APPENDICES

Appendix 1

Clause Identification and Move of Abstracts

Note:

- **Clause Elements**

    Blue: Circumstances

    Red: Process
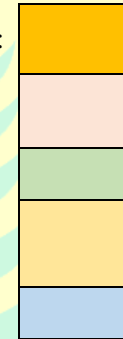
    Green: Participants

- **Move of Abstracts**

    Background:

    Purpose:

    Method:

    Result:

    Discussion:

TESOL Quarterly				
NO	**Authors**	**Conjunction**	**Clause**	**Process Types**
	Fizsimmons		**Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond**	
tq-1.1		BACK-GROUND	In the U.S. state of Arizona, language minority students who are English learners attend schools governed by a restrictive medium of instruction (MOI) language policy (LP).	Material
tq-1.2			Educators and educational researchers widely agree that effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	Verbal
tq-1.3		that	effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	Relational Possessive
tq-1.4		Furthermore,	several research studies (e.g., D. C. Johnson, 2009; Stritikus, 2003) have shown that the language ideologies held by policy-influential individuals affect the development and implementation of such policies.	Relational Identifying
tq-1.5		that	the language ideologies held by policy-influential individuals affect the development and implementation of such policies.	Material

tq-1.6		Thus,	Arizona MOI reforms need to be aligned with language ideologies of key stakeholders.	Relational Attributive
tq-1.7		METHOD	To shed light on MOI reform processes in Arizona and internationally, this study resurveyed politically active voters, administrators, and teachers from Fitzsimmons-Doolan (2014), to identify any shifts in their language ideologies between 2010 and 2016, to ascertain how these stakeholders perceive Arizona's educational LP, and to better understand how they relate their language ideologies to their policy perceptions.	Material
tq-1.8		PURPOSE	To shed light on MOI reform processes in Arizona and internationally,	Mental
tq-1.9			to identify any shifts in their language ideologies between 2010 and 2016,	Mental
tq-1.10		and	to ascertain how these stakeholders perceive Arizona's educational LP	Mental
tq-1.11		and	to better understand how they relate their language ideologies to their policy perceptions.	Mental
tq-1.12		RESULT	Results indicate some limited ideological change, key themes of equity, pro-assimilation, and anti-segregation across policy perceptions, and evidence supporting an LP model that moves toward stasis among LP components.	Relational Identifying
tq-1.13		DISCUSSION	The results suggest that efforts to facilitate ideological change grounded in stakeholder experience might be considered in contexts undergoing LP reform.	Relational Identifying
tq-1.14		that	efforts to facilitate ideological change grounded in stakeholder experience might be considered in contexts undergoing LP reform.	Mental
	Eckstein et al.	Comparing L1 and L2 Texts and Writers in First-Year Composition		
tq-2.1		BACK-GROUND	Scholars have at various points discussed the needs of second language (L2) writers enrolled in "mainstream" composition courses where they are mixed with native (L1) English speakers.	Verbal
tq-2.2			Other researchers have investigated the experiences of L2 writers in mainstream classes and the perceptions of their instructors about their abilities and needs.	Material
tq-2.3		however,	Little research, ..., has directly compared L1 and L2 students (mostly Generation 1.5) taking composition classes together.	Material
tq-2.4		METHOD	For this article, the researchers collected writing samples from 56 L1 and 74 L2 students enrolled in a university (mainstream) first-year composition course.	Material
tq-2.5			Using a mixed-methods design, they analyzed the texts for language error counts as well as measures of lexical and syntactic complexity;	Material
tq-2.6			Using a mixed-methods design, they analyzed the texts for language error counts as well as measures of lexical and syntactic complexity;	Material
		PURPOSE	Using a mixed-methods design, they analyzed the texts for language error counts as well as measures of lexical and syntactic complexity;	
tq-2.7			they juxtaposed these with insights from survey responses of both groups of writers and in-depth interviews.	Material
tq-2.8			Using a mixed-methods design, they conclude that, although L1 and L2 students have much in common, the L2 students had observed and (self-) perceived language needs that were significantly different from those of the L1 students.	Material

tq-2.9		RESULT ... that	Using a mixed-methods design, they conclude that, although L1 and L2 students have much in common, the L2 students had observed and (self-) perceived language needs that were significantly different from those of the L1 students.	Verbal
tq-2.10		that,	although L1 and L2 students have much in common, the L2 students (1) had observed (2) and self-perceived language needs that were significantly different from those of the L1 students.	Mental
tq-2.11		and	although L1 and L2 students have much in common, the L2 students (1) had observed (2) and self-perceived language needs that were significantly different from those of the L1 students.	Mental
tq-2.12		although	L1 and L2 students have much in common,	Relational Possessive
tq-2.13			These included differences in linguistic accuracy, lexical diversity, and language-related anxiety.	Relational Possessive
tq-2.14		DISCUSSION	Implications for pedagogy include recommendations for teaching L2 writers to self-edit for common patterns of errors and sensitize students to the value of nuanced and purposeful lexical variety in their writing.	Relational Possessive
	Kelly	Preservice Teachers' Developing Conceptions of Teaching English Learners		
		BACK-GROUND	NO BACKGROUND	
tq-3.1		METHOD	In this study, 12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program (1) drew picture and (2) wrote of teachers teaching English language learners (ELLs) at the beginning and end of an ESL methods course.	Material
tq-3.2		and	[In this study, 12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program] (1) drew picture (2) wrote descriptions of teachers teaching English language learners (ELLs) at the beginning and end of an ESL methods course.	Material
tq-3.3			Using content analysis, the researcher analyzed the drawings and descriptions with respect to the role of the teacher, the role of the students, the teaching strategies shown, the instructional content, and how the drawings changed over the semester.	Material
tq-3.4			Using content analysis, the researcher analyzed the drawings and descriptions with respect to the role of the teacher, the role of the students, the teaching strategies shown, the instructional content, and how the drawings changed over the semester.	Material
tq-3.5		RESULT	Preservice teachers depicted more and varied teaching strategies in end-of-course drawings,	Material
tq-3.6		but	overall findings showed that preservice teachers viewed teaching ELLs as a teacher implementing direct instruction in basic literacy to passive students at both the beginning and end of the course.	Relational Identifying
tq-3.7		that	preservice teachers viewed teaching ELLs as a teacher implementing direct instruction in basic literacy to passive students at both the beginning and end of the course.	Mental
tq-3.8			The article discusses the importance of impacting preservice teacher beliefs through teacher education.	Verbal
tq-3.9		and	[This article] explores the benefits and limits of using drawings for this purpose.	Material
	Kurzer	Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes		

		BACK-GROUND	NO BACKGROUND	
tq-4.1		PURPOSE	This study investigated the role of dynamic written corrective feedback (DWCF; Evans, Hartshorn, McCollum, & Wolfersberger, 2010; Hartshorn & Evans, 2015; Hartshorn et al., 2010), a mode of providing specific, targeted, and individualized grammar feedback in developmental English as a second language (ESL) writing classes (pre–first year composition) at a large western U.S. research university.	Material
		METHOD	Via a quasi-experimental design investigating DWCF at three different levels of developmental ESL writing classes across three terms with 325 student participants, results of this study suggest that multilingual students become better at self-editing and have more accurate timed writing paragraphs after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction.	
tq-4.2		RESULT	Via a quasi-experimental design investigating DWCF at three different levels of developmental ESL writing classes across three terms with 325 student participants, results of this study suggest that multilingual students become better at self-editing and have more accurate timed writing paragraphs after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction.	Relational Identifying
tq-4.3		that	multilingual students (1) become better at self-editing and (2) have more accurate timed writing paragraphs [after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction.]	Relational Attributive
tq-4.4		and	[multilingual students] (1) become better at self-editing (2) have more accurate timed writing paragraphs after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction.	Relational Possessive
tq-4.5		METHOD	Specific error categories were investigated (global, local, and mechanical, per Bates, Lane, & Lange, 1993), with largely significant results across all error types at each language level, indicating that DWCF may be an effective pedagogical intervention to improve linguistic accuracy.	Material
		RESULT	Specific error categories were investigated (global, local, and mechanical, per Bates, Lane, & Lange, 1993), with largely significant results across all error types at each language level,	
tq-4.6		DISCUSSION	indicating that DWCF may be an effective pedagogical intervention to improve linguistic accuracy.	Relational Identifying
tq-4.7		that	DWCF may be an effective pedagogical intervention to improve linguistic accuracy.	Relational Attributive
	Lee et al.		**Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions**	
tq-5.1		Although	many educators have recently discussed the positive effects of flipped learning, there is little empirical evidence about whether this approach can actually promote students' English learning.	Verbal
tq-5.2		BACK-GROUND	Although many educators have recently discussed the positive effects of flipped learning, there is little empirical evidence about whether this approach can actually promote students' English learning.	Existential
tq-5.3		METHOD	This study was undertaken in four sections of the same College English 1 (E1) course over two consecutive semesters at a South Korean university.	Material
tq-5.4			A total of 79 students enrolled in the E1 course participated in the study.	Material
tq-5.5			Of the participants, 39 learned English using a communicative language teaching approach,	Material

tq-5.6			Of the participants, 39 learned English using a communicative language teaching approach,	Material
tq-5.7		whereas	40 studied English in a flipped learning manner.	Material
tq-5.8			Data were gathered from the students' achievements in three major tasks, their responses to three surveys, and the instructor's notes on the students' engagement in the process of their English learning.	Material
tq-5.9		RESULT	Findings demonstrate that the students in the flipped classroom achieved higher average scores in their final three tasks than those in the non-flipped classroom, but only the final examination mean score indicated statistical significance.	Relational Identifying
tq-5.10		that	the students in the flipped classroom achieved higher average scores in their final three tasks than those in the non-flipped classroom,	Material
tq-5.11		but	only the final examination mean score indicated statistical significance.	Relational Identifying
tq-5.12		However,	surveys indicated that most students in this study seemed to enjoy learning English in a flipped learning environment.	Relational Identifying
tq-5.13		that	most students in this study seemed to enjoy learning English in a flipped learning environment.	mental
tq-5.14			Also, the instructor found the students in the flipped classroom to be more engaged in the learning process than those in the non-flipped classroom.	mental
tq-5.15			the students in the flipped classroom to be more engaged in the learning process than those in the non-flipped classroom.	Relational Attributive
tq-5.16		DISCUSSION	Pedagogical implications for effective English teaching are discussed.	Verbal
	Shahri		**Constructing a Voice in English as a Foreign Language: Identity and Engagement**	
tq-6.1		PURPOSE	Situated in an English as a foreign language (EFL) context, this study navigates the intersection of language learner identity and foreign language engagement.	Material
tq-6.2		BACK-GROUND	Specifically, drawing on the concept of voice (Canagarajah, 2013; Johnstone, 1996; Kramsch, 2003), Bakhtin's (1981) theory of language, and the notion of investment (Darvin & Norton, 2015; Norton Peirce, 1995), it presents two case studies of voice construction by EFL learners in Iran.	Material
tq-6.3		PURPOSE	Specifically, drawing on the concept of voice (Canagarajah, 2013; Johnstone, 1996; Kramsch, 2003), Bakhtin's (1981) theory of language, and the notion of investment (Darvin & Norton, 2015; Norton Peirce, 1995), it presents two case studies of voice construction by EFL learners in Iran.	Relational Identifying
		METHOD	Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary, the study reveals how the two participants invest in two different voices that index their efforts toward the construction of a second language–mediated identity.	
tq-6.4		RESULT	Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary, the study reveals how the two participants invest in two different voices that index their efforts toward the construction of a second language–mediated identity.	Relational Identifying
tq-6.5			Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary, the study reveals how the two participants invest in two different voices that index their efforts toward the construction of a second language–mediated identity.	Material

tq-6.6			The two learners are shown to gravitate toward informal and formal English words and use them in their speech in ways that are illustrative of how they envision their engagement with English both in the present and in the future.	Relational Identifying
tq-6.7			The two learners ... to gravitate toward informal and formal English words	Material
tq-6.8		and	[The two learners … to] use them in their speech in ways that are illustrative of how they envision their engagement with English both in the present and in the future.	Material
tq-6.9		DISCUSSION	The pedagogical implications of the study are then discussed.	Verbal
	Gallagher	University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction		
tq-7.1		BACK-GROUND	Internationalization trends worldwide have brought more multilingual students into English-medium university classrooms in the United States and elsewhere.	Material
tq-7.2			Faculty across the disciplines increasingly have the dual challenge of developing both content and advanced academic language.	Relational Possessive
tq-7.3			Ample precedent in P–12 education suggests developing instructors' knowledge of (a) students as language learners, (b) instructional techniques grounded in second language acquisition theory, and (c) contextual factors necessary for helping instructors implement linguistically responsive instruction (LRI).	Verbal
tq-7.4			developing instructors' knowledge of (a) students as language learners, (b) instructional techniques grounded in second language acquisition theory, and (c) contextual factors necessary for helping instructors implement linguistically responsive instruction (LRI).	Material
tq-7.5		PURPOSE	This study probes the extent to which prior work transfers to the tertiary setting,	Material
tq-7.6			focusing on participating faculty members' beliefs about multilingual students, LRI, and context.	Relational Circumstantial
tq-7.7		METHOD	The authors collected survey data from 197 faculty at a mid-size comprehensive university in the Midwestern United States	Material
tq-7.8		and	[The authors] analyzed written comments provided by participants.	Material
tq-7.9		RESULT	They found that, on the whole, faculty participants displayed deficit views regarding students' linguistic and academic abilities and questioned the appropriateness and feasibility of several of the LRI techniques.	Mental
tq-7.10		that	faculty participants displayed deficit views regarding students' linguistic and academic abilities	Verbal
tq-7.11		and	[faculty participants] questioned the appropriateness and feasibility of several of the LRI techniques.	Verbal
tq-7.12			Many rejected the notion that language instruction was within the scope of their responsibilities	Verbal
tq-7.13		and	[many] expressed a strong preference for support provided outside of class time.	Verbal
tq-7.14		DISCUSSION	The authors discuss the results in terms of the notions of rigor, college readiness, and faculty development in LRI.	Verbal
	Henry et al.	Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters		

tq-8.1		BACK-GROUND	Motivational strategies are underresearched	Relational Attributive
tq-8.2		and	studies so far conducted have been in sociolinguistic contexts where English is not extensively encountered outside the classroom.	Relational Attributive
tq-8.3			Given also that little is known about strategies relating to the design and content of classroom activities, the purpose of this study is to identify and critically evaluate strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Relational Possessive
tq-8.4		that	little is known about strategies relating to the design and content of classroom activities, the purpose of this study is to identify and critically evaluate strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Mental
tq-8.5		PURPOSE	Given also that little is known about strategies relating to the design and content of classroom activities, the purpose of this study is to identify and critically evaluate strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Relational Identifying
tq-8.6			to identify [and critically evaluate] strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Mental
tq-8.7			[to identify] and critically evaluate strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Mental
tq-8.9		METHOD	Using Dornyei's (2001) taxonomy of motivational strategies as an analytical tool, 112 descriptions of motivational activities provided by a randomly drawn sample of secondary EFL teachers in Sweden (N = 252) were content-analyzed with a focus on design and content.	Material
tq-8.10		METHOD	Using Dornyei's (2001) taxonomy of motivational strategies as an analytical tool, 112 descriptions of motivational activities provided by a randomly drawn sample of secondary EFL teachers in Sweden (N = 252) were content-analyzed with a focus on design and content.	Material
tq-8.11		RESULT	Providing support for Dornyei's proposals, the results reveal the prominence of activities that enable students to work with authentic materials (cultural artefacts produced for a purpose other than teaching)	Relational Attributive
tq-8.12			Providing support for Dornyei's proposals, the results reveal the prominence of activities that enable students to work with authentic materials (cultural artefacts produced for a purpose other than teaching).	Relational Identifying
tq-8.13			Activities involving digital technologies which provide opportunities for creativity are also prominent.	Relational Attributive
tq-8.14			Use of authentic materials places high demands on teachers' pedagogical and linguistic skills.	Relational Attributive
tq-8.15		DISCUSSION	In contexts where students respond positively to such activities, teachers' language awareness skills become of significant importance.	Relational Attributive
	Okuda et al.		**Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective**	
tq-9.1		BACK-GROUND	The writing center is a common form of academic writing support in Canadian and U.S. universities (Moussu & David, 2015).	Relational Attributive

tq-9.2			With its nonproofreading policy, some scholars have indicated the service may be less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003).	Verbal
tq-9.3			the service may be less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003).	Relational Attributive
tq-9.4		However,	these discussions often omit [or insufficiently address] international graduate students as a distinctive population (Phillips, 2013).	Verbal
tq-9.5		or	these discussions often insufficiently address international graduate students as a distinctive population (Phillips, 2013).	Verbal
tq-9.6		PURPOSE	To address this gap, this article presents results from two complementary case studies involving the use of writing centers by three second language (L2) Chinese graduate students (two doctoral and one master's) at a research-intensive Canadian university.	Material
tq-9.7		PURPOSE	To address this gap, this article presents results from two complementary case studies involving the use of writing centers by three second language (L2) Chinese graduate students (two doctoral and one master's) at a research-intensive Canadian university.	Relational Identifying
tq-9.8			Drawing on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005), the researchers examine the role of the university's writing center in the participants' enculturation into academic discourses, practices, identities, and communities.	Material
tq-9.9			Drawing on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005), the researchers examine the role of the university's writing center in the participants' enculturation into academic discourses, practices, identities, and communities.	Material
tq-9.10		RESULT	Data indicate that international graduate students spend considerable time and effort seeking out writing support to improve academic practices.	Relational Identifying
tq-9.11		that	international graduate students spend considerable time and effort seeking out writing support to improve academic practices.	Material
tq-9.12			seeking out writing support to improve academic practices.	Material
tq-9.13			Only the master's student was able to make full use of the writing center tutorials due to her strategic socialization of the tutor.	Material
tq-9.14		DISCUSSION	Implications are provided to minimize student burden and maximize specialized writing support for L2 graduate students.	Material
	Nuske	"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English		
tq-10.1		BACK-GROUND	World Englishes has become a robust field of inquiry as scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	Relational Attributive
tq-10.2		as	scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	Mental
tq-10.3		Yet	research demonstrates that teachers and learners of English as a foreign language continue, albeit in a partially conflicted way, to believe that prestigious native speaker varieties are the sole acceptable targets of instruction.	Relational Identifying
tq-10.4		that	teachers and learners of English as a foreign language continue, albeit in a partially conflicted way, to believe that prestigious native speaker varieties are the sole acceptable targets of instruction.	Mental

ID	Author	Conjunction	CLAUSE	PROCESS TYPE
tq-10.5		that	prestigious native speaker varieties are the sole acceptable targets of instruction.	Relational Identifying
tq-10.6		Thus,	there is a need for further inquiries into the factors that influence individuals' attitudes toward localized Englishes and the efficacy of classroom interventions in modifying these.	Existential
tq-10.7		METHOD	Utilizing a qualitative case study approach, the present study traces one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.	Material
tq-10.8		PURPOSE	Utilizing a qualitative case study approach, the present study traces one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.	Material
tq-10.9			Drawing from semistructured interviews conducted over approximately 3 years, the study illustrates how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	Material
tq-10.10		RESULT	Drawing from semistructured interviews conducted over approximately 3 years, the study illustrates how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	Relational Identifying
tq-10.11			how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	Relational Attributive
tq-10.12			It also explicates how the complex ramifications of a blunt provocation from one of her instructors and a sense of alienation arising from studying alongside U.S. native speakers ultimately led her to defend China English outside the classroom.	Verbal
tq-10.13			how the complex ramifications of a blunt provocation from one of her instructors and a sense of alienation arising from studying alongside U.S. native speakers ultimately led her to defend China English outside the classroom.	Verbal
tq-10.14		DISCUSSION	The article concludes with practical recommendations for TESOL programs that seek to instill more tolerant dispositions toward linguistic differences while avoiding superficial inscriptions of Western discourses.	Verbal

TEFLIN

ID	Author	Conjunction	CLAUSE	PROCESS TYPE
	Alfian		**Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia**	
		BACK-GROUND	NO BACKGROUND	
tef-1.1		PURPOSE	This study explores the relation between language proficiency level and language learning strategy choice of EFL learners at an Islamic university in Indonesia.	Material
tef-1.2		METHOD	Two hundred and eighty four participants classified [sic.] based on their proficiency levels (high, medium, and low) as determined by their achievement results completed the Strategy Inventory for Language Learning (SILL) version 7.0 questionnaires.	Material
tef-1.3		RESULT	The findings indicated that there was a linear relationship between proficiency level and strategy use; the higher the proficiency level, the higher the number of strategies employed.	Relational Identifying
tef-1.4		that	there was a linear relationship between proficiency level and strategy use; the higher the proficiency level, the higher the number of strategies employed.	Existential
tef-1.5		Furthermore,	it was also found that higher proficiency level learners tended to choose meta-cognitive strategies; they usually managed learning by conscientious planning, monitoring, and evaluating their own learning.	Relational Identifying
tef-1.6		that	higher proficiency level learners tended to choose meta-cognitive strategies;	Mental

tef-1.7			they usually managed learning by conscientious planning, monitoring, and evaluating their own learning.	Material
tef-1.8			The findings also demonstrated that low proficiency level learners were inclined to choose affective strategies,	Relational Identifying
tef-1.9		that	low proficiency level learners were inclined to choose affective strategies,	Mental
tef-1.10		meaning that	they were concerned with the emotional requirements such as confidence.	Relational Attributive
tef-1.11		DISCUSSION	The findings of this study provide contribution to further development of existing global theories about language learner strategies,	Material
tef-1.12		and	[The findings of this study] are beneficial for classroom practice in the Indonesian context, especially in raising EFL teachers' awareness about ways in improving student learning.	Relational Attributive
	Hum Chan	**Cambodian EFL Students' Investment in Learning English: Perspectives and Practices**		
		BACK-GROUND	NO BACKGROUND	
tef-2.1		PURPOSE	This article reports on a case study that explored the perspectives and practices of Cambodian EFL students regarding their investment in learning English at the University of Battambang (UBB), Cambodia.	Verbal
tef-2.2			The study specifically investigated how the students perceived the role that learning English played in their lives.	Material
tef-2.3			how the students perceived the role that learning English played in their lives.	Mental
tef-2.4			The study also examined community practices surrounding the learning of English amongst these Cambodian university students.	Material
tef-2.5		METHOD	A mixed method approach was employed to collect data in two stages.	Material
tef-2.6			to collect data in two stages.	Material
tef-2.7			First, a survey was administered to a random selection of 80 university students.	Material
tef-2.8		Then,	four intensive group interviews were undertaken with a total of 20 students purposively selected through a theoretical sampling.	Material
tef-2.9			Quantitative data from the survey was computerized [and analyzed] using SPSS	Material
tef-2.10		and	Quantitative data from the survey was computerized [and analyzed] using SPSS	Material
tef-2.11			using SPSS	Material
tef-2.12		while	the qualitative data obtained from the intensive interviews was coded [and interpreted] to compare its similarities and differences with statistical data for generating theory.	Material
tef-2.13		and	the qualitative data obtained from the intensive interviews was coded interpreted to compare its similarities and differences with statistical data for generating theory.	Mental

tef-2.14			to compare its similarities and differences with statistical data for generating theory.	Material
tef-2.15		RESULT	Findings of the study indicate that English has empowered Cambodian learners' perspectives to invest in EFL study as a means for improving their quality of life, gaining better positions, and advancing their salary and social status, which may, in turn, affect their identities and capital.	Relational Identifying
tef-2.16		that	English has empowered Cambodian learners' perspectives to invest in EFL study as a means for improving their quality of life, gaining better positions, and advancing their salary and social status, which may, in turn, affect their identities and capital.	Material
	Asma Khan	**Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning**		
		BACK-GROUND	NO BACKGROUND	
tef-3.1		PURPOSE	This qualitative in-depth interview study investigated the experiences of Pakistani English teachers in an online community, English Companion Ning (ECN).	Material
tef-3.2			The main purpose of the study was to investigate what ECN meant to these Pakistani teachers and how they found their professional learning experiences different in ECN from face-to-face professional development programs in Pakistan.	Relational Identifying
tef-3.3			to investigate what ECN meant to these Pakistani teachers and how they found their professional learning experiences different in ECN from face-to-face professional development programs in Pakistan.	Material
tef-3.4			what ECN meant to these Pakistani teachers and how they found their professional learning experiences different in ECN from face-to-face professional development programs in Pakistan.	Relational Identifying
tef-3.5		and	how they found their professional learning experiences different in ECN from face-to-face professional development programs in Pakistan.	Mental
tef-3.6		METHOD	Data were gathered from six teachers through in-depth interviews, guided tours, field notes, memos, and ECN logs.	Material
tef-3.7			Using the grounded theory approach, this study analyzed [and interpreted] the data through initial, focused, and axial coding.	Material
tef-3.8			Using the grounded theory approach, this study analyzed [and interpreted] the data through initial, focused, and axial coding.	Material
tef-3.9		and	Using the grounded theory approach interpreted the data through initial, focused, and axial coding.	Mental
tef-3.10		RESULT	Data analysis revealed that being free from budget, temporal, and geographical constraints, the ECN provided numerous opportunities to the Pakistani teachers for a sustained and long-term professional learning in a collaborative setting.	Relational Identifying
tef-3.11		that	being free from budget, temporal, and geographical constraints, the ECN provided numerous opportunities to the Pakistani teachers for a sustained and long-term professional learning in a collaborative setting.	Material
tef-3.12			being free from budget, temporal, and geographical constraints,	Relational Attributive
	Zuliah Rohmah	**Enhancing English Teachers' Professional Development: Potraying A Mentoring Program**		
tef-4.1		BACK-GROUND	Quality English teachers are required to have a good mastery of English language skills and language teaching methodology.	Relational Possessive

tef-4.3			New teachers or lecturers, in particular, need assistance in improving these two aspects.	Relational Possessive
tef-4.4			One of the ways is through Continuing Professional Development (CPD).	Relational Circumstantial
tef-4.5			Traditionally, professional development (PD) is done by attending professional forums and pursuing further education.	Material
tef-4.6		by	attending professional forums	Material
tef-4.7		and	pursuing further education.	Material
tef-4.8		However,	this traditional practice has some weaknesses, one of which is giving little opportunity for teachers to take control over their own learning (Kennedy, 2005; Rose & Reynolds, 2007).	Relational Possessive
tef-4.9		While	mentoring practices as a form of CPD are common in more developed countries, they are not widely practiced in Indonesia.	Relational Attributive
tef-4.10			mentoring practices as a form of CPD are common in more developed countries,	Material
tef-4.11		PURPOSE	To respond to the scarcity of research in this area, the current study is conducted by using observations and questionnaire as the instruments to portray the implementation of a mentoring program in an English training institution in East Java, Indonesia.	Material
tef-4.12			To respond to the scarcity of research in this area, the current study is conducted by using observations and questionnaire as the instruments to portray the implementation of a mentoring program in an English training institution in East Java, Indonesia.	Material
tef-4.13		by	using observations and questionnaire as the instruments to portray the implementation of a mentoring program in an English training institution in East Java, Indonesia.	Material
tef-4.14		METHOD	Specifically, the article reports the practice of the mentoring program and the mentees' perceptions of the mentoring sessions with the mentor.	Verbal
tef-4.15		RESULT	The findings show that the teachers respond positively to the mentoring program, and they also feel that their self-confidence is improved after joining the program.	Relational Identifying
tef-4.16		that	the teachers respond positively to the mentoring program,	Verbal
tef-4.17		and	they also feel that their self-confidence is improved after joining the program.	Mental
tef-4.18		that	their self-confidence is improved after joining the program.	Relational Attributive
tef-4.19		after	joining the program	Material
tef-4.20			The mentoring program conducted in the institution helps the teachers to enhance their professionalism as English teachers.	Material
	Nurmala Simbolon	**EMI IN Indonesian Higher Education: Stakeholders' Perspectives**		
tef-5.1		BACK-GROUND	Many universities in Indonesia are striving towards becoming internationally renowned universities.	Material

tef-5.2			becoming internationally renowned universities.	Relational Attributive
tef-5.3			Partly, they do so by making English as Medium of Instruction (EMI).	Material
tef-5.4		by	making English as Medium of Instruction (EMI).	Relational Attributive
tef-5.5			The university where the study was conducted commenced EMI through its voluntary EMI programs, which lasted for four years.	Material
tef-5.6			The discontinuation of the EMI programs was the trigger of this study.	Relational Identifying
tef-5.7		PURPOSE	This article seeks to understand the stakeholders' perspectives of EMI.	Mental
tef-5.8		METHOD	Data were gathered from two focus group interviews involving six content-based lecturers and three policy makers in one state university which utilizes EMI approach in their course delivery,	Material
tef-5.9		and then	[Data] [were] analysed using thematic and content analysis methods.	Material
tef-5.10			using thematic and content analysis methods.	
tef-5.11		RESULT	The findings demonstrate that while the stakeholder agree that mastery of English is important for their university graduates, there was a gap between policy makers' perspectives and the articulation of the institutional policy concerning the significance of English proficiency in the department's curriculum.	Relational Identifying
tef-5.12		that while	the stakeholder agree that mastery of English is important for their university graduates,	Verbal
tef-5.13		that	mastery of English is important for their university graduates,	Relational Attributive
tef-5.14			there was a gap between policy makers' perspectives and the articulation of the institutional policy concerning the significance of English proficiency in the department's curriculum.	Existential
tef-5.15		Yet,	the stakeholders admit that there is possibility that EMI can be implemented in several relevant departments in the university.	Verbal
tef-5.16		that	there is possibility that EMI can be implemented in several relevant departments in the university.	Existential
tef-5.17			The interviews also reveal that stakeholders consider content-based language teaching (CBLT), practiced by language specialists, as the most suitable approach should EMI be implemented throughout their university.	Relational Identifying
tef-5.18		that	stakeholders consider content-based language teaching (CBLT), practiced by language specialists, as the most suitable approach should EMI be implemented throughout their university.	Mental
tef-5.19		DISCUSSION	this article concludes with further EMI implications for university planning of its English language teaching.	Material
	Lee et al.	AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING ANXIETY AMONG TAIWANESE EFL LEARNERS		
		BACK-GROUND	NO BACKGROUND	

tef-6.1		PURPOSE	The present study was an elaboration on factors influencing foreign language (FL) reading anxiety in EFL learners (n = 202) in Taiwan.	Relational Attributive
tef-6.2		METHOD	Data were collected from three measures, a background information questionnaire, the Foreign Language Reading Anxiety Scale (FLRAS) and a semi-instructured interview.	Material
tef-6.3		RESULT	The results showed that FL reading anxiety was associated with time spent on reading English, but not with gender and academic major.	Relational Identifying
tef-6.4		that	FL reading anxiety was associated with time spent on reading English, but not with gender and academic major.	Relational Attributive
tef-6.5		Moreover,	FL reading anxiety was found to be positively correlated with text features and personal factors, but negatively correlated with reading strategy use,	Relational Identifying
tef-6.6			indicating that the more reading strategies a learner employs, the lower FL reading anxiety level he/she will experience.	Relational Identifying
tef-6.7			Unfamiliar vocabulary, unknown topics, long and complicated text structure as well as the fear of making mistakes were identified as the major factors of FL reading anxiety.	Relational Identifying
tef-6.8		DISCUSSION	This study contributes to extending [*sic.*]our understanding of factors that might evoke EFL reading anxiety.	Material
	Zahra Alimorad	**THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARSM**		
		BACK-GROUND	NO BACKGROUND	
tef-7.1		PURPOSE	This study attempted to investigate Iranian EFL teachers' and students' perceptions of plagiarism, the reasons for committing it, and the ways through which it can be resolved.	Material
tef-7.2			To do so, a questionnaire was administered to a convenient sample of university teachers (N=9) and students (N=34).	Material
tef-7.3		METHOD	To do so, a questionnaire was administered to a convenient sample of university teachers (N=9) and students (N=34).	Material
tef-7.4		RESULT	Results revealed that compared to their students, teachers reported greater amount of plagiarism in the writing samples given to them, which might imply that they were more strict in detecting plagiarism.	Relational Identifying
tef-7.5		that	compared to their students, teachers reported greater amount of plagiarism in the writing samples given to them,	Verbal
tef-7.6		which	might imply that they were more strict in detecting plagiarism.	Relational Identifying
tef-7.7		that	they were more strict in detecting plagiarism.	Relational Attributive
tef-7.8		in	detecting plagiarism.	Mental
tef-7.9			In terms of the unfairness of plagiarism, both groups pointed out that plagiarists are primarily unfair to the original author because they take the credit that s/he really deserves.	Verbal
tef-7.10		that	plagiarists are primarily unfair to the original author because they take the credit that s/he really deserves.	Relational Attributive
tef-7.11		because	they take the credit that s/he really deserves.	Material

tef-7.12			Regarding the reasons for doing plagiarism, too, both groups concurred that the most prominent reason is the students' inability to write scientifically.	Verbal
tef-7.13		that	the most prominent reason is the students' inability to write scientifically.	Relational Identifying
tef-7.14		Finally, while	students thought that this problem could be solved through open discussion and negotiation,	Mental
tef-7.15		that	this problem could be solved through open discussion and negotiation,	Material
tef-7.16			teachers posited that open discussion as well as severe punishment methods could be used to solve the problem.	Verbal
tef-7.17		that	open discussion as well as severe punishment methods could be used to solve the problem.	Material
tef-7.18			to solve the problem.	Material
	Alberth et al.	SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?		
tef-8.1		BACK-GROUND	It is generally accepted that effective teacher professional development is critical to effective educational improvements and reforms of any educational institution.	Relational Attributive
tef-8.2		that	effective teacher professional development is critical to effective educational improvements and reforms of any educational institution.	Relational Attributive
tef-8.3		However,	a conventional form of teacher professional development is constrained by time and space	Relational Attributive
tef-8.4		and	more often than not, there is a lack of perpetual support to teachers in the wake of a training program.	Existential
tef-8.5		therefore	An alternative way of teacher professional development ... needs to be sought.	Material
tef-8.6		PURPOSE	This article argues that social media and all its facets open up new avenues for sustainable professional development and life-long learning in which case support can be obtained through virtual learning communities.	Verbal
tef-8.7		that	social media and all its facets open up new avenues for sustainable professional development and life-long learning in which case	Material
tef-8.8		in which case	support can be obtained through virtual learning communities.	Material
	Alsied	AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS		
		BACK-GROUND	NO BACKGROUND	
tef-9.1		PURPOSE	This article attempts to explore the use of first language (Arabic) in the Libyan EFL classrooms as well as teachers' and students' attitudes towards using it.	Material
tef-9.2		METHOD	To this end, 5 Libyan EFL teachers and 143 Libyan EFL undergraduate students from the English department of Sebha University took part in the study.	Material
tef-9.3			Data were gathered through questionnaires and semistructured interviews.	Material

tef-9.4		RESULT	The findings of the study indicated that the Libyan EFL students had positive attitudes towards using Arabic in the classroom to some degree; however, they were in favor of using English more than Arabic.	Relational Identifying
tef-9.5		that	the Libyan EFL students had positive attitudes towards using Arabic in the classroom to some degree;	Relational Possessive
tef-9.6		however,	they were in favor of using English more than Arabic.	Relational Attributive
tef-9.7			It was also found that the students employed Arabic frequently to translate words from English into Arabic.	Relational Identifying
tef-9.8		that	the students employed Arabic frequently to translate words from English into Arabic.	Verbal
tef-9.9			to translate words from English into Arabic.	Material
tef-9.10			The results also reported that the Libyan EFL teachers used Arabic in their classrooms to accomplish many purposes such as helping students to understand, giving instructions, emphasizing information and giving the meaning of new and unfamiliar words.	Verbal
tef-9.11		that	the Libyan EFL teachers used Arabic in their classrooms to accomplish many purposes such as helping students to understand, giving instructions, emphasizing information and giving the meaning of new and unfamiliar words.	Verbal
tef-9.12			to accomplish many purposes such as helping students to understand, giving instructions, emphasizing information and giving the meaning of new and unfamiliar words.	Material
tef-9.13		Additionally,	teachers held positive attitudes towards the use of Arabic inside the classroom,	Relational Possessive
tef-9.14		but	they were of the opinion that Arabic can be only used in certain cases and it should not be overused.	Relational Attributive
tef-9.15		that	Arabic can be only used in certain cases	Verbal
tef-9.16		and	it should not be overused.	Verbal
	Fitriah	THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES		
		BACK-GROUND	NO BACKGROUND	
tef-10.1		PURPOSE	This study investigates teachers' views on the role of technology in building their creativity during teaching practices within the context of Indonesian higher education.	Material
tef-10.2		METHOD	An exploratory mixed methods design was employed by interviewing 20 EFL teachers about the role of technology in teachers' creativity and administering a creativity questionnaire to 175 teachers.	Material
tef-10.3		by	interviewing 20 EFL teachers about the role of technology in teachers' creativity and administering a creativity questionnaire to 175 teachers.	Material
tef-10.4		and	administering a creativity questionnaire to 175 teachers.	Material
tef-10.5		RESULT	The findings revealed that teachers are aware of the importance of technology in creativity.	Relational Identifying

tef-10.6		that	teachers are aware of the importance of technology in creativity.	Relational Attributive
tef-10.7			Technology appears to help them explore their creativity	Material
tef-10.8		However,	there is no clear evidence about how these teachers use technology in their actual classrooms.	Existential
tef-10.9			In general, the way in which technology was utilized in teaching was limited	Relational Attributive
tef-10.10		and	largely influenced by other factors, such as teachers' willingness to learn, students' participation, frequent interaction, and cooperation.	Material

Appendix 2

Functions of Background of Study Section of Abstracts

Note:

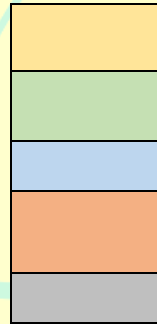- **Functions of Background of Study section of Abstracts**

Currrent Practice:

Current Research Topic of Interest:

Conceptual Backrgound :

Writer's Assumption:

Conclusion:

TESOL Quarterly				
ID	**Conj.**	**Background of study clause**	**Process type**	**Function**
Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond				
tq-1.1	BACK-GROUND	In the U.S. state of Arizona, language minority students who are English learners attend schools governed by a restrictive medium of instruction (MOI) language policy (LP).	**Material**	Current Practice
tq-1.2		Educators and educational researchers widely agree that effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	**Verbal**	Current Research Topic of Interest
tq-1.3	that	effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	**Relational Possessive**	Current Research Topic of Interest
tq-1.4	Furthermore,	several research studies (e.g., D. C. Johnson, 2009; Stritikus, 2003) have shown that the language ideologies held by policy-influential individuals affect the development and implementation of such policies.	**Relational Identifying**	Conceptual Background
tq-1.5	that	the language ideologies held by policy-influential individuals affect the development and implementation of such policies.	**Material**	Conceptual Background
tq-1.6	Thus,	Arizona MOI reforms need to be aligned with language ideologies of key stakeholders.	**Relational Attributive**	Conclusion

Comparing L1 and L2 Texts and Writers in First-Year Composition					
tq-2.1	BACK-GROUND	Scholars have at various points discussed the needs of second language (L2) writers enrolled in "mainstream" composition courses where they are mixed with native (L1) English speakers.	**Verbal**	Current Research Topic of Interest	
tq-2.2		Other researchers have investigated the experiences of L2 writers in mainstream classes and the perceptions of their instructors about their abilities and needs.	**Material**	Current Research Topic of Interest	
tq-2.3	however,	Little research, ..., has directly compared L1 and L2 students (mostly Generation 1.5) taking composition classes together.	**Material**	Current Research Topic of Interest	
Preservice Teachers' Developing Conceptions of Teaching English Learners					
	BACK-GROUND	NO BACKGROUND			
Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes					
	BACK-GROUND	NO BACKGROUND			
Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions					
tq-5.1	Although	many educators have recently discussed the positive effects of flipped learning, there is little empirical evidence about whether this approach can actually promote students' English learning.	**Verbal**	Current Research Topic of Interest	
tq-5.2	BACK-GROUND	Although many educators have recently discussed the positive effects of flipped learning, there is little empirical evidence about whether this approach can actually promote students' English learning.	**Existential**	Current Research Topic of Interest	
Constructing a Voice in English as a Foreign Language: Identity and Engagement					
tq-6.2	BACK-GROUND	Specifically, drawing on the concept of voice (Canagarajah, 2013; Johnstone, 1996; Kramsch, 2003), Bakhtin's (1981) theory of language, and the notion of investment (Darvin & Norton, 2015; Norton Peirce, 1995), it presents two case studies of voice construction by EFL learners in Iran.	**Material**	Conceptual Background	
University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction					
tq-7.1	BACK-GROUND	Internationalization trends worldwide have brought more multilingual students into English-medium university classrooms in the United States and elsewhere.	**Material**	Current Practice	
tq-7.2		Faculty across the disciplines increasingly have the dual challenge of developing both content and advanced academic language.	**Relational Possessive**	Current Practice	
tq-7.3		Ample precedent in P–12 education suggests developing instructors' knowledge of (a) students as language learners, (b) instructional techniques grounded in second language acquisition theory, and (c) contextual factors necessary for helping instructors implement linguistically responsive instruction (LRI).	**Verbal**	Current Research Topic of Interest	
tq-7.4		developing instructors' knowledge of (a) students as language learners, (b) instructional techniques grounded in second language acquisition theory, and (c) contextual factors necessary for helping instructors implement linguistically responsive instruction (LRI).	**Material**	Current Research Topic of Interest	
Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters					

tq-8.1	BACK-GROUND	Motivational strategies are underresearched	Relational Attributive	Current Research Topic of Interest
tq-8.2	and	studies so far conducted have been in sociolinguistic contexts where English is not extensively encountered outside the classroom.	Relational Attributive	Current Research Topic of Interest
tq-8.3		Given also that little is known about strategies relating to the design and content of classroom activities, the purpose of this study is to identify and critically evaluate strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Relational Possessive	Current Research Topic of Interest
tq-8.4	that	little is known about strategies relating to the design and content of classroom activities, the purpose of this study is to identify and critically evaluate strategies focusing on activity design and content in classroom activities that, in a setting where students have extensive extramural English encounters, teachers have found to be effective in generating motivation.	Mental	Current Research Topic of Interest
**Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective**			
tq-9.1	BACK-GROUND	The writing center is a common form of academic writing support in Canadian and U.S. universities (Moussu & David, 2015).	Relational Attributive	Current Practice
tq-9.2		With its nonprofreading policy, some scholars have indicated the service may be less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003).	Verbal	Conceptual Background
tq-9.3		the service may be less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003).	Relational Attributive	Conceptual Background
tq-9.4	However,	these discussions often omit [or insufficiently address] international graduate students as a distinctive population (Phillips, 2013).	Verbal	Current Research Topic of Interest
tq-9.5	or	these discussions often insufficiently address international graduate students as a distinctive population (Phillips, 2013).	Verbal	Current Research Topic of Interest
tq-9.8		Drawing on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005), the researchers examine the role of the university's writing center in the participants' enculturation into academic discourses, practices, identities, and communities.	Material	Conceptual Background
**"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English**			
tq-10.1	BACK-GROUND	World Englishes has become a robust field of inquiry as scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	Relational Attributive	Current Research Topic of Interest
tq-10.2	as	scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	Mental	Current Research Topic of Interest
tq-10.3	Yet	research demonstrates that teachers and learners of English as a foreign language continue, albeit in a partially conflicted way, to believe that prestigious native speaker varieties are the sole acceptable targets of instruction.	Relational Identifying	Conceptual Background
tq-10.4	that	teachers and learners of English as a foreign language continue, albeit in a partially conflicted way, to believe that prestigious native speaker varieties are the sole acceptable targets of instruction.	Mental	Conceptual Background
tq-10.5	that	prestigious native speaker varieties are the sole acceptable targets of instruction.	Relational Identifying	Conceptual Background
tq-10.6	Thus,	there is a need for further inquiries into the factors that influence individuals' attitudes toward localized Englishes and the efficacy of classroom interventions in modifying these.	Existential	Conclusion

NO	Conj	CLAUSE	PROCESS TYPE	FUNCTION
TEFLIN				
		Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia		
1		**NO BG**		
		Cambodian EFL Students' Investment in Learning English: Perspectives and Practices		
2		**NO BG**		
		Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning		
3		**NO BG**		
		Enhancing English Teachers' Professional Development: Potraying A Mentoring Program		
tef-4,1		Quality English teachers are required to have a good mastery of English language skills and language teaching methodology.	**Relational Possessive**	Writer's Assumption
tef-4,2		New teachers or lecturers, in particular, need assistance in improving these two aspects.	**Relational Possessive**	Writer's Assumption
tef-4,3		One of the ways is through Continuing Professional Development (CPD).	**Relational Circumstantial**	Writer's Assumption
tef-4,4		Traditionally, professional development (PD) is done by attending professional forums and pursuing further education.	**Material**	Current Practice
tef-4,5		by attending professional forums and pursuing further education.	**Material**	Current Practice
tef-4,6	However,	this traditional practice has some weaknesses, one of which is giving little opportunity for teachers to take control over their own learning (Kennedy, 2005; Rose & Reynolds, 2007).	**Relational Possessive**	Current Practice
tef-4,7		one of which is giving little opportunity for teachers to take control over their own learning (Kennedy, 2005; Rose & Reynolds, 2007).	**Material**	Current Practice
tef-4,8		While mentoring practices as a form of CPD are common in more developed countries, they are not widely practiced in Indonesia.	**Material**	Writer's Assumption
tef-4,9	While	mentoring practices as a form of CPD are common in more developed countries,	**Relational Attributive**	Writer's Assumption
		EMI IN INDONESIAN HIGHER EDUCATION: STAKEHOLDERS'' PERSPECTIVES		
tef-5,1		Many universities in Indonesia are striving towards becoming internationally renowned universities.	**Material**	Current Practice
tef-5,2		Partly, they do so by making English as Medium of Instruction (EMI).	**Material**	Current Practice

tef-5,3		The university where the study was conducted commenced EMI through its voluntary EMI programs, which lasted for four years.	**Material**	Current Practice
tef-5,4		The discontinuation of the EMI programs was the trigger of this study.	**Relational Identifying**	Conclusion
AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING ANXIETY AMONG TAIWANESE EFL LEARNERS				
6		**NO BG**		
THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARSM				
7		**NO BG**		
SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?				
tef-8,1		It is generally accepted that effective teacher professional development is critical to effective educational improvements and reforms of any educational institution.	**Material**	Conceptual Background
tef-8,2	that	effective teacher professional development is critical to effective educational improvements and reforms of any educational institution.	**Relational Attributive**	Conceptual Background
tef-8,3	However,	a conventional form of teacher professional development is constrained by time and space and, more often than not,	**Relational Attributive**	Current Practice
tef-8,4		there is a lack of perpetual support to teachers in the wake of a training program.	**Existential**	Current Practice
tef-8,5		An alternative way of teacher professional development therefore needs to be sought.	**Material**	Conclusion
AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS				
NO BG				
THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES				
NO BG				

The Current Practice Function of Background Study in Abstracts

Abbreviation:

ID: Identity

C1: Circumstance 1

C2: Circumstance 2

P1: Participant 1

P2: Participant 2

VG: Verbal Group

TESOL

ID	Process	C1	P1	VG	P2	C2
tq-1.1	**Material**	In the U.S. state of Arizona, (C. LOCATION)	language minority students who are English learners (ACTOR)	attend	schools governed by a restrictive medium of instruction (MOI) language policy (LP). (RANGE)	
tq-7.1	**Material**		Internationalization trends worldwide (ACTOR)	have brought	more multilingual students (RANGE)	into English-medium university classrooms in the United States and elsewhere. (C. PURPOSE)
tq-7.2	**Relational Possessive**	increasingly	Faculty across the disciplines (POSSESSOR)	have	the dual challenge of developing both content and advanced academic language. (POSSESSED)	
tq-9.1	**Relational Identifying**		The writing center (TOKEN)	is	a common form of academic writing support in Canadian and U.S. universities (Moussu & David, 2015). (VALUE)	

TEFLIN

ID	Process	C1	P1	VG	P2	C2
tef-4.5	Material	Traditionally (C. MANNER)		is done	professional development (PD) (RANGE)	by attending professional forums and pursuing further education. (C. MANNER)
tef-4.6	Material			attending	professional forums (RANGE)	
tef-4.7	Material			pursuing	further education. (RANGE)	
tef-5.1	Material		Many universities in Indonesia (ACTOR)	are striving		towards becoming internationally renowned universities. (C. PURPOSE)
tef-5.3	Material	Partly, (C. EXTENT)	They (ACTOR)	do	So (RANGE)	
tef-5.5	Material		The university where the study was conducted (ACTOR)	commenced	EMI (RANGE)	through its voluntary EMI programs, which lasted for four years. (C. MANNER)
tef-5.4	Relational Attributive			making	English (ATTRIBUTE)	as Medium of Instruction (EMI). (C. ROLE)
tef-8.3	Relational Attributive		a conventional form of teacher professional development (CARRIER)	is	constrained by time and space (ATTRIBUTE)	
tef-4.8	Relational Possessive		this traditional practice (POSSESSIVE)	has	some weaknesses, one of which is giving little opportunity for teachers to take control over their own learning (Kennedy, 2005; Rose & Reynolds, 2007). (POSSESSED)	
tef-4.4	Relational Circumstantial		One of the ways (CARRIER)	is		through Continuing Professional Development (CPD). (C. MANNER)
tef-8.4	Existential	more often than (C.TIme)	There	is	a lack of perpetual support to teachers in the wake of a training program. (EXSISTENT)	

Appendix 4

The Current Research Topic of Interest Function of Background Study in Abstracts

TESOL

ID	PROCESS	C1	P1	VG	P2	C2
tq-2.2	**Material**		Other researchers (ACTOR)	have investigated	the experiences of L2 writers in mainstream classes and the perceptions of their instructors about their abilities and needs. (RANGE)	
tq-2.3	**Material**	Directly (C. MANNER)	Little research (ACTOR)	has compared	L1 and L2 students (mostly Generation 1.5) taking composition classes together. (RANGE)	
tq-7.4	**Material**			developing	instructors' knowledge of (a) students as language learners, (b) instructional techniques grounded in second language acquisition theory, and (c) contextual factors necessary for helping instructors implement linguistically responsive instruction (LRI). (RANGE)	
tq-1.2	**Verbal**	Widely (C. EXTENT)	Educators and educational researchers (SAYER)	agree	that effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016). (VERBIAGE)	
tq-2.1	**Verbal**		Scholars (SAYER)	have discussed	the needs of second language (L2) writers enrolled in "mainstream" composition courses where they are mixed with native (L1) English speakers. (VERBIAGE)	
tq-5.1	**Verbal**	Recently (C. TIME)	many educators (SAYER)	have discussed	the positive effects of flipped learning (VERBIAGE)	
tq-7.3	**Verbal**		Ample precedent in P–12 education (SAYER)	suggests	developing instructors' knowledge of (a) students as language learners, (b) instructional techniques grounded in second language acquisition theory, and (c) contextual factors necessary for helping instructors implement linguistically responsive instruction (LRI). (VERBIAGE)	

tq-9.4	**Verbal**	Often (C. EXTENT)	these discussions (SAYER)	omit	international graduate students as a distinctive population (Phillips, 2013). (VERBIAGE)
tq-9.5	**Verbal**	Insufficiently (C. MANNER)	[these discussions] (SAYER)	address	nternational graduate students as a distinctive population (VERBIAGE)
tq-8.1	**Relational Attributive**		Motivational strategies (CARRIER)	are	Underresearched (ATTRIBUTE)
tq-8.2	**Relational Circumstantial**		studies so far conducted (CARRIER)		in sociolinguistic contexts where English is not extensively encountered outside the classroom. (C. LOCATION)
tq-10.1	**Relational Attributive**		World Englishes (CARRIER)	a robust field of inquiry (ATTRIBUTE)	as scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences. (C. PURPOSE)
tq-1.3	**Relational Possessive**			are needed	effective reforms of this policy (POSSESSED)	(e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).
tq-8.3	**Relational Possessive**			Given	that little is known about strategies relating to the design and content of classroom activities, (POSSESSED)
tq-5.2	**Existential**		there	is	little empirical evidence about whether this approach can actually promote students' English learning. (EXISTENT)
tq-8.4	**Mental**				Little (PHENOMENON)	about strategies relating to the design and content of classroom (C. MATTER)
tq-10.2	**Mental**		Scholars (SENSER)	pursue	more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences. (PHENOMENON)

Appendix 5

The Conceptual Background Function of Background Study in Abstracts

TESOL

ID	PROCESS	C1	P1	VG	P2	C2
tq-1.5	**Material**		the language ideologies held by policy-influential individuals (ACTOR)	affect	the language ideologies held by policy-influential individuals (RANGE)	
tq-9.8	**Material**			Drawing		on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005) (C. LOCATION)
tq-6.2	**Material**			drawing		on the concept of voice (Canagarajah, 2013; Johnstone, 1996; Kramsch, 2003), Bakhtin's (1981) theory of language, and the notion of investment (Darvin & Norton, 2015; Norton Peirce, 1995), (C. LOCATION)
tq-9.3	**Relational Attributive**		the service (CARRIER)	may be	less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003). (ATTRIBUTE)	
tq-1.4	**Relational Identifying**		several research studies (e.g., D. C. Johnson, 2009; Stritikus, 2003) (TOKEN)	have shown	that the language ideologies held by policy-influential individuals affect the development and implementation of such policies. (VALUE)	
tq-10.3	**Relational Identifying**		Research (TOKEN)	demonstrates	that teachers and learners of English as a foreign language continue, albeit in a partially conflicted way, to believe that prestigious native speaker varieties are the sole acceptable targets of instruction. (VALUE)	
tq-10.5	**Relational Identifying**		prestigious native speaker varieties	are	the sole acceptable targets of instruction.	

			(TOKEN)		(VALUE)	
tq-9.2	**Verbal**	With its nonproofreading policy (C. ACCOMPANIMENT)	some scholars (SAYER)	have indicated	the service may be less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003). (VERBIAGE)	
tq-10.4	**Mental**	albeit in a partially conflicted way (C. CONTIGENCY)	teachers and learners of English as a foreign language (SENSER)	contiunue to believe	that prestigious native speaker varieties are the sole acceptable targets of instruction. (PHENOMENON)	

TEFLIN

ID	PROCESS	C1	P1	VG	P2	C2
tef-8.1	Relational Attributive		it (that effective teacher professional development is critical to effective educational improvements and reforms of any educational institution) (CARRIER)	is accepted	Accepted (ATTRIBUTE)	that effective teacher professional development is critical to effective educational improvements and reforms of any educational institution (C. MANNER)
tef-8.2	Relational Attributive		effective teacher professional development (CARRIER)	is	critical to effective educational improvements and reforms of any educational institution. (ATTRIBUTE)	

Appendix 6

The Writer's Assumption Function of Background Study in Abstracts

TEFLIN

ID	PROCESS	C1	P1	VG	P2	C2
tef-4.1	Relational Possessive		Quality English teachers (POSSESSOR)	are required to have	a good mastery of English language skills and language teaching methodology. (POSSESSED)	
tef-4.3	Relational Possessive		New teachers or lecturers, (POSSESSOR)	need	assistance in improving these two aspects. (POSSESSED)	
tef-4.9	Relational Attributive	While mentoring practices as a form of CPD are common in more developed countries,	They (CARRIER)		practiced in Indonesia. (ATTRIBUTE)	widely
tef-4.10	Relational Attributive		mentoring practices as a form of CPD (CARRIER)	are	common in more developed countries, (ATTRIBUTE)	

Appendix 7

The Conclusion Function of Background Study in Abstracts

TESOL

ID	PROCESS	C1	P1	VG	P2	C2
tq-1.6	**Relational Attributive**		Arizona MOI reforms (CARRIER)	need to be	Aligned (ATTRIBUTE)	with language ideologies of key stakeholders. (C. ACCOMPANIMENT)
tq-10.6	**Existential**		there	Is	a need for further inquiries into the factors that influence individuals' attitudes toward localized Englishes and the efficacy of classroom interventions in modifying these. (EXISTENT)	

TEFLIN

ID	PROCESS	C1	P1	VG	P2	C2
tef-5.6	Relational Identifying		The discontinuation of the EMI programs (TOKEN)	was	the trigger of this study. (VALUE)	
tef-8.5	Material			needs to be sought.	An alternative way of teacher professional development ... (RANGE)	

BIOGRAFI PENULIS

FRANSISCA NIRMALA KALISTIYANI. Penulis skripsi ini akrab disapa dengan sebutan Chika. Ia lahir di Bogor pada tanggal 15 Maret 1997. Ia adalah anak terakhir dari tiga bersaudara. Penulis tinggal di Perumahan Cileungsi Indah, Jl. Kenanga 3, Blok A84. Ia berkebangsaan Indonesia dan beragama Katholik.

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