

## Appendix 1: Identifying the clauses

### TESOL QUARTERLY

NO	Conjunction	CLAUSE	PROCESS TYPE
<b>Fizsimmons</b>		<b>Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond</b>	
tq-1.1		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).	<b>Material</b>
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).	<b>Verbal</b>
tq-1.3	that	effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	<b>Relational Possessive</b>
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.	<b>Relational Identifying</b>
tq-1.5	that	the language ideologies held by policy-influential individuals affect the development and implementation of such policies.	<b>Material</b>
tq-1.6	Thus,	Arizona MOI reforms need to be aligned with language ideologies of key stakeholders.	<b>Relational Attributive</b>
tq-1.7		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.	<b>Material</b>
tq-1.8		To shed light on MOI reform processes in Arizona and internationally,	<b>Mental</b>
tq-1.9		to identify any shifts in their language ideologies between 2010 and 2016,	<b>Mental</b>
tq-1.10	and	to ascertain how these stakeholders perceive Arizona's educational LP	<b>Mental</b>
tq-1.11		how these stakeholders perceive Arizona's educational LP	
tq-1.12	and	to better understand how they relate their language ideologies to their policy perceptions.	<b>Mental</b>
tq-1.13		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.	<b>Relational Identifying</b>
tq-1.14		The results suggest that efforts to facilitate ideological change grounded in stakeholder experience might be considered in contexts undergoing LP reform.	<b>Relational Identifying</b>
tq-1.15	that	efforts to facilitate ideological change grounded in stakeholder experience might be considered in contexts undergoing LP reform.	<b>Mental</b>
<b>Eckstein et al.</b>		<b>Comparing L1 and L2 Texts and Writers in First-Year Composition</b>	

tq-2.1		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.	<b>Verbal</b>
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.	<b>Material</b>
tq-2.3	however,	Little research, ..., has directly compared L1 and L2 students (mostly Generation 1.5) taking composition classes together.	<b>Material</b>
tq-2.4		For this article, the researchers collected writing samples from 56 L1 and 74 L2 students enrolled in a university (mainstream) first-year composition course.	<b>Material</b>
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;	<b>Material</b>
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;	<b>Material</b>
tq-2.7		they juxtaposed these with insights from survey responses of both groups of writers and in-depth interviews.	<b>Material</b>
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.	<b>Material</b>
tq-2.9	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.	<b>Verbal</b>
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.	<b>Mental</b>
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.	<b>Mental</b>
tq-2.12	although	L1 and L2 students have much in common,	<b>Relational Possessive</b>
tq-2.13		These included differences in linguistic accuracy, lexical diversity, and language-related anxiety.	<b>Relational Possessive</b>
tq-2.14		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.	<b>Relational Possessive</b>
<b>Kelly</b>		<b>Preservice Teachers’ Developing Conceptions of Teaching English Learners</b>	
tq-3.1		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.	<b>Material</b>
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.	<b>Material</b>

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.	<b>Material</b>
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.	<b>Material</b>
tq-3.5		Preservice teachers depicted more and varied teaching strategies in end-of-course drawings,	<b>Material</b>
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.	<b>Relational Identifying</b>
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.	<b>Mental</b>
tq-3.8		The article discusses the importance of impacting preservice teacher beliefs through teacher education.	<b>Verbal</b>
tq-3.9	and	[This article] explores the benefits and limits of using drawings for this purpose.	<b>Material</b>
<b>Kurzer</b>		<b>Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes</b>	
tq-4.1		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.	<b>Material</b>
		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		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.	<b>Relational Identifying</b>
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.]	<b>Relational Attributive</b>

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.	<b>Relational Possessive</b>
tq-4.5		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.	<b>Material</b>
		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		indicating that DWCF may be an effective pedagogical intervention to improve linguistic accuracy.	<b>Relational Identifying</b>
tq-4.7	that	DWCF may be an effective pedagogical intervention to improve linguistic accuracy.	<b>Relational Attributive</b>
<b>Lee et al.</b>		<b>Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions</b>	
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.	<b>Verbal</b>
tq-5.2		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.	<b>Existential</b>
tq-5.3		This study was undertaken in four sections of the same College English 1 (E1) course over two consecutive semesters at a South Korean university.	<b>Material</b>
tq-5.4		A total of 79 students enrolled in the E1 course participated in the study.	<b>Material</b>
tq-5.5		Of the participants, 39 learned English using a communicative language teaching approach,	<b>Material</b>
tq-5.6		Of the participants, 39 learned English using a communicative language teaching approach,	<b>Material</b>
tq-5.7	whereas	40 studied English in a flipped learning manner.	<b>Material</b>
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.	<b>Material</b>
tq-5.9		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.	<b>Relational Identifying</b>
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,	<b>Material</b>
tq-5.11	but	only the final examination mean score indicated statistical significance.	<b>Relational Identifying</b>
tq-5.12	However,	surveys indicated that most students in this study seemed to enjoy learning English in a flipped learning environment.	<b>Relational Identifying</b>
tq-5.13	that	most students in this study seemed to enjoy learning English in a flipped learning environment.	<b>mental</b>



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.	<b>mental</b>
tq-5.15		the students in the flipped classroom to be more engaged in the learning process than those in the non-flipped classroom.	<b>Relational Attributive</b>
tq-5.16		Pedagogical implications for effective English teaching are discussed.	<b>Verbal</b>
<b>Shahri</b>		<b>Constructing a Voice in English as a Foreign Language: Identity and Engagement</b>	
tq-6.1		Situated in an English as a foreign language (EFL) context, this study navigates the intersection of language learner identity and foreign language engagement.	<b>Material</b>
tq-6.2		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.	<b>Material</b>
tq-6.3		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.	<b>Relational Identifying</b>
		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		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.	<b>Relational Identifying</b>
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.	<b>Material</b>
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.	<b>Relational Identifying</b>
tq-6.7		The two learners ... to gravitate toward informal and formal English words	<b>Material</b>
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.	<b>Material</b>
tq-6.9		The pedagogical implications of the study are then discussed.	<b>Verbal</b>
<b>Gallagher</b>		<b>University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction</b>	
tq-7.1		Internationalization trends worldwide have brought more multilingual students into English-medium university classrooms in the United States and elsewhere.	<b>Material</b>

tq-7.2		Faculty across the disciplines increasingly have the dual challenge of developing both content and advanced academic language.	<b>Relational Possessive</b>
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).	<b>Verbal</b>
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).	<b>Material</b>
tq-7.5		This study probes the extent to which prior work transfers to the tertiary setting,	<b>Material</b>
tq-7.6		focusing on participating faculty members’ beliefs about multilingual students, LRI, and context.	<b>Relational Circumstantial</b>
tq-7.7		The authors collected survey data from 197 faculty at a mid-size comprehensive university in the Midwestern United States	<b>Material</b>
tq-7.8	and	[The authors] analyzed written comments provided by participants.	<b>Material</b>
tq-7.9		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.	<b>Mental</b>
tq-7.10	that	faculty participants displayed deficit views regarding students’ linguistic and academic abilities	<b>Verbal</b>
tq-7.11	and	[faculty participants] questioned the appropriateness and feasibility of several of the LRI techniques.	<b>Verbal</b>
tq-7.12		Many rejected the notion that language instruction was within the scope of their responsibilities	<b>Verbal</b>
tq-7.13	and	[many] expressed a strong preference for support provided outside of class time.	<b>Verbal</b>
tq-7.14		The authors discuss the results in terms of the notions of rigor, college readiness, and faculty development in LRI.	<b>Verbal</b>
<b>Henry et al.</b>		<b>Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters</b>	
tq-8.1		Motivational strategies are underresearched	<b>Relational Attributive</b>
tq-8.2	and	studies so far conducted have been in sociolinguistic contexts where English is not extensively encountered outside the classroom.	<b>Relational Attributive</b>
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.	<b>Relational Possessive</b>
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	<b>Mental</b>

		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.	
tq-8.5		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.	<b>Relational Identifying</b>
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.	<b>Mental</b>
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.	<b>Mental</b>
tq-8.9		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.	<b>Material</b>
tq-8.10		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.	<b>Material</b>
tq-8.11		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)	<b>Relational Attributive</b>
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).	<b>Relational Identifying</b>
tq-8.13		Activities involving digital technologies which provide opportunities for creativity are also prominent.	<b>Relational Attributive</b>
tq-8.14		Use of authentic materials places high demands on teachers' pedagogical and linguistic skills.	<b>Relational Attributive</b>
tq-8.15		In contexts where students respond positively to such activities, teachers' language awareness skills become of significant importance.	<b>Relational Attributive</b>
<b>Okuda et al.</b>		<b>Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective</b>	
tq-9.1		The writing center is a common form of academic writing support in Canadian and U.S. universities (Moussu & David, 2015).	<b>Relational Attributive</b>
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).	<b>Verbal</b>

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).	<b>Relational Attributive</b>
tq-9.4	However,	these discussions often omit [or insufficiently address] international graduate students as a distinctive population (Phillips, 2013).	<b>Verbal</b>
tq-9.5	or	these discussions often insufficiently address international graduate students as a distinctive population (Phillips, 2013).	<b>Verbal</b>
tq-9.6		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.	<b>Material</b>
tq-9.7		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.	<b>Relational Identifying</b>
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.	<b>Material</b>
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.	<b>Material</b>
tq-9.10		Data indicate that international graduate students spend considerable time and effort seeking out writing support to improve academic practices.	<b>Relational Identifying</b>
tq-9.11	that	international graduate students spend considerable time and effort seeking out writing support to improve academic practices.	<b>Material</b>
tq-9.12		seeking out writing support to improve academic practices.	<b>Material</b>
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.	<b>Material</b>
tq-9.14		Implications are provided to minimize student burden and maximize specialized writing support for L2 graduate students.	<b>Material</b>
<b>Nuske</b>		<b>"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English</b>	
tq-10.1		World Englishes has become a robust field of inquiry as scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	<b>Relational Attributive</b>
tq-10.2	as	scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	<b>Mental</b>
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.	<b>Relational Identifying</b>



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.	<b>Mental</b>
tq-10.5	that	prestigious native speaker varieties are the sole acceptable targets of instruction.	<b>Relational Identifying</b>
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.	<b>Existential</b>
tq-10.7		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.	<b>Material</b>
tq-10.8		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.	<b>Material</b>
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.	<b>Material</b>
tq-10.10		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.	<b>Relational Identifying</b>
tq-10.11		how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	<b>Relational Attributive</b>
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.	<b>Verbal</b>
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.	<b>Verbal</b>
tq-10.14		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.	<b>Verbal</b>

# TEFLIN JOURNALS

NO CLAUSE	Conjunction	CLAUSE	PROCESS TYPE
<b>Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia</b>			
tef-1.1		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		Two hundred and eighty four participants classified [ <i>sic.</i> ] 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		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		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
<b>Cambodian EFL Students' Investment in Learning English: Perspectives and Practices</b>			
tef-2.1		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		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 using SPSS	Material
tef-2.10	and	Quantitative data from the survey [and] was analyzed using SPSS	Material
tef-2.11		using SPSS	Material
tef-2.12	while	the qualitative data obtained from the intensive interviews was coded 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 [and] was 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		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
<b>Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning</b>			
tef-3.1		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		<u>what</u> 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		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 [and] interpreted the data through initial, focused, and axial coding.	Mental

tef-3.10		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
<b>Enhancing English Teachers' Professional Development: Potraying A Mentoring Program</b>			
tef-4.1		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 and pursuing further education.	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,	Relational Attributive
tef-4.10		they are not widely practiced in Indonesia.	Material
tef-4.11		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		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		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



### EMI IN Indonesian Higher Education: Stakeholders' Perspectives

tef-5.1		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		This article seeks to understand the stakeholders' perspectives of EMI.	Mental
tef-5.8		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		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		this article concludes with further EMI implications for university planning of its English language teaching.	Material

### AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING ANXIETY AMONG TAIWANESE EFL LEARNERS

tef-6.1		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		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		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		This study contributes to extending [ <i>sic.</i> ]our understanding of factors that might evoke EFL reading anxiety.	Material
<b>THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARISM</b>			
tef-7.1		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		To do so, a questionnaire was administered to a convenient sample of university teachers (N=9) and students (N=34).	Material
tef-7.4		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
<b>SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?</b>			
tef-8.1		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		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
<b>AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS</b>			
tef-9.1		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		To this end, 5 Libyan EFL teachers and 143 Libyan EFL undergraduate students from the English department of Sebha University took part <del>in the study.</del>	Material
tef-9.3		Data were gathered through questionnaires and semistructured interviews.	Material
tef-9.4		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
<b>THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES</b>			
tef-10.1		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		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	Material
tef-10.4	and	administering a creativity questionnaire to 175 teachers.	Material
tef-10.5		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: Colouring the process structures

### TESOL Quarterly

NO	Conjunction	CLAUSE	PROCESS TYPE
<b>Fizsimmons</b>		<b>Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond</b>	
tq-1.1		In the U.S. state of Arizona, language minority students who are English learners <b>attend</b> schools governed by a restrictive medium of instruction (MOI) language policy (LP).	<b>Material</b>
tq-1.2		Educators and educational researchers <b>widely agree</b> that effective reforms of this policy are urgently needed (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	<b>Verbal</b>
tq-1.3	that	effective reforms of this policy <b>are urgently needed</b> (e.g., Arias & Faltis, 2012; Lawton, 2012; Lillie, 2016).	<b>Relational Possessive</b>
tq-1.4	Furthermore,	several research studies (e.g., D. C. Johnson, 2009; Stritikus, 2003) <b>have shown</b> that the language ideologies held by policy-influential individuals affect the development and implementation of such policies.	<b>Relational Identifying</b>
tq-1.5	that	the language ideologies held by policy-influential individuals <b>affect</b> the development and implementation of such policies.	<b>Material</b>
tq-1.6	Thus,	Arizona MOI reforms <b>need to be</b> aligned with language ideologies of key stakeholders.	<b>Relational Attributive</b>
tq-1.7		To shed light on MOI reform processes in Arizona and internationally, this study <b>resurveyed</b> 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.	<b>Material</b>
tq-1.8		To <b>shed</b> light on MOI reform processes in Arizona and internationally,	<b>Mental</b>
tq-1.9		to <b>identify</b> any shifts in their language ideologies between 2010 and 2016,	<b>Mental</b>
tq-1.10	and	to <b>ascertain</b> how these stakeholders perceive Arizona's educational LP	<b>Mental</b>
tq-1.11		how these stakeholders <b>perceive</b> Arizona's educational LP	
tq-1.12	and	to <b>better understand</b> how they relate their language ideologies to their policy perceptions.	<b>Mental</b>
tq-1.13		Results <b>indicate</b> 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.	<b>Relational Identifying</b>
tq-1.14		The results <b>suggest</b> that efforts to facilitate ideological change grounded in stakeholder experience might be considered in contexts undergoing LP reform.	<b>Relational Identifying</b>
tq-1.15	that	efforts to facilitate ideological change grounded in stakeholder experience <b>might be considered</b> in contexts undergoing LP reform.	<b>Mental</b>
<b>Eckstein et al.</b>		<b>Comparing L1 and L2 Texts and Writers in First-Year Composition</b>	

tq-2.1		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.	<b>Verbal</b>
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.	<b>Material</b>
tq-2.3	however,	Little research, ..., has directly compared L1 and L2 students (mostly Generation 1.5) taking composition classes together.	<b>Material</b>
tq-2.4		For this article, the researchers collected writing samples from 56 L1 and 74 L2 students enrolled in a university (mainstream) first-year composition course.	<b>Material</b>
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;	<b>Material</b>
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;	<b>Material</b>
		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.	<b>Material</b>
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.	<b>Material</b>
tq-2.9	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.	<b>Verbal</b>
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.	<b>Mental</b>
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.	<b>Mental</b>
tq-2.12	although	L1 and L2 students have much in common,	<b>Relational Possessive</b>
tq-2.13		These included differences in linguistic accuracy, lexical diversity, and language-related anxiety.	<b>Relational Possessive</b>
tq-2.14		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.	<b>Relational Possessive</b>
<b>Kelly</b>		<b>Preservice Teachers’ Developing Conceptions of Teaching English Learners</b>	
tq-3.1		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.	<b>Material</b>

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.	<b>Material</b>
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.	<b>Material</b>
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.	<b>Material</b>
tq-3.5		Preservice teachers depicted more and varied teaching strategies in end-of-course drawings,	<b>Material</b>
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.	<b>Relational Identifying</b>
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.	<b>Mental</b>
tq-3.8		The article discusses the importance of impacting preservice teacher beliefs through teacher education.	<b>Verbal</b>
tq-3.9	and	[This article] explores the benefits and limits of using drawings for this purpose.	<b>Material</b>
<b>Kurzer</b>		<b>Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes</b>	
tq-4.1		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.	<b>Material</b>
tq-4.2		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.	<b>Relational Identifying</b>
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.]	<b>Relational Attributive</b>
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.	<b>Relational Possessive</b>

tq-4.5		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
		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		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		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		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		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		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		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		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		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
		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		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		The pedagogical implications of the study are then discussed.	Verbal
Gallagher		University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction	
tq-7.1		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 <b>suggests</b> 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).	<b>Verbal</b>
tq-7.4		<b>developing</b> 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).	<b>Material</b>
tq-7.5		This study <b>probes</b> the extent to which prior work transfers to the tertiary setting,	<b>Material</b>
tq-7.6		<b>focusing on participating faculty members’ beliefs about multilingual students, LRI, and context.</b>	<b>Relational Circumstantial</b>
tq-7.7		The authors <b>collected</b> survey data from 197 faculty at a mid-size comprehensive university in the Midwestern United States	<b>Material</b>
tq-7.8	and	[The authors] <b>analyzed</b> written comments provided by participants.	<b>Material</b>
tq-7.9		They <b>found</b> that, <b>on the whole</b> , faculty participants displayed deficit views regarding students’ linguistic and academic abilities and questioned the appropriateness and feasibility of several of the LRI techniques.	<b>Mental</b>
tq-7.10	that	faculty participants <b>displayed</b> deficit views regarding students’ linguistic and academic abilities	<b>Verbal</b>
tq-7.11	and	[faculty participants] <b>questioned</b> the appropriateness and feasibility of several of the LRI techniques.	<b>Verbal</b>
tq-7.12		Many <b>rejected</b> the notion that language instruction was within the scope of their responsibilities	<b>Verbal</b>
tq-7.13	and	[many] <b>expressed</b> a strong preference for support provided outside of class time.	<b>Verbal</b>
tq-7.14		The authors <b>discuss</b> the results in terms of the notions of rigor, college readiness, and faculty development in LRI.	<b>Verbal</b>
<b>Henry et al.</b>		<b>Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters</b>	
tq-8.1		Motivational strategies <b>are</b> underresearched	<b>Relational Attributive</b>
tq-8.2	and	studies so far conducted <b>have been in</b> sociolinguistic contexts where English is not extensively encountered outside the classroom.	<b>Relational Attributive</b>
tq-8.3		<b>Given</b> also that little is known about strategies relating to the design and content of classroom activities, the purpose of this study <b>is</b> 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.	<b>Relational Possessive</b>
tq-8.4	that	little <b>is known</b> about strategies relating to the design and content of classroom activities, the purpose of this study <b>is</b> 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.	<b>Mental</b>

tq-8.5		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.	<b>Relational Identifying</b>
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.	<b>Mental</b>
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.	<b>Mental</b>
tq-8.9		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.	<b>Material</b>
tq-8.10		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.	<b>Material</b>
tq-8.11		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)	<b>Relational Attributive</b>
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).	<b>Relational Identifying</b>
tq-8.13		Activities involving digital technologies which provide opportunities for creativity are also prominent.	<b>Relational Attributive</b>
tq-8.14		Use of authentic materials places high demands on teachers' pedagogical and linguistic skills.	<b>Relational Attributive</b>
tq-8.15		In contexts where students respond positively to such activities, teachers' language awareness skills become of significant importance.	<b>Relational Attributive</b>
<b>Okuda et al.</b>		<b>Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective</b>	
tq-9.1		The writing center is a common form of academic writing support in Canadian and U.S. universities (Moussu & David, 2015).	<b>Relational Attributive</b>
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).	<b>Verbal</b>
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).	<b>Relational Attributive</b>

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		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		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		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		Implications are provided to minimize student burden and maximize specialized writing support for L2 graduate students.	Material
Nuske		<b>"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English</b>	
tq-10.1		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 <b>continue</b> , albeit in a partially conflicted way, <b>to believe</b> that prestigious native speaker varieties are the sole acceptable targets of instruction.	<b>Mental</b>
tq-10.5	that	prestigious native speaker varieties <b>are</b> the sole acceptable targets of instruction.	<b>Relational Identifying</b>
tq-10.6	Thus,	there <b>is</b> a need for further inquiries into the factors that influence individuals' attitudes toward localized Englishes and the efficacy of classroom interventions in modifying these.	<b>Existential</b>
tq-10.7		<b>Utilizing</b> a qualitative case study approach, the present study <b>traces</b> one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.	<b>Material</b>
tq-10.8		<b>Utilizing</b> a qualitative case study approach, the present study <b>traces</b> one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.	<b>Material</b>
tq-10.9		<b>Drawing</b> from semistructured interviews conducted over approximately 3 years, the study <b>illustrates</b> how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	<b>Material</b>
tq-10.10		<b>Drawing</b> from semistructured interviews conducted over approximately 3 years, the study <b>illustrates</b> how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	<b>Relational Identifying</b>
tq-10.11		<b>how</b> the participant's language attitudes <b>were</b> bound up with her emotional understandings of significant life experiences.	<b>Relational Attributive</b>
tq-10.12		It <b>also explicates</b> 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.	<b>Verbal</b>
tq-10.13		<b>how</b> 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 <b>led her to defend</b> China English outside the classroom.	<b>Verbal</b>
tq-10.14		The article <b>concludes</b> with practical recommendations for TESOL programs that seek to instill more tolerant dispositions toward linguistic differences while avoiding superficial inscriptions of Western discourses.	<b>Verbal</b>



## TEFLIN Journals

NO CLAUSE	Conjunction	CLAUSE	PROCESS TYPE
<b>Alfian</b>		<b>Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia</b>	
tef-1.1		This study <b>explores</b> the relation between language proficiency level and language learning strategy choice of EFL learners at an Islamic university in Indonesia.	Material
tef-1.2		Two hundred and eighty four participants <b>classified</b> [ <i>sic.</i> ] 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		The findings <b>indicated</b> 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 <b>was</b> 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 <b>was also found</b> 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 <b>tended to choose</b> meta-cognitive strategies;	Mental
tef-1.7		they usually <b>managed</b> learning by conscientious planning, monitoring, and evaluating their own learning.	Material
tef-1.8		The findings <b>also demonstrated</b> that low proficiency level learners were inclined to choose affective strategies,	Relational Identifying
tef-1.9	that	low proficiency level learners <b>were inclined to choose</b> affective strategies,	Mental
tef-1.10	meaning that	they <b>were</b> concerned with the emotional requirements such as confidence.	Relational Attributive
tef-1.11		The findings of this study <b>provide</b> contribution to further development of existing global theories about language learner strategies,	Material
tef-1.12	and	[The findings of this study] <b>are</b> beneficial for classroom practice in the Indonesian context, especially in raising EFL teachers' awareness about ways in improving student learning.	Relational Attributive
<b>Hum Chan</b>		<b>Cambodian EFL Students' Investment in Learning English: Perspectives and Practices</b>	
tef-2.1		This article <b>reports</b> 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 <b>specifically investigated</b> how the students perceived the role that learning English played in their lives.	Material
tef-2.3		<b>how</b> the students <b>perceived</b> the role that learning English played in their lives.	Mental
tef-2.4		The study <b>also examined</b> community practices surrounding the learning of English amongst these Cambodian university students.	Material
tef-2.5		A mixed method approach <b>was employed</b> to collect data in two stages.	Material
tef-2.6		<b>to collect</b> 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		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		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
<b>Asma Khan</b>		<b>Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning</b>	
tef-3.1		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		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		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
<b>Zuliah Rohmah</b>		<b>Enhancing English Teachers' Professional Development: Potraying A Mentoring Program</b>	
tef-4.1		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 and pursuing further education.	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,	Relational Attributive
tef-4.10		they are not widely practiced in Indonesia.	Material
tef-4.11		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		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		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		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		This article seeks to understand the stakeholders' perspectives of EMI.	Mental
tef-5.8		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		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		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	
tef-6.1		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		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		The results <b>showed</b> 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 <b>was</b> associated with time spent on reading English, but not with gender and academic major.	Relational Attributive
tef-6.5	Moreover,	FL reading anxiety <b>was found</b> to be positively correlated with text features and personal factors, but negatively correlated with reading strategy use,	Relational Identifying
tef-6.6		<b>indicating</b> 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 <b>were identified</b> as the major factors of FL reading anxiety.	Relational Identifying
tef-6.8		This study <b>contributes to extending</b> [ <i>sic.</i> ]our understanding of factors that might evoke EFL reading anxiety.	Material
<b>Zahra Alimorad</b>		<b>THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARISM</b>	
tef-7.1		This study <b>attempted to investigate</b> 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		<b>To do</b> so, a questionnaire <b>was administered</b> to a convenient sample of university teachers (N=9) and students (N=34).	Material
tef-7.3		<b>To do</b> so, a questionnaire <b>was administered</b> to a convenient sample of university teachers (N=9) and students (N=34).	Material
tef-7.4		Results <b>revealed</b> 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	<b>compared to their students</b> , teachers <b>reported</b> greater amount of plagiarism in the writing samples given to them,	Verbal
tef-7.6	which	<b>might imply</b> that they were more strict in detecting plagiarism.	Relational Identifying
tef-7.7	that	<b>they were</b> more strict in detecting plagiarism.	Relational Attributive
tef-7.8	in	<b>detecting</b> plagiarism.	Mental
tef-7.9		In terms of the unfairness of plagiarism, both groups <b>pointed out</b> 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 <b>are</b> primarily unfair to the original author because they take the credit that s/he really deserves.	Relational Attributive
tef-7.11	because	<b>they take</b> the credit that s/he really deserves.	Material
tef-7.12		Regarding the reasons for doing plagiarism, too, both groups <b>concurred</b> that the most prominent reason is the students' inability to write scientifically.	Verbal
tef-7.13	that	<b>the most prominent reason is</b> the students' inability to write scientifically.	Relational Identifying
tef-7.14	Finally, while	students <b>thought</b> that this problem could be solved through open discussion and negotiation,	Mental
tef-7.15	that	<b>this problem could be solved through open discussion and negotiation,</b>	Material



tef-7.16		teachers <b>posited</b> 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 <b>could be used to solve the problem</b> .	Material
tef-7.18		<b>to solve the problem</b> .	Material
<b>Alberth et al.</b>		<b>SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?</b>	
tef-8.1		It <b>is generally accepted</b> 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 <b>is critical to effective educational improvements and reforms of any educational institution</b> .	Relational Attributive
tef-8.3	However,	a conventional form of teacher professional development <b>is</b> constrained by time and space	Relational Attributive
tef-8.4	and	more often than not, there <b>is</b> 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 ... <b>needs to be sought</b> .	Material
tef-8.6		This article <b>argues</b> 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 <b>open up</b> new avenues for sustainable professional development and life-long learning in which case	Material
tef-8.8	in which case	support <b>can be obtained through virtual learning communities</b> .	Material
<b>Alsied</b>		<b>AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS</b>	
tef-9.1		This article <b>attempts to explore</b> 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		<b>To this end</b> , 5 Libyan EFL teachers and 143 Libyan EFL undergraduate students from the English department of Sebha University <b>took part in the study</b> .	Material
tef-9.3		<b>Data were gathered through questionnaires and semistructured interviews</b> .	Material
tef-9.4		The findings of the study <b>indicated</b> 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 <b>had</b> positive attitudes towards using Arabic in the classroom to some degree;	Relational Possessive
tef-9.6	however,	they <b>were</b> in favor of using English more than Arabic.	Relational Attributive
tef-9.7		It <b>was also found</b> that the students employed Arabic frequently to translate words from English into Arabic.	Relational Identifying
tef-9.8	that	the students <b>employed</b> Arabic frequently to translate words from English into Arabic.	Verbal
tef-9.9		<b>to translate words from English into Arabic</b> .	Material
tef-9.10		The results <b>also reported</b> 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
<b>Fitriah</b>		<b>THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES</b>	
tef-10.1		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		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	Material
tef-10.4	and	administering a creativity questionnaire to 175 teachers.	Material
tef-10.5		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 3: Identifying the moves of abstracts

### TESOL Quarterly

NO	Conjunction	CLAUSE	PROCESS TYPE
<b>Fizsimmons</b>		<b>Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond</b>	
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		how these stakeholders perceive Arizona's educational LP	
tq-1.12	and	to better understand how they relate their language ideologies to their policy perceptions.	Mental
tq-1.13	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-1.14	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-1.15	that	efforts to facilitate ideological change grounded in stakeholder experience might be considered in contexts undergoing LP reform.	Mental
<b>Eckstein et al.</b>		<b>Comparing L1 and L2 Texts and Writers in First-Year Composition</b>	

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) <b>become</b> better at self-editing and (2) <b>have</b> more accurate timed writing paragraphs [after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction.]	<b>Relational Attributive</b>
tq-4.4	and	[ multilingual students] (1) <b>become</b> better at self-editing (2) <b>have</b> more accurate timed writing paragraphs after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction.	<b>Relational Possessive</b>
tq-4.5	METHOD	Specific error categories <b>were investigated</b> (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.	<b>Material</b>
	RESULT	Specific error categories <b>were investigated</b> (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	<b>indicating</b> that DWCF may be an effective pedagogical intervention to improve linguistic accuracy.	<b>Relational Identifying</b>
tq-4.7	that	DWCF <b>may be</b> an effective pedagogical intervention to improve linguistic accuracy.	<b>Relational Attributive</b>
<b>Lee et al.</b>		<b>Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions</b>	
tq-5.1	Although	many educators <b>have recently discussed</b> the positive effects of flipped learning, there <b>is</b> little empirical evidence about whether this approach can actually promote students' English learning.	<b>Verbal</b>
tq-5.2	BACK-GROUND	Although many educators have recently discussed the positive effects of flipped learning, there <b>is</b> little empirical evidence about whether this approach can actually promote students' English learning.	<b>Existential</b>
tq-5.3	METHOD	This study <b>was undertaken</b> in four sections of the same College English 1 (E1) course over two consecutive semesters at a South Korean university.	<b>Material</b>
tq-5.4		A total of 79 students enrolled in the E1 course <b>participated</b> in the study.	<b>Material</b>
tq-5.5		Of the participants, 39 <b>learned</b> English using a communicative language teaching approach,	<b>Material</b>
tq-5.6		Of the participants, 39 <b>learned</b> English <b>using</b> a communicative language teaching approach,	<b>Material</b>
tq-5.7	whereas	40 <b>studied</b> English in a flipped learning manner.	<b>Material</b>
tq-5.8		Data <b>were gathered</b> 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.	<b>Material</b>
tq-5.9	RESULT	Findings <b>demonstrate</b> 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.	<b>Relational Identifying</b>
tq-5.10	that	the students in the flipped classroom <b>achieved</b> higher average scores in their final three tasks than those in the non-flipped classroom,	<b>Material</b>
tq-5.11	but	only the final examination mean score <b>indicated</b> statistical significance.	<b>Relational Identifying</b>

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 <b>have indicated</b> 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).	<b>Verbal</b>
tq-9.3		the service <b>may be</b> less effective for international students who require more explicit assistance on surface-level features in their academic writing (Harris & Silva, 1993; Myers, 2003).	<b>Relational Attributive</b>
tq-9.4	However,	these discussions often <b>omit</b> [or insufficiently address] international graduate students as a distinctive population (Phillips, 2013).	<b>Verbal</b>
tq-9.5	or	these discussions often <b>insufficiently address</b> international graduate students as a distinctive population (Phillips, 2013).	<b>Verbal</b>
tq-9.6	PURPOSE	To <b>address</b> this gap, this article <b>presents</b> 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.	<b>Material</b>
tq-9.7	PURPOSE	To address this gap, this article <b>presents</b> 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.	<b>Relational Identifying</b>
tq-9.8		<b>Drawing</b> on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005), the researchers <b>examine</b> the role of the university's writing center in the participants' enculturation into academic discourses, practices, identities, and communities.	<b>Material</b>
tq-9.9		Drawing on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005), the researchers <b>examine</b> the role of the university's writing center in the participants' enculturation into academic discourses, practices, identities, and communities.	<b>Material</b>
tq-9.10	RESULT	Data <b>indicate</b> that international graduate students spend considerable time and effort seeking out writing support to improve academic practices.	<b>Relational Identifying</b>
tq-9.11	that	international graduate students <b>spend</b> considerable time and effort <b>seeking out writing support to improve academic practices.</b>	<b>Material</b>
tq-9.12		<b>seeking out</b> writing support to improve academic practices.	<b>Material</b>
tq-9.13		Only the master's student <b>was able to make</b> full use of the writing center tutorials due to her strategic socialization of the tutor.	<b>Material</b>
tq-9.14	DISCUSSION	Implications <b>are provided</b> to minimize student burden and maximize specialized writing support for L2 graduate students.	<b>Material</b>
Nuske		<b>"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English</b>	
tq-10.1	BACK-GROUND	World Englishes <b>has become</b> a robust field of inquiry as scholars pursue more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	<b>Relational Attributive</b>
tq-10.2	as	scholars <b>pursue</b> more nuanced understandings of linguistic localization and multilinguals' negotiations of language differences.	<b>Mental</b>



tq-10.3	Yet	research <b>demonstrates</b> 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.	<b>Relational Identifying</b>
tq-10.4	that	teachers and learners of English as a foreign language <b>continue</b> , albeit in a partially conflicted way, to believe that prestigious native speaker varieties are the sole acceptable targets of instruction.	<b>Mental</b>
tq-10.5	that	prestigious native speaker varieties <b>are</b> the sole acceptable targets of instruction.	<b>Relational Identifying</b>
tq-10.6	Thus,	there <b>is</b> a need for further inquiries into the factors that influence individuals' attitudes toward localized Englishes and the efficacy of classroom interventions in modifying these.	<b>Existential</b>
tq-10.7	METHOD	Utilizing a qualitative case study approach, the present study <b>traces</b> one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.	<b>Material</b>
tq-10.8	PURPOSE	Utilizing a qualitative case study approach, the present study <b>traces</b> one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.	<b>Material</b>
tq-10.9		Drawing from semistructured interviews conducted over approximately 3 years, the study <b>illustrates</b> how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	<b>Material</b>
tq-10.10	RESULT	Drawing from semistructured interviews conducted over approximately 3 years, the study <b>illustrates</b> how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.	<b>Relational Identifying</b>
tq-10.11		how the participant's language attitudes <b>were</b> bound up with her emotional understandings of significant life experiences.	<b>Relational Attributive</b>
tq-10.12		It <b>also explicates</b> 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.	<b>Verbal</b>
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 <b>led her to defend</b> China English outside the classroom.	<b>Verbal</b>
tq-10.14	DISCUSSION	The article <b>concludes</b> with practical recommendations for TESOL programs that seek to instill more tolerant dispositions toward linguistic differences while avoiding superficial inscriptions of Western discourses.	<b>Verbal</b>

## TEFLIN Journals

NO CLAUSE	Conjunction	CLAUSE	PROCESS TYPE
<b>Alfian</b>		<b>Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia</b>	
	<b>BACK-GROUND</b>	NO BACKGROUND	
tef-1.1	PURPOSE	This study <b>explores</b> 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 <b>classified</b> [ <i>sic.</i> ] 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 <b>indicated</b> 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 <b>was</b> 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 <b>was also found</b> 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 <b>tended to choose</b> meta-cognitive strategies;	Mental
tef-1.7		they usually <b>managed</b> learning by conscientious planning, monitoring, and evaluating their own learning.	Material
tef-1.8		The findings <b>also demonstrated</b> that low proficiency level learners were inclined to choose affective strategies,	Relational Identifying
tef-1.9	that	low proficiency level learners <b>were inclined to choose</b> affective strategies,	Mental
tef-1.10	meaning that	they <b>were</b> concerned with the emotional requirements such as confidence.	Relational Attributive
tef-1.11	DISCUSSION	The findings of this study <b>provide</b> contribution to further development of existing global theories about language learner strategies,	Material
tef-1.12	and	[The findings of this study] <b>are</b> beneficial for classroom practice in the Indonesian context, especially in raising EFL teachers' awareness about ways in improving student learning.	Relational Attributive
<b>Hum Chan</b>		<b>Cambodian EFL Students' Investment in Learning English: Perspectives and Practices</b>	
tef-2.1	PURPOSE	This article <b>reports</b> 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 <b>specifically investigated</b> how the students perceived the role that learning English played in their lives.	Material
tef-2.3		<b>how</b> the students <b>perceived</b> the role that learning English played in their lives.	Mental
tef-2.4		The study <b>also examined</b> community practices surrounding the learning of English amongst these Cambodian university students.	Material
tef-2.5	METHOD	A mixed method approach <b>was employed</b> 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 <del>[and analyzed]</del> using SPSS	Material
tef-2.10	and	Quantitative data from the survey was <del>computerized</del> <del>[and analyzed]</del> using SPSS	Material
tef-2.11		using SPSS	Material
tef-2.12	while	the qualitative data obtained from the intensive interviews was coded <del>[and interpreted]</del> 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 <del>coded</del> 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	
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 <del>[and interpreted]</del> 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
<b>Zuliah Rohmah</b>		<b>Enhancing English Teachers' Professional Development: Potraying A Mentoring Program</b>	
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 and pursuing further education.	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,	Relational Attributive
tef-4.10		they are not widely practiced in Indonesia.	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	
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 <b>showed</b> 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 <b>was</b> associated with time spent on reading English, but not with gender and academic major.	Relational Attributive
tef-6.5	Moreover,	FL reading anxiety <b>was found</b> to be positively correlated with text features and personal factors, but negatively correlated with reading strategy use,	Relational Identifying
tef-6.6		<b>indicating</b> 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 <b>were identified</b> as the major factors of FL reading anxiety.	Relational Identifying
tef-6.8	DISCUSSION	This study <b>contributes to extending</b> [ <i>sic.</i> ]our understanding of factors that might evoke EFL reading anxiety.	Material
<b>Zahra Alimorad</b>		<b>THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARISM</b>	
tef-7.1	PURPOSE	This study <b>attempted to investigate</b> 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		<del>To do so, a questionnaire was administered to a convenient sample of university teachers (N=9) and students (N=34).</del>	Material
tef-7.3	METHOD	<del>To do so,</del> a questionnaire <b>was administered</b> to a convenient sample of university teachers (N=9) and students (N=34).	Material
tef-7.4	RESULT	Results <b>revealed</b> 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 <b>reported</b> greater amount of plagiarism in the writing samples given to them,	Verbal
tef-7.6	which	<b>might imply</b> that they were more strict in detecting plagiarism.	Relational Identifying
tef-7.7	that	they <b>were</b> more strict in detecting plagiarism.	Relational Attributive
tef-7.8	in	<b>detecting</b> plagiarism.	Mental
tef-7.9		In terms of the unfairness of plagiarism, both groups <b>pointed out</b> 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 <b>are</b> primarily unfair to the original author because they take the credit that s/he really deserves.	Relational Attributive
tef-7.11	because	they <b>take</b> the credit that s/he really deserves.	Material
tef-7.12		Regarding the reasons for doing plagiarism, too, both groups <b>concurred</b> that the most prominent reason is the students' inability to write scientifically.	Verbal
tef-7.13	that	the most prominent reason <b>is</b> the students' inability to write scientifically.	Relational Identifying
tef-7.14	Finally, while	students <b>thought</b> that this problem could be solved through open discussion and negotiation,	Mental
tef-7.15	that	this problem <b>could be solved</b> through open discussion and negotiation,	Material

tef-7.16		teachers <b>posited</b> 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 <b>could be used to solve the problem.</b>	Material
tef-7.18		<b>to solve the problem.</b>	Material
<b>Alberth et al.</b>		<b>SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?</b>	
tef-8.1	BACK-GROUND	It <b>is generally accepted</b> 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 <b>is critical to effective educational improvements and reforms of any educational institution.</b>	Relational Attributive
tef-8.3	However,	a conventional form of teacher professional development <b>is</b> constrained by time and space	Relational Attributive
tef-8.4	and	more often than not, there <b>is</b> 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 ... <b>needs to be sought.</b>	Material
tef-8.6	PURPOSE	This article <b>argues</b> 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 <b>open up</b> new avenues for sustainable professional development and life-long learning in which case	Material
tef-8.8	in which case	support <b>can be obtained</b> through virtual learning communities.	Material
<b>Alsied</b>		<b>AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS</b>	
tef-9.1	PURPOSE	This article <b>attempts to explore</b> 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 <b>this end</b> , 5 Libyan EFL teachers and 143 Libyan EFL undergraduate students from the English department of Sebha University <b>took part in the study.</b>	Material
tef-9.3		Data <b>were gathered</b> through questionnaires and semistructured interviews.	Material
tef-9.4	RESULT	The findings of the study <b>indicated</b> 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 <b>had</b> positive attitudes towards using Arabic in the classroom to some degree;	Relational Possessive
tef-9.6	however,	they <b>were</b> in favor of using English more than Arabic.	Relational Attributive
tef-9.7		It <b>was also found</b> that the students employed Arabic frequently to translate words from English into Arabic.	Relational Identifying
tef-9.8	that	the students <b>employed</b> Arabic frequently to translate words from English into Arabic.	Verbal
tef-9.9		<b>to translate</b> words from English into Arabic.	Material
tef-9.10		The results <b>also reported</b> 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
<b>Fitriah</b>		<b>THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES</b>	
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	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 4: Deleting the parts that doesn't informing the methodology move

### TESOL Quarterly

NO	Conjunction	CLAUSE	PROCESS TYPE
<b>Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond</b>			
tq-1.7		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
<b>Comparing L1 and L2 Texts and Writers in First-Year Composition</b>			
tq-2.4		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
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
<b>Preservice Teachers' Developing Conceptions of Teaching English Learners</b>			
tq-3.1		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
<b>Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes</b>			
		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.	
<b>Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions</b>			
tq-5.3		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
<b>Constructing a Voice in English as a Foreign Language: Identity and Engagement</b>			
		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.	
<b>University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction</b>			
tq-7.7		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
<b>Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters</b>			
tq-8.9		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		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
<b>Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective</b>			



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
<b>"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English</b>			
tq-10.7		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



# TEFLIN Journal

NO CLAUSE	Conjunction	CLAUSE	PROCESS TYPE
<b>Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia</b>			
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
<b>Cambodian EFL Students' Investment in Learning English: Perspectives and Practices</b>			
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 and] 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
<b>Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning</b>			
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
<b>Enhancing English Teachers' Professional Development: Potraying A Mentoring Program</b>			
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
<b>EMI IN Indonesian Higher Education: Stakeholders' Perspectives</b>			
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.	
<b>AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING ANXIETY AMONG TAIWANESE EFL LEARNERS</b>			
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
<b>THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARISM</b>			
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
<b>SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?</b>			
<b>AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS</b>			
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
<b>THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES</b>			
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	Material
tef-10.4	and	administering a creativity questionnaire to 175 teachers.	Material

## Appendix 5: Cross out the part of the clauses that do not inform methodology moves

### TESOL Quarterly

NO	Conjunction	CLAUSE	PROCESS TYPE
<b>Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond</b>			
tq-1.7		To shed light on <del>MOI reform processes in Arizona and internationally</del> , this study <del>resurveyed</del> 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
<b>Comparing L1 and L2 Texts and Writers in First-Year Composition</b>			
tq-2.4		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
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
<b>Preservice Teachers' Developing Conceptions of Teaching English Learners</b>			
tq-3.1		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
<b>Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes</b>			
		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.	



Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions			
tq-5.3		This study <del>was undertaken</del> 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 <del>participated</del> in the study.	Material
tq-5.5		Of the participants, 39 <del>learned</del> English <del>using a communicative language teaching approach,</del>	Material
tq-5.6		<del>Of the participants, 39 learned English using</del> a communicative language teaching approach,	Material
tq-5.7	whereas	40 <del>studied</del> English in a flipped learning manner.	Material
tq-5.8		Data <del>were gathered</del> 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
Constructing a Voice in English as a Foreign Language: Identity and Engagement			
		Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary, <del>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.</del>	
University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction			
tq-7.7		The authors <del>collected</del> survey data from 197 faculty at a mid-size comprehensive university in the Midwestern United States	Material
tq-7.8	and	<del>[The authors]</del> <del>analyzed</del> written comments provided by participants.	Material
Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters			
tq-8.9		<del>Using</del> Dornyei's (2001) taxonomy of motivational strategies as an analytical tool, <del>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.</del>	Material
tq-8.10		<del>Using Dornyei's (2001) taxonomy of motivational strategies as an analytical tool,</del> 112 descriptions of motivational activities provided by a randomly drawn sample of secondary EFL teachers in Sweden (N = 252) <del>were content-analyzed</del> with a focus on design and content.	Material
Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective			
tq-9.8		<del>Drawing</del> on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005), <del>the researchers examine the role of the university's writing center in the participants' enculturation into academic discourses, practices, identities, and communities.</del>	Material
"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English			
tq-10.7		<del>Utilizing</del> a qualitative case study approach, <del>the present study traces one Chinese TESOL graduate student's journey from harshly repudiating China English to vindicating its use.</del>	Material
tq-10.9		<del>Drawing</del> from semistructured interviews conducted over approximately 3 years, <del>the study illustrates how the participant's language attitudes were bound up with her emotional understandings of significant life experiences.</del>	Material



## TEFLIN Journals

NO CLAUSE	Conjunction	CLAUSE	PROCESS TYPE
<b>Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia</b>			
tef-1.2		Two hundred and eighty four participants <b>classified</b> [ <i>sic.</i> ] 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
<b>Cambodian EFL Students' Investment in Learning English: Perspectives and Practices</b>			
tef-2.5		A mixed method approach <b>was employed</b> to collect data in two stages.	Material
tef-2.6		<b>to collect</b> data in two stages.	Material
tef-2.7		First, a survey <b>was administered</b> to a random selection of 80 university students.	Material
tef-2.8	Then,	four intensive group interviews <b>were undertaken</b> with a total of 20 students purposively selected through a theoretical sampling.	Material
tef-2.9		Quantitative data from the survey <b>was computerized</b> <del>[and analyzed]</del> using SPSS	Material
tef-2.10	and	Quantitative data from the survey <b>was computerized</b> <del>[and analyzed]</del> using SPSS	Material
tef-2.11		<b>using</b> SPSS	Material
tef-2.12	while	the qualitative data obtained from the intensive interviews <b>was coded</b> <del>[and interpreted]</del> 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 <b>was coded</b> <del>interpreted</del> to compare its similarities and differences with statistical data for generating theory.	Mental
tef-2.14		<b>to compare</b> its similarities and differences with statistical data for generating theory.	Material
<b>Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning</b>			
tef-3.6		Data <b>were gathered</b> 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 <b>analyzed</b> <del>[and interpreted]</del> the data through initial, focused, and axial coding.	Material
tef-3.8		Using the grounded theory approach, this study <b>analyzed</b> [and interpreted] the data through initial, focused, and axial coding.	Material
tef-3.9	and	Using the grounded theory approach <b>interpreted</b> the data through initial, focused, and axial coding.	Mental
<b>Enhancing English Teachers' Professional Development: Potraying A Mentoring Program</b>			
tef-4.14		Specifically, the article <b>reports</b> the practice of the mentoring program and the mentees' perceptions of the mentoring sessions with the mentor.	Verbal
<b>EMI IN Indonesian Higher Education: Stakeholders' Perspectives</b>			
tef-5.8	METHOD	Data <b>were gathered</b> 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	<del>[Data]</del> <b>[were]</b> analysed using thematic and content analysis methods.	Material

tef-5.10		using thematic and content analysis methods.	
AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING ANXIETY AMONG TAIWANESE EFL LEARNERS			
tef-6.2	METHOD	Data were collected from three measures, a background information questionnaire, the Foreign Language Reading Anxiety Scale (FLRAS) and a semi-structured interview.	Material
THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARISM			
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
SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?			
		No Method	
AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS			
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
THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES			
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	Material
tef-10.4	and	administering a creativity questionnaire to 175 teachers.	Material

## Appendix 6: Final Data

### TESOL Quarterly

NO	Conjunction	CLAUSE	PROCESS TYPE
<b>Language Ideology Change Over Time: Lessons for Language Policy in the U.S. State of Arizona and Beyond</b>			
tq-1.7		this study <b>resurveyed</b> politically active voters, administrators, and teachers from Fitzsimmons-Doolan (2014)	Material
<b>Comparing L1 and L2 Texts and Writers in First-Year Composition</b>			
tq-2.4		For this article, the researchers <b>collected</b> writing samples from 56 L1 and 74 L2 students enrolled in a university (mainstream) first-year composition course.	Material
tq-2.5		<b>Using</b> a mixed-methods design,	Material
tq-2.6		Using a mixed-methods design, they <b>analyzed</b> the texts for language error counts as well as measures of lexical and syntactic complexity;	Material
tq-2.7		they <b>juxtaposed</b> these with insights from survey responses of both groups of writers and in-depth interviews.	Material
tq-2.8		Using a mixed-methods design,	Material
<b>Preservice Teachers' Developing Conceptions of Teaching English Learners</b>			
tq-3.1		In this study, 12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program <b>drew</b> picture 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 <b>wrote</b> 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,	Material
tq-3.4		the researcher <b>analyzed</b> 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
<b>Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes</b>			
		Via a quasi-experimental design investigating DWCF at three different levels of developmental ESL writing classes across three terms with 325 student participants,	
<b>Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions</b>			
tq-5.3		This study <b>was undertaken</b> 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 <b>participated</b> in the study.	Material
tq-5.5		Of the participants, 39 <b>learned</b> English	Material
tq-5.6		using a communicative language teaching approach,	Material
tq-5.7	whereas	40 <b>studied</b> 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
<b>Constructing a Voice in English as a Foreign Language: Identity and Engagement</b>			
		Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary,	
<b>University Faculty Beliefs About Emergent Multilinguals and Linguistically Responsive Instruction</b>			
tq-7.7		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
<b>Motivational Strategies and The Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters</b>			
tq-8.9		Using Dornyei's (2001) taxonomy of motivational strategies as an analytical tool,	Material
tq-8.10		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
<b>Second Language Graduate Students' Experience at the Writing Center: A Language Socialization Perspective</b>			
tq-9.8		Drawing on a second language socialization theoretical framework (Duff, 2007; Zuengler & Cole, 2005),	Material
<b>"I Mean I'm Kind of Discriminating My Own People:" A Chinese Tesol Graduate Student's Shifting Perceptions of China English</b>			
tq-10.7		Utilizing a qualitative case study approach,	Material
tq-10.9		Drawing from semistructured interviews conducted over approximately 3 years,	Material

## TEFLIN Journals

NO CLAUSE	Conjunction	CLAUSE	PROCESS TYPE
<b>Proficiency Level and Language Learning Strategy Choiche of Islamic University Learners in Indonesia</b>			
tef-1.2		Two hundred and eighty four participants <b>classified</b> [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
<b>Cambodian EFL Students' Investment in Learning English: Perspectives and Practices</b>			
tef-2.5		A mixed method approach <b>was employed</b> to collect data in two stages.	Material
tef-2.6		<b>to collect</b> data in two stages.	Material
tef-2.7		First, a survey <b>was administered</b> to a random selection of 80 university students.	Material
tef-2.8	Then,	four intensive group interviews <b>were undertaken</b> with a total of 20 students purposively selected through a theoretical sampling.	Material
tef-2.9		Quantitative data from the survey <b>was computerized</b> using SPSS	Material
tef-2.10	and	Quantitative data from the survey <b>was analyzed</b> using SPSS	Material
tef-2.11		<b>using</b> SPSS	Material
tef-2.12	while	the qualitative data obtained from the intensive interviews <b>was coded</b> 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 <b>was interpreted</b> to compare its similarities and differences with statistical data for generating theory.	Mental
tef-2.14		<b>to compare</b> its similarities and differences with statistical data for generating theory.	Material
<b>Pakistani Teachers' Professional Learning Experiences: Comparing Face-to-face Versus Online Learning</b>			
tef-3.6		Data <b>were gathered</b> from six teachers through in-depth interviews, guided tours, field notes, memos, and ECN logs.	Material
tef-3.7		<b>Using</b> the grounded theory approach,	Material
tef-3.8		this study <b>analyzed</b> the data through initial, focused, and axial coding.	Material
tef-3.9	and	this study <b>interpreted</b> the data through initial, focused, and axial coding.	Mental
<b>Enhancing English Teachers' Professional Development: Potraying A Mentoring Program</b>			
tef-4.14		Specifically, the article <b>reports</b> the practice of the mentoring program and the mentees' perceptions of the mentoring sessions with the mentor.	Verbal
<b>EMI IN Indonesian Higher Education: Stakeholders' Perspectives</b>			
tef-5.8	METHOD	Data <b>were gathered</b> 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] <b>[were]</b> analysed using thematic and content analysis methods.	Material
tef-5.10		<b>using</b> thematic and content analysis methods.	
<b>AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING ANXIETY AMONG TAIWANESE EFL LEARNERS</b>			



tef-6.2	METHOD	Data were collected from three measures, a background information questionnaire, the Foreign Language Reading Anxiety Scale (FLRAS) and a semi-instructed interview.	Material
<b>THE GOOD, THE BAD, OR THE UGLY: EXAMINING IRANIAN EFL UNIVERSITY TEACHERS' AND GRADUATE STUDENTS' PERCEPTIONS OF PLAGIARISM</b>			
tef-7.3	METHOD	a questionnaire was administered to a convenient sample of university teachers (N=9) and students (N=34).	Material
<b>SOCIAL MEDIA AS A CONDUIT FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: MYTHS, PROMISES OR REALITIES?</b>			
		No Method	
<b>AN INVESTIGATION OF THE USE OF THE FIRST LANGUAGE IN LIBYAN EFL CLASSROOMS</b>			
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	Material
tef-9.3		Data were gathered through questionnaires and semistructured interviews.	Material
<b>THE ROLE OF TECHNOLOGY IN TEACHERS' CREATIVITY DEVELOPMENT IN ENGLISH TEACHING PRACTICES</b>			
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	Material
tef-10.4	and	administering a creativity questionnaire to 175 teachers.	Material

## Appendix 7a: Stating the research design

### TESOL Quarterly

Id	Clause	RESEARCH	Process	APPROACH	SOURCE OF DATA	RESPONDENTS
tq-2.5	Using a mixed-methods design,		Using (Material = Verbal group - non-finite – present participle)	a mixed-methods design (Goal = Nominal group)		
tq-2.8	Using a mixed-methods design,		Using (Material = Verbal Group - non-finite - present participle)	a mixed-methods design (Goal = Nominal group)		
tq-3.3	Using content analysis,		Using (Material = Verbal Group - non-finite - present participle)	content analysis, (Goal = Nominal group)		
tq-4.2	Via a quasi-experimental design investigating DWCF at three different levels of developmental ESL writing classes across three terms with 325 student participants,			Via a quasi-experimental design (Circumstance of manner = PP with Via)	DWCF at three different levels of developmental ESL writing classes across three terms (Circumstance of Manner = Prepositional phrase)	with 325 student participants, (Circumstance Manner = PP with Via)
Tq-10.7	Utilizing a qualitative case study approach,		Utilizing (Material = Verbal Group - non-finite - present participle)	a qualitative case study approach, (Goal = Nominal group)		

### TEFLIN Journals

Id	Clause	RESEARCH	Process	APPROACH	RESPONDENTS	PURPOSE OF THE APPROACH
tef-2.5	A mixed method approach was employed to collect data in two stages.		was employed (Material = Verbal group - finite - past tense - passive voice)	A mixed method approach (Goal = Nominal group)		to collect data in two stages. (Circumstance of purpose = PP with to)
tef-3.7	Using the grounded theory approach,		Using (Material = Verbal group - non-finite - present participle)	the grounded theory approach, (Goal = Nominal group)		
tef-5.10	using thematic and content analysis methods.		using (Material = Verbal group - non-finite - present participle)	thematic and content analysis methods. (Goal = Nominal group)		
tef-10.2	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.		was employed (Material = Verbal group - finite - past tense - passive voice)	An exploratory mixed methods design (Goal = Nominal group)	by interviewing 20 EFL teachers about the role of technology in teachers' creativity and administering a creativity questionnaire to 175 teachers. (Circumstance of manner = prepositional phrase with by)	

## Appendix 7b: Stating the data collecting procedure

### TESOL Quarterly

		RESEARCHER	Process	SOURCE OF DATA	DATA	RESPONDENTS	INSTRUMENT
tq 2.4	the researchers collected writing samples from 56 L1 and 74 L2 students enrolled in a university (mainstream) first-year composition course.	the researchers (Actor = Nominal group)	collected (Material = verbal group - finite - past tense - active)	writing samples (Goal = Nominal group)		from 56 L1 and 74 L2 students enrolled in a university (mainstream) first-year composition course (qualifier of Goal)	
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.		were gathered (Material = verbal group - finite - past tense - passive voice )	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. (Circumstance of location = prepositional phrase with from)	Data (Goal = Nominal group)		
tq- 6.4	Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary,						Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary, (Circumstance of manner =



							prepositional phrase with through)
tq-7.7	The authors collected survey data from 197 faculty at a mid-size comprehensive university in the Midwestern United States	The authors (Actor = Nonimal group)	collected (Material = verbal group - finite - past tense - active)		survey data (Goal = Nonimal group)	from 197 faculty at a mid-size comprehensive university in the Midwestern United States (Qualifier of the goal)	
Tq-10.9	Drawing from semistructured interviews conducted over approximately 3 years,		Drawing (Material = verbal group - non-finite – present participle)				from semistructured interviews conducted over approximately 3 years, (Circumstance of Location = prepositional phrase with from)

### TEFLIN Journals

		RESEARCHER	Process	DATA	RESPONDENTS	INSTRUMENT	PURPOSE OF THE INSTRUMENT
tef-2.7	First, a survey was administered to a random selection of 80 university students.		was administered (Material = Verbal group)		to a random selection of 80 university students (Circumstance of purpose = PP with to)	a survey (Goal = Nominal group)	
tef-2.8	Then, four intensive group interviews were undertaken with a total of 20 students purposively selected through a theoretical sampling.		were undertaken (Material = Verbal group)		with a total of 20 students purposively selected (Circumstance of Accompaniment = circumstance of PP of with) four intensive group interviews (Goal = Nominal group)	through a theoretical sampling. (Circumstance of manner = PP with through)	
tef-3.6	Data were gathered from six teachers through in-depth interviews, guided tours, field notes, memos, and ECN logs.		were gathered (Material = Verbal group)	Data (Goal = Nominal group) guided tours, field notes, memos, and ECN logs. (Circ. Of manner = PP with through)	from six teachers (Circ of location = PP with from)	through in-depth interviews, (Circ. Of manner = PP with through)	
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.		using (Material = Verbal group)			observations and questionnaire (Goal = Nominal group) as the instruments (Circ of Matter = adverbial phrase with as)	to portray the implementation of a mentoring program in an English training institution in East Java, Indonesia. (Circ. Of purpose = PP with to)
tef-5.8	Data were gathered from two focus group interviews involving six		were gathered (Material = Verbal group)	Data (Goal = Nominal group)	from two focus group interviews involving six content-based lecturers and		

	content-based lecturers and three policy makers in one state university which utilizes EMI approach in their course delivery,				three policy makers in one state university which utilizes EMI approach in their course delivery, (Circ of location = PP with from)		
tef-6.2	Data were collected from three measures, a background information questionnaire, the Foreign Language Reading Anxiety Scale (FLRAS) and a semi-structured interview.		were collected (Material = Verbal group)	Data (Goal = Nominal group)			
tef-7.3	a questionnaire was administered to a convenient sample of university teachers (N=9) and students (N=34).		was administered (Material = Verbal group)		to a convenient sample of university teachers (N=9) and students (N=34). (Circ of pupose = PP with to)	a questionnaire (Goal = Nominal group)	
tef-10.3	by interviewing 20 EFL teachers about the role of technology in teachers' creativity		interviewing (Material = Verbal group)	about the role of technology in teachers' creativity (Circ of location = Adv phrase with about)	20 EFL teachers (Goal = Nominal group)		
tef-10.4	and administering a creativity questionnaire to 175 teachers.		administering (material = Verbal group)		to 175 teachers. (Circ of matter = PP with to)	a creativity questionnaire (Goal = Nominal group)	

## Appendix 7c: Stating the data analysis procedures

### TESOL Quarterly

		RESEARCHER	Process	SOURCE OF DATA	DATA	DATA ANALYTICAL TOOL
tq-2.6	they analyzed the texts for language error counts as well as measures of lexical and syntactic complexity;	they (Actor = Nominal group)	analysed (Material = Verbal group – finite – past tense – active voice)	the texts (Goal = Nominal group)	for language error counts as well as measures of lexical and syntactic complexity (Circumstance of Purpose = PP with for)	
tq-2.7	they juxtaposed these with insights from survey responses of both groups of writers and in-depth interviews.	they (Actor = Nominal group)	juxtaposed (Material = Verbal group – finite – past tense – active voice)		these (Goal = Nominal group)	
					with insights (Thing of Circumstance of Accompaniment = PP with "with")	
					from survey responses of both groups of writers and in-depth interviews (Qualifier of Circumstance of Accompaniment = PP with from)	
tq-3.4	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.	the researcher (Actor = Nominal group)	analyzed (Material = Verbal group)	the drawings and descriptions (Goal = Nominal group)	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 (Circumstance of Matter = PP with "with")	



tq-7.8	and [the authors] <b>analyzed</b> written comments provided by participants.	[the authors] (Actor = Nominal group)	<b>analyzed</b> (Material = Verbal group – finite – past tense – active voice)		written comments provided by participants. (Goal = Nominal group)	
tq-8.10	112 descriptions of motivational activities provided by a randomly drawn sample of secondary EFL teachers in Sweden (N = 252) <b>were content-analyzed</b> with a focus on design and content.		<b>were content-analyzed</b> (Material = Verbal group - finite - past tense - passive)	112 descriptions of motivational activities provided by a randomly drawn sample of secondary EFL teachers in Sweden (N = 252) (Goal = Nominal group)	with a focus on design and content. (Circumstance of accompaniment = PP with "with")	
tq-8.9	<b>Using</b> Dornyei's (2001) taxonomy of motivational strategies as an analytical tool,		<b>Using</b> (Material = Verbal group - non-finite – present participle)			Dornyei's (2001) taxonomy of motivational strategies (Goal = Nominal group) as an analytical tool (Circumstance of matter = Adv phrase with as)

### TEFLIN Journals

Id	Clause	RESEARCH	Process	DATA	DATA ANALYTICAL TOOL
tef-2.9	Quantitative data from the survey was computerized using SPSS		was computerized (Material = Verbal group - finite - past tense - passive voice)	Quantitative data from the survey (Actor = Nominal group)	using SPSS (Circ. Of Manner = Adv Phrase with using)
tef-2.10	and Quantitative data from the survey was analyzed using SPSS		was analyzed (Material = Verbal group - finite - past tense - passive voice)	Quantitative data from the survey (Actor = Nominal group)	using SPSS (Circ. Of Manner = Adv phrase with using)
tef-2.12	While, the qualitative data obtained from the intensive interviews was coded to compare its similarities and differences with statistical data for generating theory.		was coded (Material = Verbal group - finite - past tense - passive voice)	the qualitative data obtained from the intensive interviews (Actor = Nominal group)	
				to compare its similarities and differences with statistical data for generating theory. (Circ. Of Purpose = PP with to)	
tef-2.13	While, the qualitative data obtained from the intensive interviews [and] was interpreted to compare its similarities and differences with statistical data for generating theory.		was interpreted (Mental = Verbal group - finite - past tense - passive voice)	the qualitative data obtained from the intensive interviews (Actor = Nominal group)	
				to compare its similarities and differences with statistical data for generating theory. (Circ. Of Purpose = PP with to)	
tef-3.8	this study analyzed the data through initial, focused, and axial coding.	this study (Actor)	analyzed (Material = Verbal group - finite - past tense - active voice)	the data (Goal = Nominal group)	through initial, focused, and axial coding. (Circ of manner = PP with through)
tef-3.9	and this study interpreted the data through initial, focused, and axial coding.	this study (Actor)	interpreted (Mental = Verbal group - finite - past tense - active voice)	the data (Goal = Nominal group)	through initial, focused, and axial coding. (Circ of manner - PP with through)

tef-5.9	[Data] [were] analysed using thematic and content analysis methods.		were analysed (Material = Verbal group - finite - past tense - passive voice)	Data (Actor = Nominal group)	
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## Appendix 7d: Stating the Respondent

TESOL Quarterly							
		RESEARCH	Process	SOURCE OF DATA	DATA	RESPONDENTS	DATA ANALYTICAL TOOL
tq-1.7	this study <b>resurveyed</b> politically active voters, administrators, and teachers from Fitzsimmons-Doolan (2014),	this study (Actor = Nominal group)	<b>resurveyed</b> (Material = Verbal group - finite - past tense - active)			politically active voters, administrators, and teachers from Fitzsimmons-Doolan (2014) (Goal = Nominal group)	
tq-3.1	In this study, 12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program <b>drew</b> pictures of teachers teaching English language learners (ELLs) at the beginning and end of an ESL methods course.	In this study, (Circumstance of Location = PP with in)	<b>drew</b> (Material = Verbal group - finite - past tense - active)	pictures of teachers teaching English language learners (ELLs) at the beginning and end of an ESL methods course (Goal = Nominal group)		12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program (Actor = Nominal group)	
tq-3.2	In this study, 12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program [and] <b>wrote</b> descriptions of teachers teaching English language learners (ELLs) at the beginning and end of an ESL methods course.	In this study, (Circumstance of Location = PP with in)	<b>wrote</b> (Material = Verbal group - finite - past tense - active)	descriptions of teachers teaching English language learners (ELLs) at the beginning and end of an ESL methods course (Goal = Nominal group)		12 preservice teachers in a community college English as a second language (ESL) K–12 teacher education program (Actor = Nominal group)	
tq-5.4	A total of 79 students enrolled in the E1 course <b>participated</b> in the study.		<b>participated</b> (Material = Verbal)			A total of 79 students enrolled in the E1	



			group - finite - past tense - active)			course (Actor = Nominal group)	
tq-5.5	Of the participants, 39 learned English		learned (Material = Verbal group - finite - past tense - active)	English (Goal = Nominal group)		Of the participants, 39 (Actor = Nominal group)	
tq-5.7	40 studied English in a flipped learning manner.		studied (Material = Verbal group - finite - past tense - active)	English (Goal = Nominal group)	in a flipped learning manner. (Circ of manner = PP with in)	40 (Actor = Nominal group)	



## TEFLIN Journals

		RESEARCH	Process	DATA	RESPONDENTS	PURPOSE OF THE DATA ANALYSIS
tef-1.2	Two hundred and eighty four participants <b>classified</b> [ <i>sic.</i> ] 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.		<b>classified</b> [ <i>sic.</i> ] (Material = Verbal group - finite - past tense - passive voice)		Two hundred and eighty four participants (Actor = Nominal group) 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. (Qualifier of the actor)	
tef-2.14	<b>to compare</b> its similarities and differences with statistical data for generating theory.		<b>to compare</b> (Material = Verbal group - non-finite - to-infinitive)	its similarities and differences (Goal = Nominal group) with statistical data (Circ. Of Accompaniment = PP with "with")		for generating theory. (Circ. Of purpose = PP with for)
tef-4.14	Specifically, the article <b>reports</b> the practice of the mentoring program and the mentees' perceptions of the mentoring sessions with the mentor.	the article (Sayer = Nominal group)	<b>reports</b> (Verbal = Verbal group in finite - present tense - active voice)	the practice of the mentoring program (Verbiage = Nominal group) and the mentees' perceptions of the mentoring sessions with the mentor. (Verbiage = Nominal group)	mentees (thing of the Verbiage)	

tef-9.2	5 Libyan EFL teachers and 143 Libyan EFL undergraduate students from the English department of Sebha University took part.		took part (Material = Verbal group - finite - past tense - passive voice)		5 Libyan EFL teachers and 143 Libyan EFL undergraduate students from the English department of Sebha University (Actor = Nominal group)	
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## Appendix 7e: Source of data

### TESOL Quarterly

		RESEARCH	Process	SOURCE OF DATA
tq-4.5	Specific error categories <b>were investigated</b> (global, local, and mechanical, per Bates, Lane, & Lange, 1993),		<b>were investigated</b> (Material = Verbal group – finite – past tense – passive voice)	Specific error categories (global, local, and mechanical, per Bates, Lane, & Lange, 1993) (Goal = Nominal group)
tq-5.3	This study <b>was undertaken</b> in four sections of the same College English 1 (E1) course over two consecutive semesters at a South Korean university.	This study (Actor = Nominal group)	<b>was undertaken</b> (Material = Verbal group - finite – past tense – passive voice)	in four sections of the same College English 1 (E1) course over two consecutive semesters at a South Korean university. (Circumstance of Location = PP with in)
tq-5.6	using a communicative language teaching approach,		<b>using</b> (Material = Verbal group - non-finite - present participle)	a communicative language teaching approach, (Goal = Nominal group)



## BIOGRAFI PENULIS

**MUHAMMAD FIRMANSYAH.** Penulis skripsi ini akrab disapa dengan panggilan Firman. Ia lahir di Jakarta pada tanggal 30 Januari 1998. Ia adalah anak kedua dari tiga bersaudara. Penulis tinggal di Jalan Mampang Prapatan X, No. 37 RT. 001 RW. 001, Mampang Prapatan, Jakarta. Ia berkebangsaan Indonesia dan beragama Islam.

Penulis bersekolah di SDSN Mampang Prapatan 02 Pagi di Jakarta selama enam tahun. Kemudian pada tahun 2009, penulis melanjutkan sekolah menengah di SMPIT ASSALAM Jakarta. Selepas lulus Sekolah Menengah Pertama, ia melanjutkan sekolah di MAN 13 Jakarta pada tahun 2012 sampai dengan tahun 2015. Pada tahun yang sama, penulis melanjutkan pendidikan di Universitas Negeri Jakarta dan menyelesaikan studinya selama empat setengah tahun. Pada bulan Februari 2020, penulis berhasil menyelesaikan studinya dan menghasilkan penelitian yang berjudul *The Methodology move in the Abstracts of the Research Articles in TESOL Quarterly and TEFLIN Journal: A Transitivity Analysis*.