades of candidate ability.	I
This study sought to investigate whether a level-specific checklist of binary choice items could be designed to yield results that accurately reflect differential degrees of ability in EFL essay writing at level B2.	P
The participants were four language teachers working as independent raters.	M
The study involved the task materials, operational rating scales, reported scores, and candidate scripts from the May 2017 test administration.	M
In a mixed-methods strategy of inquiry, qualitative data from stimulated recall, think-aloud protocols, and semi-structured interviews informed statistical test and item analyses.	M

The results indicated that the checklist items were more transparent, led to increased variance, and contributed to a more coherent candidate language profile than scores from the rating scales.	
The implications support the recommendation that checklists should be used for level-specific language proficiency testing (Council of Europe, 2001, p. 189).	

LTMIXED04 Is anybody listening? The nature of second language listening in integrated listening-to-summarize tasks	
Integrated test tasks, such as listening-to-speak or reading-to-write, are increasingly used in second language assessment despite relatively limited empirical insights into what they assess.	
Most research on integrated tasks has primarily focused on the productive skills involved; studies exploring the receptive skills mostly investigated tasks with reading input.	
Little is known about the nature of listening comprehension in integrated listening-to-write or listening-to-speak tasks.	
This study therefore investigates the listening construct underlying integrated tasks with oral input and its effect on summary accuracy.	
Eight listening-to-summarize tasks (four listening-to-speak, four listening-to-write) were administered to 72 Thai-L1, English-L2 students.	
Sixty participants provided their views on sources of listening difficulty through post-task questionnaires.	
Twelve participants produced stimulated recalls on their listening comprehension processing.	
The analyses of the recalls, combined with participants' listening notes and oral/written summaries, revealed participants' use of several cognitive listening processes and their monitoring through (meta)cognitive strategies, functioning interactively and interdependently in complex ways.	
The use of listening processes and strategies varied between tasks with different listening inputs, partly owing to differences in the passages' linguistic difficulty (as perceived by the participants).	
However, the successful application of these processes and strategies (and their combinations) proved to be a prerequisite for producing accurate summaries.	

LTMIXED05 Examining the assessment literacy required for interpreting score reports: A focus on educators of K–12 English learners	
This study investigated the assessment literacy required for K–12 educators to interpret score reports from a K–12 English language proficiency assessment.	
The assessment in concern is ACCESS for ELLs, which is an annual summative assessment that is delivered to nearly 2 million English learners (ELs) across 39 US states and territories.	

This study was conducted in two phases. In Phase 1, an online teacher survey, consisting of 15 items, was completed by 1437 participants; data were analyzed using descriptive statistics.	M
In Phase 2, 18 educators were interviewed to obtain in-depth understanding of educators' interpretation of the score reports.	M
Interview data were qualitatively analyzed in terms of (1) the essential assessment literacy required for interpreting the score reports, (2) resources referred to by educators for score report interpretation, and (3) educators' suggestions to enhance the score report and its interpretation.	M
The findings of the study reveal the relevance of K–12 EL educators' assessment literacy for score report interpretation.	Pr
For example, educators referred to proficiency level scores the most, but experienced difficulty in understanding technical terms, such as "scale scores" or "confidence band."	Pr
The results provide implications for enhancing the quality of score reports and the development of resources to support educators' assessment literacy.	C

LTMIXED06 Responding to a TOEFL iBT integrated speaking task: Mapping task demands and test takers' use of stimulus content	
Integrated speaking tasks requiring test takers to read and/or listen to stimulus texts and to incorporate their content into oral performances are now used in large-scale, high-stakes tests, including the TOEFL iBT.	I
These tasks require test takers to identify, select, and combine relevant source text information to recognize key relationships between source text ideas, and to organize and transform information.	I
In this study, we focus on a TOEFL iBT reading–listening–speaking task, applying discourse analytic measures developed by Frost, Elder and Wigglesworth (2012) to 120 oral performances to examine (a) the integration of source text ideas by test takers across three proficiency levels, and (b) the appropriateness of content-related criteria in the TOEFL integrated speaking rubric.	Pr M
We then combine analyses of these aspects of performances with a qualitative analysis of the generic structure and semantic profiles of stimulus texts to explore relationships between stimulus text properties and oral performances.	M
Findings suggest that the extent to which content-related rating scale criteria distinguish between proficiency levels is contingent on stimulus text properties, with important implications for construct definitions and task design.	Pr/C

FLAMIXED01 A case study: A technological insight on teaching translation	
This case study examines an online introductory Spanish-English translation course focused on learning Spanish through machine translation.	P

Fifty-three Spanish learners were guided by their teacher to rethink, reflect, and interpret what Google Translate offered.	M
Quantitative and qualitative analyses of learners' reports and teacher feedback revealed that the evaluative task design led to (a) high percentages of learners' interlinguistic and intercultural awareness and (b) translation methods awareness for more than half of the learners.	M
Participants' responses to a literary translation assignment were explored through teacher scaffolding for learners to understand how to differentiate lexical to phrasal levels in a text, with the aim to translate also the style of the source text for the American audience.	Pr
Pedagogical implications will be shared on how a teacher-learner approach on translation tasks prepared students for the language awareness learning process.	C

FLAMIXED02 Systemic and personal factors that affect students' elective language other than English enrollment decisions	
In a world where English has achieved global dominance, it is unsurprising that the instrumental value of learning a language other than English (LOTE) for those already fluent in English is increasingly deemed unnecessary.	I
There are significant enrollment declines postcompulsory second language (L2) learning in all English-speaking countries.	I
To explore the common Australian "monolingual mindset" and students' reasons for (not) enrolling in elective LOTE subjects, a mixed methodology study was conducted with Tasmanian Year 9–12 students.	P/M
While the findings highlighted the main (de)motivators experienced by students, one key finding was the lost cohort of students who want to study a LOTE but are prevented from doing so by personal and systemic barriers.	Pr
A complex interplay of factors affects student decision-making regarding elective LOTE enrollment.	Pr
This article focuses upon those students who were forced to discontinue their languages study and the untold story of elective LOTE enrollment decline.	P

FLAMIXED03 Proficiency development and smartphone usage in study abroad: Microgenetic longitudinal case studies of French learners	
This longitudinal study explores how the language proficiency of eight (N = 8) US-affiliated university students developed relative to their smartphone usage during study abroad (SA) in Paris.	P/M
Phone usage was tracked daily with Space, proficiency weekly using NCSSFL-ACTFL Can-Do statements, and language use monthly via a Language Engagement Questionnaire.	M

Adopting a Complex Dynamic Systems Theory (CDST) framework and following a microgenetic approach to case studies, the trajectories of each participant's phone consumption and Can-Do statements were established, allowing to visualize floors, ceilings, and probes in proficiency development.	M
Spearman's correlations served to determine whether and how phone usage related to fluctuations in proficiency, and Kendall's tau-b its link with language used.	M
Findings revealed that these relationships varied widely across participants, types of phone usage, and phone applications, with students displaying positive, mixed, or negative relationships, thus suggesting that there is no one-size-fits-all model to proficiency/smartphone management, but idiosyncratic complex cases.	Pr/C

FLAMIXED04 The other side of heritage language education: Understanding Spanish heritage language teachers in the United States	
In response to the growth of Spanish heritage language (SHL) learners in the United States, researchers and instructors in the field of SHL teaching proposed a set of goals and pedagogical approaches to meet these learners' needs.	I
However, because few studies focused on SHL teachers' professional preparation and practice, it is unclear whether these developments have reached language teacher preparation and professionalization, or how SHL teachers are implementing these pedagogies.	I
This study seeks to better understand the experiences, practices, and needs of teachers of SHL to inform and improve professional development models.	P
By analyzing data from a nationwide online survey and exploring individual experiences through scripted interviews, we offer a snapshot of the realities of these educators working in different educational contexts in the United States.	M
The analysis highlights the challenges faced by SHL instructors, the gaps in their teacher education, and the need for additional resources and targeted support.	Pr
The implications of these results for SHL teacher preparation are discussed considering feasible options to foster their professional growth.	C

FLAMIXED05 Multimodality and translanguaging in negotiation of meaning	
The present study examines the role that multimodality and translanguaging play in scaffolding oral interactions during language-related episodes (LREs) involving meaning negotiation.	P
The oral tasks carried out using synchronous video-based computer-mediated communication were part of a tandem virtual exchange (Spain, Canada).	M

The participants, 18 dyads of English and Spanish college-level learners, conducted three oral interaction tasks in pairs online.	M
LREs were identified and transcribed and data were analyzed quantitatively and qualitatively, including all instances of translanguaging and uses of multiple modes of meaning-making.	M
Quantitative data revealed that translanguaging involved not only English and Spanish, but also other shared languages and occurred mostly during meaning negotiation.	Pr
Additionally, the use of multimodal elements, including gestures, postures, gaze, multiple digital and physical devices (mobile devices, computers, props, notes) was examined.	M
Qualitative data analyses revealed the interplay between multimodality and learners' multilingual repertoires which reinforced and complemented meaning-making during these episodes.	Pr

FLAMIXED06 Multilingual, bilingual, and monolingual Arabic teachers' development of learner self-regulation and language awareness in the Emirates	
Multilingual learning and teaching have been receiving growing attention of late as many cities and states undergo significant demographic changes brought about by increasing levels of human migration.	I
Multilingual learning and teaching have been receiving growing attention of late as many cities and states undergo significant demographic changes brought about by increasing levels of human migration.	
This has created a new set of challenges and opportunities, especially concerning the teaching and learning of languages.	I
As a result, research on language teaching and learning in super-diverse contexts has acquired greater importance, yet the teaching of languages other than English (LOTE), specifically LOTE teacher beliefs and practices, has received comparatively little attention to date. Gap	I
To shed more light on teacher beliefs and practices as these concern the teaching of LOTEs to multilingual students, this study explored the extent to which 100 Arabic language teachers, working in UK-curriculum secondary schools in the United Arab Emirates, used their students' multilingualism as a resource during lessons and developed their self-regulation and language awareness through specific activities.	P/M
The findings regarding the participants' efforts to develop their students' self-regulation and language awareness revealed an unexpected, negative correlation between their degree of multilingualism and their reported practices.	Pr.

Appendix B

Inter-rater test

Clarification documents for the volunteers who completed the questionnaires

(Questionnaire participants must be at least 18 years old.)

To All participants

I am *Mr. Sattra Maporn, Master Student at the Faculty of Humanities and Social Sciences MahaSarakham University)* is doing a research title "Rhetorical Moves of Applied Linguistics Research Article Abstracts on Scopus-Indexed Journals: Contrastive Analysis among the Three Research Approaches" With the objectives *of study the rhetorical patterns of research article abstracts in international own-ed high impacted journals listed in SCOPUS in language & linguistics and to study the rhetorical moves of different types of research including qualitative, quantitative, and mixed methods.* You may not directly benefit from participating in this research project, but the data obtained will be useful for Academic Community.

If you choose to participate in the research, the researcher will ask you to complete the Move analysis form, which is composed of the of nine research article abstracts. The time required to finish the form is about two hours. The completed form will be sent to the researcher through email at sattra.m21@gmail.com.

You have the right not to respond to questions that make you feel uncomfortable or inconvenient. You have the right to quit this project at any time without notification. Withdrawing from this research study or refusing to participate won't have any effect related to your work.

Only the general research findings will be provided; no individual personal information will be distributed in public. After the research is over, the researcher will remove any key personal information. You will receive compensation in the amount of 500THB for taking part in this study.

If you have questions about the research Please contact Mr. Sattra Maporn at 082 – 8461019 or sattra.m21@gmail.com

If the researcher has not performed as stated or the participants want to know your rights while participating in this research, please contact "Committee on Ethics for Research in Humans Mahasarakham University Division of Research Facilitation and Dissemination, Mahasarakham University" Tel. 043-754416, 1758

Sincerely

.....

( )

Researcher

Inter-rater reliability test

This form is used for Inter-rater reliability test

Two coders will be involved in the coding of 10% of the whole data to ensure the reliability of each move. For a higher inter-rater reliability, coding training is required. There will be two sessions of coder training as follows.

In the first session, the researcher initially described the overall goals and methodology of the study as well as explained the move coding instructions and coding framework. To describe the coding procedure, the researcher uses one sample text from the corpora. The very first stage is to separate texts into parts. Types of moves and steps are required to be decided in the coding process. Each divided text could only be attributed to one move or step.

During the second session of coder instruction, each coder separately coded the same randomly chosen research article abstract. After that, the coding results will be compared. The unclear results will be discussed until an agreement is reached. The inter coder-reliability will be presented as a percentage of agreement.

พหุน ปณ ศโต ชีเว

Rater 2./ Researcher

Analytical process:

Firstly, each sentence is carefully investigated to determine move and rhetorical move. Second, a minimum of one sentence occurs in each move and step. When several moves are represented by a single sentence, the most salient move will be focused. The main clause of the sentences is determined first following by the subordinate clause. Thirdly, as long as texts express the same communicative functions, a move can be expressed by one sentence, several sentences, one paragraph, or several paragraphs.

EXAMPLE

EXAMPLE01 Chinese ESL Students' Perceptions of Academic Writing in English in Malaysian Universities	
The study concludes with a detailed explanation of the difficulties associated with academic writing skills among ESL students.	I
The literature suggests that academic writing skills have a significant impact on the academic success of university students.	I
Many Chinese ESL students, in particular, struggle with mastering these skills while studying abroad.	I
The purpose of this mixed-methods study is to explore Chinese international students' perceptions of academic writing challenges in English as well as to identify the strategies they use to overcome these challenges.	P
The study surveyed 200 Chinese international students studying in Malaysian universities.	M
Qualitative follow-up interviews were also conducted with 12 students to uncover their perceived challenges and coping strategies.	M
The study found that students felt their limited academic writing skills and language problems hindered their ability to write.	Pr
Nonetheless, the course materials and the additional handouts provided by instructors helped students improve their academic writing skills.	Pr
Moreover, students considered both instructor-centered learning and peer guidance as effective approaches to improving their academic writing skills.	Pr
The study concludes with a detailed explanation of the difficulties associated with academic writing skills among ESL students.	C

QUALITATIVE RESEARCH ARTICLE ABSTRACTS

MLJQUALI01 Bridging the Researcher–Practitioner Divide Through Community-Engaged Action Research: A Collaborative Autoethnographic Exploration	
Consistent with recent calls to bridge the research–practice divide in second language acquisition, this article reports on the findings of a collaborative autoethnographic study that we, authors of this article, conducted as critical second language teacher educators.	I/P.
Conducting a series of constructive dialogues among ourselves for a semester, we focused on how our acts of reciprocal reflexivity were characterized by discussions and subsequent actions with our teacher partners located in different parts of the world and working in diverse contexts.	M/P.
Our data, which included reflective journal entries, phenomenological interviews, artefacts, and audio-recorded group conversations, illustrate how we fostered constructive researcher–practitioner collaborations.	M
These collaborations were mediated within and outside our classroom settings, as we sought to ultimately improve our own pedagogical practices.	P/C.
In contrast to working from an ivory tower and in keeping with our commitment to promoting equitable educational and research practices, our article also demonstrates and problematizes how we conducted our research in an ethical manner when designing, carrying out, and subsequently disseminating our findings to multiple audiences.	C

LTQUALI01 National assessment of foreign languages in Sweden: A multifaceted and collaborative venture	
The article addresses the local system of national assessment of foreign languages in Sweden, a contextually specific, large-scale system with a summative aim, but also a system aimed to support teachers in their continuous assessment and grading of their students' competences.	I,
In the text, the educational context and the multifaceted nature of national assessment are described and discussed.	M
Furthermore, based on a broad view of validity with use and consequences in focus, different, and partly interwoven, aspects of collaboration in test development are exemplified and discussed, including policy, stakeholders, and research.	Pr
Special attention is given to contributions by stakeholders, in particular students and teachers.	C
Their involvement is regarded as a central component in the test development process, not only because it widens, deepens, and further develops the competences needed, but also because it increases the possibility to affect and enhance the use of the materials for the justice and beneficence of test-takers and society at large—aspects at the heart of validity.	C
It is emphasized that collaboration requires sensitivity and sensibility from those involved to optimize overall quality and generate reciprocal benefits for all parties.	

FLAQUALI01 Diversity and inclusion of culturally and linguistically diverse students in K-12 Chinese language education	
Chinese as a world language has gained popularity in US K-12 education over the past two decades.	I
However, little attention has been paid to diverse populations in Chinese language classrooms and how the students' diverse cultural and linguistic backgrounds influence their experiences in Chinese programs.	I
This article presents a research synthesis that examines cultural and linguistic diversity in US K-12 Chinese language education research.	P
It reveals the tendency of the field to oversimplify culturally and linguistically diverse (CLD) students into dichotomous groups (i.e., Chinese speaking vs. English speaking) and the inequitable representation of CLD populations as well as the underrepresentation of their experiences in the curriculum.	Pr
The findings suggest that there is a need for the Chinese language education field to engage in critical conversations on diversity, and to make Chinese language teaching more culturally relevant and sustainable to the diverse populations it serves.	C

QUANTITATIVE RESEARCH ARTICLE ABSTRACTS

MLJQUANTI01 May I See Your Credentials, Please? Displays of Pedagogical Expertise by Language Teaching Researchers	
There is a growing popular discourse that the intellectualization of the field of language teaching has resulted in a growing divide between language teaching researchers and professionals.	I
Some scholars have called for more holistic professionals, that is, people who embody the identities of both researcher and practitioner.	I
To explore such positioning, this study analyzed author biographies (bios; N = 400) of research articles in leading language teaching journals that self-identified as major avenues to communicate research to language teaching practitioners.	P/M
Questionnaires were then sent to authors to probe further into their professional positionality and their perspectives on the importance of teaching experience for researchers.	M
Results of the biographical text analysis showed that authors primarily positioned themselves as researchers through their research interests, academic qualifications, and publication achievements.	Pr
The questionnaire (N = 233) revealed that authors had a wealth of language teaching experience and qualifications and viewed the relationship between research and teaching as important.	Pr
Comparing survey data to biographical data revealed that a majority of researchers clearly underreported teaching credentials in their author bios.	Pr
We conclude that researchers with relevant teacher identities to draw upon should foreground their professional expertise in their published work, especially in journal outlets that claim to operate within a teaching–research nexus.	C

ของ analyze เป็น Intention

LTQUANTI01 Developing a local academic English listening test using authentic unscripted audio-visual texts	
Despite consistent calls for authentic stimuli in listening tests for better construct representation, unscripted texts have been rarely adopted in high-stakes listening tests due to perceived inefficiency.	I
This study details how a local academic listening test was developed using authentic unscripted audio-visual texts from the local target language use (TLU) domain without compromising the reliability of the test results and validity of the score interpretations.	P
The purpose of the listening test was to identify international students who need additional language support at a U.S. university.	P
We show that efficiency persists when using authentic unscripted texts that are representative of the local context both at the test development phase and at the classification phase where placement decisions are made in a dependable manner.	Pr
Expert judgments highlighted the improved correspondence of the listening test using locally sourced audio-visual texts to the local TLU domain, providing additional support for using the listening test for local placement purposes.	Pr
Additionally, dimensionality assessments demonstrated that test design decisions inevitably entailed with using authentic unscripted texts did not threaten the internal structure of the test.	C
We argue that local resources are indispensable in developing authentic test stimuli and in supporting the validity of local test interpretation and use.	I

LTQUANTI02 Gauging the impact of literacy and educational background on receptive vocabulary test scores	
The Peabody Picture Vocabulary Test (PPVT) is a widely used test of receptive vocabulary, but no researchers to date have examined the performance of low-educated, low-literate L2 adults, or compared these individuals' performances to their more highly educated peers.	I
In this study, we used many-facet Rasch analysis and mixed-effects linear regression to determine the impact of educational background and other demographic variables on PPVT test performance.	M/P
The analyses rely on the performance data of 1,014 adult learners of Dutch as a second language on the Dutch version of the PPVT (PPVT-III-NL).	M
The results show that a substantial proportion of score variance can be attributed to educational background variables and to the educational tracks the participants followed.	Pr
These tracks, which cater to the needs of different L2 learner profiles, appear to exacerbate rather than mediate any performance differences	Pr
Although this study provides evidence of performance differences and differential item functioning resulting from linguistic, demographic, and educational variables, it offers no data to invalidate the use of the PPVT on low-educated L2 adults.	C

LTQUANTI03 What the analytic versus holistic scoring of international teaching assistants can reveal: Lexical grammar matters	
Second-language (L2) testing researchers have explored the relationship between speakers' overall speaking ability, reflected by holistic scores, and the speakers' performance on speaking subcomponents, reflected by analytic scores (e.g., McNamara, 1990; Sato, 2011).	
These research studies have advanced applied linguists' understanding of how raters view the components of effective speaking skills, but the authors of the studies either used analytic composite scores, instead of true holistic ratings, or ran regression analyses with highly correlated subscores, which is problematic.	
To address these issues, 10 experienced ITA raters rated the speaking of 127 international teaching assistant (ITA) candidates using a four-component analytic rubric.	
In addition, holistic ratings were provided for the 127 test takers from a separate (earlier) scoring by two experienced ITA raters.	
The two types of scores differentiated examinees in similar ways.	
The variability observed in students' holistic scores was reflected in their analytic scores.	
However, among the four analytic subscales, examinees' scores on Lexical and Grammatical Competence had the greatest differentiating power.	
Its scores indicated with a high level of accuracy who passed the test and who did not.	
The paper discusses the components contributing to ITAs' L2 oral speaking proficiency, and reviews pedagogical implications.	

FLAQUANTI01 Effects of collaborative writing and peer feedback on Spanish as a foreign language writing performance	
This study explores the effect of collaborative writing (CW) and peer feedback (PF) practices on subsequent individual writing assignments.	P
Two groups of university students in a Spanish as a foreign language course experienced both CW and PF (Group 1 CW then PF; Group 2 PF then CW), and pre and posttests were analyzed for syntactic complexity, lexical diversity, accuracy, and fluency, as well as for overall quality using an analytic scale.	M
Results suggest both treatments produced improvements, although PF was more beneficial for syntactic complexity, fluency, and overall quality, while CW led to more accurate texts.	Pr
The order of treatments also affected scores: PF followed by CW produced better results in overall quality and fluency, while CW followed by PF was more beneficial for syntactic complexity and accuracy.	Pr
Based on the results, pedagogical implications and recommendations, as well as limitations and suggestions for future research, are provided.	C

LTMIXED01 Hong Kong secondary students' perspectives on selecting test difficulty level and learner washback: Effects of a graded approach to assessment	
This sequential mixed-methods study investigates washback on learning in a high-stakes school exit examination by examining learner perceptions and reported behaviours in relation to learners' beliefs and language learning experience, the role of other stakeholders in the washback mechanism, and socio-educational forces.	P
The focus is the graded approach of the Hong Kong Diploma of Secondary Education English Language Examination (HKDSE-English), incorporated in 2012, that allows test-takers to choose between easier and more difficult sections for reading and listening-integrated skills papers.	I
Inductive coding of focus groups involving 12 secondary students fed into the development of the Washback on Students' Learning questionnaire, which was administered to another 150 learners.	M
Exploratory factor analyses of identified washback effects revealed four major types straddling different settings (classrooms, tutorial schools, learners' personal environment), and seven categories of mediating variables pertaining to learners themselves, other stakeholders, and societal influences.	Pr
Simultaneous multiple regressions identified influential clusters of mediating variables and showed the strongest predictors for each macro-level washback type varied.	Pr
At least one intrinsic and one extrinsic factor category significantly contributed to all types, reaffirming learner washback as a socially situated, negotiated construct.	Pr
Implications related to the consequences, use, and fairness of the graded approach are discussed.	

FLAMIXED01 A case study: A technological insight on teaching translation	
This case study examines an online introductory Spanish-English translation course focused on learning Spanish through machine translation.	P
Fifty-three Spanish learners were guided by their teacher to rethink, reflect, and interpret what Google Translate offered.	M
Quantitative and qualitative analyses of learners' reports and teacher feedback revealed that the evaluative task design led to (a) high percentages of learners' interlinguistic and intercultural awareness and (b) translation methods awareness for more than half of the learners.	PR.
Participants' responses to a literary translation assignment were explored through teacher scaffolding for learners to understand how to differentiate lexical to phrasal levels in a text, with the aim to translate also the style of the source text for the American audience.	M
Pedagogical implications will be shared on how a teacher-learner approach on translation tasks prepared students for the language awareness learning process.	C

Rater 1 (Inter - rater)
ABSTRACT 1: Bridging the Researcher

Consistent with recent calls to bridge the research–practice divide in second language acquisition, this article reports on the findings of a collaborative autoethnographic study that we, authors of this article, conducted as critical second language teacher educators.

Explanation
The move in this sentence is "Introduction/Purpose" It highlights the method of the study which is a collaborative autoethnographic study. Also, it gives an idea about the authors of the research, who are critical second language teacher educators.

Conducting a series of constructive dialogues among ourselves for a semester, we focused on how our acts of reciprocal reflexivity were characterized by discussions and subsequent actions with our teacher partners located in different parts of the world and working in diverse contexts.
Explanation
The move in this sentence is "Method". It gives an idea about the scope of the research, the population that is going to be studied and the research method used. It highlights the focus of the study which is on how acts of reciprocal reflexivity are characterized by discussions and subsequent actions with teacher partners.

Our data, which included reflective journal entries, phenomenological interviews, artefacts, and audio-recorded group conversations, illustrate how we fostered constructive researcher–practitioner collaborations.
Explanation
The move in this sentence is "Method". It highlights the focus of the study which is on how acts of reciprocal reflexivity are characterized by discussions and subsequent actions with teacher partners.

These collaborations were mediated within and outside our classroom settings, as we sought to ultimately improve our own pedagogical practices.
Explanation
The move in this sentence is "Product/Conclusion". The sentence gives an idea about the scope of the research, the population that is going to be studied and the research method used. It also highlights that the study focuses on the collaborations that were mediated within and outside the classroom settings. The ultimate goal is to improve teachers' own pedagogical practices.

In contrast to working from an ivory tower and in keeping with our commitment to promoting equitable educational and research practices, our article also demonstrates and problematizes how we conducted our research in an ethical manner when designing, carrying out, and subsequently disseminating our findings to multiple audiences.
Explanation

The move in this sentence is "Conclusion". The article's opening sentence highlights the significance of the research carried out by the authors. The sentence also highlights that the research is conducted in an ethical manner, in contrast to working from an ivory tower. It summarises the main findings of the study and their implications for social science research.

Abstract 2 National assessment

The article addresses the local system of national assessment of foreign languages in Sweden, a contextually specific, large-scale system with a summative aim, but also a system aimed to support teachers in their continuous assessment and grading of their students' competences.
Explanation
The move in this sentence is "Introduction/Purpose". In this article, we look at the local system of national assessment of foreign languages in Sweden. It gives an idea about what the research is about, the research question and the purpose of the study.

In the text, the educational context and the multifaceted nature of national assessment are described and discussed.
Explanation
The move in this sentence is "Method". It describes the educational context and the multifaceted nature of national assessment that has been discussed in the text. It gives an idea about the scope of the research, the subjects that are going to be studied and the research method used. provides the evidence that supports the authors' claims and arguments.

Furthermore, based on a broad view of validity with use and consequences in focus, different, and partly interwoven, aspects of collaboration in test development are exemplified and discussed, including policy, stakeholders, and research.
Explanation
The move in this sentence is "Product". The sentence highlights that the research is based on a broad view of validity and it has a focus on use and consequences. It provides an idea about the scope of the research, the population that is going to be studied and the research method used. The sentence describes the different aspects of collaboration in test development that have been exemplified and discussed.

Special attention is given to contributions by stakeholders, in particular students and teachers.
Explanation
The move in this sentence is "Conclusion" it summarizes the main findings of the article and their implications, and provides the significance of the research. The sentence emphasizes the importance of the contributions.

Their involvement is regarded as a central component in the test development process, not only because it widens, deepens, and further develops the competences needed,

but also because it increases the possibility to affect and enhance the use of the materials for the justice and beneficence of test-takers and society at large--aspects at the heart of validity.
Explanation
The move in this sentence is "Conclusion" ;it summarizes the main findings of the article and their implications and provides the significance of the research.

It is emphasized that collaboration requires sensitivity and sensibility from those involved to optimize overall quality and generate reciprocal benefits for all parties.
Explanation
The move in this sentence is "Conclusion" ;it summarizes the main findings of the article and their implications, and provides the significance of the research.

Abstract 3 Diversity and inclusion…….

Chinese as a world language has gained popularity in US K-12 education over the past two decades.
Explanation
The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.

However, little attention has been paid to diverse populations in Chinese language classrooms and how the students' diverse cultural and linguistic backgrounds influence their experiences in Chinese programs.
Explanation
The move in this sentence is "Introduction/Purpose" it introduces the problem or research question being addressed, the gap in knowledge and the purpose of the study.

This article presents a research synthesis that examines cultural and linguistic diversity in US K-12 Chinese language education research.
Explanation
The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.

It reveals the tendency of the field to oversimplify culturally and linguistically diverse (CLD) students into dichotomous groups (i.e., Chinese speaking vs. English speaking) and the inequitable representation of CLD populations as well as the underrepresentation of their experiences in the curriculum.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained. The sentence reveals the tendency of the field.

The findings suggest that there is a need for the Chinese language education field to engage in critical conversations on diversity, and to make Chinese language teaching more culturally relevant and sustainable to the diverse populations it serves.
Explanation
The move in this sentence is "Conclusion" it summarizing the main findings of the article and their implications, and provides the significance of the research.

Abstract 4: May I see your credentials

There is a growing popular discourse that the intellectualization of the field of language teaching has resulted in a growing divide between language teaching researchers and professionals.
Explanation
The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research. It highlights the growing popular discourse.

Some scholars have called for more holistic professionals, that is, people who embody the identities of both researcher and practitioner.
Explanation
The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research. It highlights some of the scholars' views.

To explore such positioning, this study analyzed author biographies (bios; N = 400) of research articles in leading language teaching journals that self-identified as major avenues to communicate research to language teaching practitioners.
Explanation
The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that to explore such positioning, the study analyzed author biographies (bios; N = 400) as a method of data collection and it specifies the population.

Questionnaires were then sent to authors to probe further into their professional positionality and their perspectives on the importance of teaching experience for researchers.
Explanation
The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that questionnaires were sent to authors as a method of data collection.

Results of the biographical text analysis showed that authors primarily positioned themselves as researchers through their research interests, academic qualifications, and publication achievements.

Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained. The sentence reveals that the biographical text analysis was used as a research method.

The questionnaire (N = 233) revealed that authors had a wealth of language teaching experience and qualifications and viewed the relationship between research and teaching as important.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained. The sentence reveals that the questionnaire was used as a research method.

Comparing survey data to biographical data revealed that a majority of researchers clearly underreported teaching credentials in their author bios.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained.

We conclude that researchers with relevant teacher identities to draw upon should foreground their professional expertise in their published work, especially in journal outlets that claim to operate within a teaching–research nexus.
Explanation
The move in this sentence is "Conclusion" it summarizing the main findings of the article and their implications, and provides the significance of the research.

Abstract 5: Developing a local academic

Despite consistent calls for authentic stimuli in listening tests for better construct representation, unscripted texts have been rarely adopted in high-stakes listening tests due to perceived inefficiency.
Explanation
The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.

This study details how a local academic listening test was developed using authentic unscripted audio-visual texts from the local target language use (TLU) domain without compromising the reliability of the test results and validity of the score interpretations.
Explanation
The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.

The purpose of the listening test was to identify international students who need additional language support at a U.S. university.
Explanation
The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.

We show that efficiency persists when using authentic unscripted texts that are representative of the local context both at the test development phase and at the classification phase where placement decisions are made in a dependable manner.
Explanation
The move in this sentence is "Conclusion" it summarizing the main findings of the article and their implications, and provides the significance of the research.

Expert judgments highlighted the improved correspondence of the listening test using locally sourced audio-visual texts to the local TLU domain, providing additional support for using the listening test for local placement purposes.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained.

Additionally, dimensionality assessments demonstrated that test design decisions inevitably entailed with using authentic unscripted texts did not threaten the internal structure of the test.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained.

We argue that local resources are indispensable in developing authentic test stimuli and in supporting the validity of local test interpretation and use.
Explanation
The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.

Abstract 6 Gauging the impact of literacy

The Peabody Picture Vocabulary Test (PPVT) is a widely used test of receptive vocabulary, but no researchers to date have examined the performance of low-educated, low-literate L2 adults, or compared these individuals' performances to their more highly educated peers.
Explanation
The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.

In this study, we used many-facet Rasch analysis and mixed-effects linear regression to determine the impact of educational background and other demographic variables on PPVT test performance.
Explanation
The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that the study used many-facet Rasch analysis and mixed-effects linear regression.

The analyses rely on the performance data of 1,014 adult learners of Dutch as a second language on the Dutch version of the PPVT (PPVT-III-NL).
Explanation
The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that the analyses rely on the performance data of 1,014 adult learners of Dutch.

The results show that a substantial proportion of score variance can be attributed to educational background variables and to the educational tracks the participants followed.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained.

These tracks, which cater to the needs of different L2 learner profiles, appear to exacerbate rather than mediate any performance differences.
Explanation
The move in this sentence is "Product" it describes the results of the study and the findings that were obtained.

Although this study provides evidence of performance differences and differential item functioning resulting from linguistic, demographic, and educational variables, it offers no data to invalidate the use of the PPVT on low-educated L2 adults.
Explanation
The move in this sentence is "Conclusion" it summarizing the main findings of the article and their implications, and provides the significance of the research.

Abstract 7 Effects of collaborative

This study explores the effect of collaborative writing (CW) and peer feedback (PF) practices on subsequent individual writing assignments.
Explanation
The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.

Two groups of university students in a Spanish as a foreign language course experienced both CW and PF (Group 1 CW then PF; Group 2 PF then CW), and pre

and posttests were analyzed for syntactic complexity, lexical diversity, accuracy, and fluency, as well as for overall quality using an analytic scale.

Explanation

The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that two groups of university students in a Spanish as a foreign language course experienced.

Results suggest both treatments produced improvements, although PF was more beneficial for syntactic complexity, fluency, and overall quality, while CW led to more accurate texts.

Explanation

The move in this sentence is "Result" it describes the outcome of the research and the main findings of the study.

The order of treatments also affected scores: PF followed by CW produced better results in overall quality and fluency, while CW followed by PF was more beneficial for syntactic complexity and accuracy.

Explanation

The move in this sentence is "Result" it describes the outcome of the research and the main findings of the study.

Based on the results, pedagogical implications and recommendations, as well as limitations and suggestions for future research, are provided.

Explanation

The move in this sentence is "Conclusion" it summarizes the main findings of the research and provides a summary of the results obtained.

Abstract 8 Hong Kong

This sequential mixed-methods study investigates washback on learning in a high-stakes school exit examination by examining learner perceptions and reported behaviours in relation to learners' beliefs and language learning experience, the role of other stakeholders in the washback mechanism, and socio-educational forces.

Explanation

The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.

The focus is the graded approach of the Hong Kong Diploma of Secondary Education English Language Examination (HKDSE-English), incorporated in 2012, that allows test-takers to choose between easier and more difficult sections for reading and listening-integrated skills papers.

Explanation

The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research. It highlights that the focus of the study.

Inductive coding of focus groups involving 12 secondary students fed into the development of the Washback on Students' Learning questionnaire, which was administered to another 150 learners.

Explanation

The move in this sentence is "Method" It describes the procedures used to conduct the research.

Simultaneous multiple regressions identified influential clusters of mediating variables and showed the strongest predictors for each macro-level washback type varied.

Explanation

The move in this sentence is "Results" it describes the outcome of the research and the main findings of the study.

At least one intrinsic and one extrinsic factor category significantly contributed to all types, reaffirming learner washback as a socially situated, negotiated construct.

Explanation

The move in this sentence is "Conclusion" it summarizes the main findings of the research and provides a summary of the results obtained.

Implications related to the consequences, use, and fairness of the graded approach are discussed.

Explanation

The move in this sentence is "Discussion" it analyzes the results of the research and interprets the findings. It provides an explanation of the implications of the research and how it relates to the real-world.

Abstract 9 A case study

This case study examines an online introductory Spanish-English translation course focused on learning Spanish through machine translation.

Explanation

The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.

Fifty-three Spanish learners were guided by their teacher to rethink, reflect, and interpret what Google Translate offered.

Explanation

The move in this sentence is "Method" it describes the research design and the

procedures used to collect data. It highlights that the study used a sample of 53 Spanish learners.

Quantitative and qualitative analyses of learners' reports and teacher feedback revealed that the evaluative task design led to (a) high percentages of learners' interlinguistic and intercultural awareness and (b) translation methods awareness for more than half of the learners.
Explanation
This move in this sentence is “Product” because it sheds light on the results based on the two types of analyzes and emphasizes the percentage reporting.

Participants' responses to a literary translation assignment were explored through teacher scaffolding for learners to understand how to differentiate lexical to phrasal levels in a text, with the aim to translate also the style of the source text for the American audience.
Explanation
This move in this sentence is “Method” because it explains the process of data collection as seen in the phrase “….were explored…” Though the later part mentions the “aim” ,it is the aim of the research tool or responses which is a part of data collection. The aim here is relatively different from those of the introduction.

Pedagogical implications will be shared on how a teacher-learner approach on translation tasks prepared students for the language awareness learning process.
Explanation
The move found in this sentence is “Conclusion” because it mentions the implication of the study of how the learning process of translation will gain based on the study results.

3) Inter rater Discussion
Inter Rater Discussion

Inter-rater discussion, also known as inter-rater agreement or inter-rater reliability, refers to the degree of agreement between two or more raters when evaluating a subject or sample.

In this session, we will be reviewing disagreeing tokens that were identified during the initial evaluation. The goal of this discussion is to reach a consensus. In some cases, it may not be possible to reach a consensus on the correct classification or rating for a particular token. The percentage of disagreeing tokens will be calculated and used as a measure of how well the raters agreed during the rating process.

Rater 1: Inter-rater
Rater 2: Researcher

There are 14 tokens in this discussion.

Token Number: 01

Sentence: Conducting a series of constructive dialogues among ourselves for a semester, we focused on how our acts of reciprocal reflexivity were characterized by discussions and subsequent actions with our teacher partners located in different parts of the world and working in diverse contexts.
Initial move
Rater 1: M
Rater 2: M/P

Reasons for Initial Evaluations:
Rater 1: It gives an idea about the scope of the research, the population that is going to be studied and the research method used. It highlights the focus of the study which is on how acts of reciprocal reflexivity are characterized by discussions and subsequent actions with teacher partners.
Rater 2: It provides the source of data in the sentence. Rater 2 thinks the second phase also indicate purpose of the study
ผู้วิจัยมองว่าประโยคที่ we focused on how our acts ผู้เขียนแสดงถึงวัตถุประสงค์ในการทำวิจัยด้วยครับ ส่วน M ผู้วิจัยเห็นด้วยครับ
Final Decision (After Discussion)
Rater 1: M
Rater 2: M >> Researcher agree with the inter-rater because the purpose stated in the sentence is the purpuse of the experiment not the purpose of the whole research.

Consensus: M

Token Number: 02

Sentence: The article addresses the local system of national assessment of foreign languages in Sweden, a contextually specific, large-scale system with a summative aim, but also a system aimed to support teachers in their continuous assessment and grading of their students' competences.

Initial move
Rater 1: I/P
Rater 2: I

Reasons for Initial Evaluations:
Rater 1: The article addresses the local system of national assessment of foreign languages in Sweden, a contextually specific, large-scale system with a summative aim, but also a system aimed to support teachers in their continuous assessment and grading of their students' competences.
Rater 2: The researcher remain unclear about the word "aim" is the aim of the study or it is actually aim of the national assessment.

Final Decision (After Discussion)
Rater 1: I/P
Rater 2: I/P >> Researcher agree with the inter – rater because the sentence provide additional bacground of the study.

Consensus: I/P

Token Number: 03

Sentence: However, little attention has been paid to diverse populations in Chinese language classrooms and how the students' diverse cultural and linguistic backgrounds influence their experiences in Chinese programs.

Initial move
Rater 1: I/P
Rater 2: I

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction/Purpose" it introduces the problem or research question being addressed, the gap in knowledge and the purpose of the study.
Rater 2: Researcher think the sentence only show the gap among previous research in whole sentence.

Final Decision (After Discussion)
Rater 1: I/P
Rater 2: I/P >> Researcher agree with the inter-rater due to the sentence provide gap the follow by the sentence which show an aim of the study.

Consensus: I/P

Token Number: 04
Sentence: This article presents a research synthesis that examines cultural and linguistic diversity in US K-12 Chinese language education research.

Initial move
Rater 1: I/P
Rater 2: P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.
Rater 2: The researcher thinks the sentence provide only the aim of the research.

Final Decision (After Discussion)
Rater 1: I/P
Rater 2: P >> Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 05

Sentence: To explore such positioning, this study analyzed author biographies (bios; N = 400) of research articles in leading language teaching journals that self- identified as major avenues to communicate research to language teaching practitioners.

Initial move
Rater 1: M
Rater 2: P/M

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that to explore such positioning, the study analyzed author biographies (bios; N = 400) as a method of data collection and it specifies the population.
Rater 2: Researcher think the phase *To explore such positioning, this study analyzed* may be considered as purpose of the study

Final Decision (After Discussion)
Rater 1: M
Rater 2: M : The researcher agree with inter-rater because the phrase *To explore such positioning, this study analyzed* is not related to identify the aim of the research

Consensus: M

Token Number: 06

Sentence: This study details how a local academic listening test was developed using authentic unscripted audio-visual texts from the local target language use (TLU) domain without compromising the reliability of the test results and validity of the score interpretations.

Initial move
Rater 1: I/P
Rater 2: P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.
Rater 2: Researcher think it introduces the Purpose of the article with description of the detail purpose. นักวิจัยคิดว่าส่วน context เป็นส่วนขยายของ purpose ครับ

Final Decision (After Discussion)
Rater 1: I/P

Rater 2: P >> Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 07
Sentence: The purpose of the listening test was to identify international students who need additional language support at a U.S. university.

Initial move
Rater 1: I/P
Rater 2: P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study.
Rater 2: Researcher think it introduces the Purpose directly without providing background or literature

Final Decision (After Discussion)
Rater 1: I/P
Rater 2: P > > Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 08

Sentence: We argue that local resources are indispensable in developing authentic test stimuli and in supporting the validity of local test interpretation and use.

Initial move
Rater 1: I/P
Rater 2: I

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction/Purpose" it introduces the topic of the article and provides the context for the research. It also briefly describes the focus of the study
Rater 2: The researcher thinks the sentence provide the general information/literature review which is not related to the current research.

Final Decision (After Discussion)
Rater 1: I/P
Rater 2: P >> Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 09
Sentence: In this study, we used many-facet Rasch analysis and mixed-effects linear regression to determine the impact of educational background and other demographic variables on PPVT test performance.

Initial move
Rater 1: M
Rater 2: M/P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Method" it describes the research design and methods used in the study. It mentions that the study used many-facet Rasch analysis and mixed-effects linear regression.
Rater 2: Researcher think the phase *to determine the impact of educational background* states the purpose of the study.

Final Decision (After Discussion)
Rater 1: M
Rater 2: M >> Researcher agree with the inter – rater because the phase *to determine the impact of educational background* not state the whole purpose of the study. It states only purpose of the specific test in the research

Consensus: M
Token Number: 10
Sentence: This study explores the effect of collaborative writing (CW) and peer feedback (PF) practices on subsequent individual writing assignments.

Initial move
Rater 1: I
Rater 2: P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.
Rater 2: Researcher thinks the sentences are written to state the purpose of the study with the phase *This study explores…*

Final Decision (After Discussion)
Rater 1: I
Rater 2: P >> Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 11
Sentence: This sequential mixed-methods study investigates washback on learning in a high-stakes school exit examination by examining learner perceptions and reported behaviours in relation to learners' beliefs and language learning experience, the role of other stakeholders in the washback mechanism, and socio-educational forces.

Initial move
Rater 1: I
Rater 2: P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research. The focus is the graded approach of the Hong Kong Diploma of Secondary Education English Language Examination (HKDSE-English), incorporated in 2012, that allows test-takers to choose between easier and more difficult sections for reading and listening-integrated skills papers.
Rater 2: Researcher thinks the phase following *investigates* provided the detail of the purpose of the study without any general background or literature. ผู้วิจัยคิดว่าข้อความทั้งหมดเป็นก้อนเดียวกันที่ผู้เขียนจงใจขยายความว่างานชิ้นนี้ต้องการจะทำอะไรครับ

Final Decision (After Discussion)
Rater 1: I
Rater 2: P >> Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 12
Sentence: At least one intrinsic and one extrinsic factor category significantly contributed to all types, reaffirming learner washback as a socially situated, negotiated construct.

Initial move
Rater 1: C
Rater 2: PR

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Conclusion" it summarizes the main findings of the research and provides a summary of the results obtained.
Rater 2: Researcher think it is the summary from the result of the study. It should be PR because it has been taken from the experiments.
Final Decision (After Discussion)
Rater 1: C
Rater 2: C >> Researcher agree with the inter rater because it is true that the sentence has been written from the experiments but the final phase , *reaffirming learner*

washback as a socially situated shows implications from the research. It may possibly PR/C . ในตอนแรกผู้วิจัยมองว่าเป็นการ แสดงผลจากการวิจัยแต่เมื่อพิจารณาอย่างถี่ถ้วนพบว่าเป็นการ implication ในข้อความหลัง ส่วนในข้อความแรกมีการนำข้อมูลจากการทดลองมาเพียงบางส่วนไม่ใช่ทั้งหมด ผู้วิจัยจึงเห็นด้วยกับ Inter – rater ครับ

Consensus: C

Token Number: 13
Sentence: This case study examines an online introductory Spanish-English translation course focused on learning Spanish through machine translation.

Initial move
Rater 1: I
Rater 2: P

Reasons for Initial Evaluations:
Rater 1: The move in this sentence is "Introduction" it provides background information on the topic of the article and provides context for the research.
Rater 2: The researcher thinks the whole sentence provides the aim of the study the phrase "*focused on learning*" เป็นส่วนขยายความ ของ purpose ครับ

Final Decision (After Discussion)
Rater 1: I
Rater 2: P >> Researcher did not agree with the inter -rater , Research insist in the initial decision

Consensus: P

Token Number: 14
Sentence: Participants' responses to a literary translation assignment were explored through teacher scaffolding for learners to understand how to differentiate lexical to phrasal levels in a text, with the aim to translate also the style of the source text for the American audience.

Initial move
Rater 1: M
Rater 2: PR

Reasons for Initial Evaluations:
Rater 1: This move in this sentence is "Method" because it explains the process of data collection as seen in the phrase "….were explored…" Though the later part mentions the "aim" ,it is the aim of the research tool or responses which is a part of data collection. The aim here is relatively different from those of the introduction.
Rater 2: The phase "*were explored through teacher scaffolding"* seems to shows the result of the study.

Final Decision (After Discussion)
Rater 1: M
Rater 2: M >> researcher agree with the inter-rater, the "*were explored through teacher scaffolding"* was actually not provide the result it is only provide the way to detect participants' responses

Consensus: M

BIOGRAPHY

NAME	Sattra Maporn
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Research grants & awards	2023 - Bibliometric analysis of Thai Scopus- Indexed journals., Grant by Mahasarakham University
Research output	Publications

Maporn, S. ., Chaiyasuk, I. ., & Nattheeraphong, A. . (2023). Rhetorical moves of applied linguistics research article abstracts on Scopus-indexed journals: Contrastive analysis among the three research approaches. International Journal of Sociologies and Anthropologies Science Reviews, 3(2), 97–104.

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