



## A Pedagogical Move Analysis of Literature Reviews in ELT Research Articles and Ph.D. Dissertations

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### ABSTRACT

*This study scrutinized the rhetorical moves and sub-moves in corpora of literature review sections of 20 research articles published in prestigious journals and 20 literature review chapters of Iranian Ph.D. dissertations from English language teaching (ELT) discipline aiming to compare expert and novice writers' practices and products. The move analysis approach was applied to fulfill the aims of this corpus-based discourse study. To this end, Kwan's (2006) literature review move model was employed for the move analysis. The results indicate discrepancies in the length and frequency of use in several rhetorical sub-moves. Yet, both novice and expert writers almost followed a holistic schematic structure, including a novel strategy identified in both sets of corpora. In addition, the findings shed light on the significance of the disciplinary realization of the schematic structure and explicit writing practices for student writers. The pedagogical implications of the findings are also discussed for designers and instructors to produce more appropriate academic materials for inexperienced and novice writers in terms of communicative purposes.*

**KEYWORDS:** Academic writing; Genre analysis; Schematic structure

### INTRODUCTION

Writing theses, dissertations, and research articles (RAs) is challenging for inexperienced researchers and non-native writers, especially Ph.D. candidates whose final projects' accomplishment is the most daunting aspect of their post-graduation process (Sadeghi & Shirzad Khajepasha, 2015). Although they participate in relevant preparatory writing courses during their Ph.D. program, many candidates need help to write their dissertations autonomously (Mousavi & Kashefian-Naeeni, 2011). Not only has the nature of writing skills perplexed candidates, but being an expert writer in a foreign language, namely English, has always been a hurdle. Numerous studies confirm foreign language writers' obstacles, especially in higher education, where Ph.D. candidates need to gain acceptance from international journals with a high impact factor in publishing their articles. This acceptance validates their research and enhances their academic reputation and standing within their discourse community. However, achieving this acceptance can be particularly challenging for non-native English speakers (Cho, 2004; Ferguson et al., 2011; Kwan, 2010; Langum & Sullivan, 2017; Yongyan, 2002).

Ph.D. candidates' weak dissertation writing performance can also illuminate the lack of genre-based materials in their academic writing courses. Furthermore, the significance of disciplinary integration with genre-based approaches to teaching academic writing in Ph.D. programs is another crucial factor contributing to their failure. Subsequently, the complexity of genre and part-genre realization in different disciplinary discourse communities and its significance in enhancing the quality of communication among members of a particular community are essential issues worth considering. A plethora of investigations have been conducted on practical approaches to dealing with the problems, primarily disciplinary and genre-based challenges. Explicit instruction of specific disciplinary genres is a highlighted approach to facilitating the academic writing process for novice writers, researchers, or Ph.D. candidates.



As writing academic projects, such as dissertations and research articles, is the prerequisite for triumph in achieving postgraduate success, analyzing the characteristics of both genres is of utmost importance. The generic investigations have attracted extensive interest due to the lack of Ph.D. candidates' discipline-specific genre competence (Dong & Lu, 2020) and time! Scholars and researchers assert that the explicit illustration and instruction of discursive and generic knowledge can be beneficial (Hyland, 2005, 2007; McAlpine, 2012) in that candidates may be fully informed of the necessities of discursive and generic communication among members of their specific community. Therefore, not only does it save energy and time, but it also decreases the candidates' stress in confronting problems arising from unfamiliarity with the characteristics of their discipline (Shahsavari & Kourepaz, 2020). Many researchers have been exploring the rhetorical features or structures of different sections of academic writing, especially at the postgraduate level (e.g., Bunton, 2005, 2014; Can & Cangir, 2019; Kawase, 2018; Kwan, 2006; Lu et al., 2020; Pecorari, 2006; Samraj, 2008, 2013). Among all the studies on dissertation writing at the postgraduate level, there has been little investigation into the literature review chapter writing. According to Hsiao and Yu (2012), reading and writing the literature review is a convoluted process, burdening students with its complexity. As the literature review is considered the foundation of a thesis or dissertation exploring previous studies, students need to read a considerable number of valuable and reliable resources before commencing not only the literature review chapter but also the whole thesis or dissertation. It is undeniable that literature review plays a crucial role in Ph.D. students' academic achievements, including their ability to complete projects and convince examiners. One of the essential literature review resources for Ph.D. candidates as novices is the published research articles in their disciplinary area (Pecorari, 2006). Despite some differences between the literature review chapters of dissertations and the literature review sections of research articles, the rhetorical similarities in employing moves and sub-moves can benefit Ph.D. candidates in the same disciplinary domain with the same communicative purposes. As a consequence, this research aims to gain a deeper comprehension of rhetorical moves in literature review chapters of ELT dissertations written in English by comparing them with the literature review schematic structure of RAs in ELT to shed light on the practical pedagogical benefits of ESP resources for Iranian Ph.D. candidates facing writing problems.

### **REVIEW OF THE RELATED LITERATURE**

In the last two decades, many scholars and researchers have strived to scrutinize the peculiar linguistic building blocks of different kinds of genres with specific and unique characteristics. Consequently, a torrent of research has been conducted to illustrate the differences between various genres, especially across disciplines (e.g., Akbaş & Farnia, 2021; Casal et al., 2021; Deng et al., 2024; Wang & Hu, 2022). For instance, cross-disciplinary genre analysis of research articles was an appropriate starting point, as many researchers have been studying research articles as a whole or separate sections of them to fathom how other researchers write (Hyland, 2009).

Initially, the schematic structure of genres had been studied before the importance of rhetorical-functional investigations was highlighted. In the late 1970s and early 1980s, "Move Analysis" gained popularity as an approach. Researchers have been intrigued by this contentious approach to genre analysis. Hence, the research community has proposed, adopted, and adapted various models appropriate for schematic structure analysis to conduct generic studies.

As a pioneer in this field, John Swales, the creator of the first-generated move model, focused on the communicative feature of language among discourse community members with convergent aims. Swales highlighted the significance of conventional constituents of genre-specific contexts (Cotos, 2012). He quite delicately chose "move" as a generic discursive jargon fulfilling the communicative purpose of the genre to illustrate the coherent movement and flow of genre in discourse. Swales proposed his genre analysis move model (1984) and CARS (Create a Research Space) model for introductory sections (Swales & Swales, 1990; Swales, 2004).

Inspired by Swales and due to the beneficial function of move models, numerous academics and authors have endeavored to provide diverse models suitable for analyzing a wide range of genres and part-genres, whether in written or spoken form. Based on the various models proposed by researchers, a significant proportion of them pertain to separate areas of written part-genres such as abstract, introduction, literature review, methods, results and discussion, and conclusions mainly in RAs, theses, and dissertations (e.g., Basturkmen, 2012; Bunton, 2005, 2014; Hopkins &



Dudley-Evans, 1988; Hsiao & Yu, 2012; Jian, 2010; Kanoksilapatham, 2005; Kwan, 2006; Pho, 2008; Salager-Meyer, 1992; Swales 1984; Swales & Swales, 1990; Swales, 2004; Samraj, 2008; Ruiying & Allison, 2003). On the contrary, several scholars have suggested holistic models to analyze the rhetorical structure (e.g., Gosden, 1992; Fryer, 2012; Nwogu, 1997; Skelton, 1994).

Several scholars and researchers have been promulgating the prominence of literature review as a parcel of research (Lim et al., 2022) since it is crystal clear that "a thorough, sophisticated literature review is the foundation and inspiration for substantial, useful research" (Boote & Beile, 2005, p. 3). However, based on a systematic review of the evolutionary continuum of move model creation, the literature review part-genre has not been valued enough owing to the dearth of literature review move models amid the numerous created models. Compared to other academic part-genres, fewer researchers develop models to illustrate the schematic structure of literature reviews. Nevertheless, Kwan (2006) and Jian (2010) have proposed move models for literature review chapters and sections in theses and research articles. Furthermore, the structure of this significant part-genre as a constituent part of whole academic writing has been explored by other researchers such as Nwogu (1997) and Fryer (2012). Notably, even in recent studies, researchers have continued using the CARS model to analyze LRs. For example, Bastola and Ho (2023) adopted the CARS model to examine the rhetorical structure of 60 LR chapters from PhD dissertations in several disciplines at a university in Nepal to determine student involvement in prior academic work. The LR chapters mainly demonstrated a simple structure consisting of a single move (i.e., establishing a territory), integrated with Move 2 (i.e., establishing a niche) and Move 3 (i.e., occupying the niche) being far less prevalent. In several literature review chapters, the current literature was presented as informative rather than used to identify the research niche and promote the research agenda.

As literature reviews are not isolated chapters or sections, and since the corpus of the present study is meaningfully embedded in dissertations and research articles, the illustration of similarities and differences between the two mentioned part-genres is as significant as the move analysis elaboration. Several comparative and contrastive studies (e.g., Ahn & Oh, 2024; Alek et al., 2022; Amnuai et al., 2023; Hao, 2024; Işık Taş, 2008; Kawase, 2015; Oj & Siyyari, 2023; Ren & Li, 2011; Xie et al., 2024; Zhou & Jiang, 2023) with different approaches have been conducted to show the generic characteristics of research articles, dissertations, and theses.

Based on the complex nature of inter-generic research, a few studies consider the discrepancies and similarities between different genres or part-genres. However, most of them examined metadiscourse characteristics. Some focused on metadiscourse and rhetorical moves simultaneously. For instance, while You and Li (2021) attempted to compare two similar part-genres (i.e., MA theses and Ph.D. dissertation literature review chapters), Amnuai et al. (2023) and El-Dakhs (2018) concentrated on the abstracts schematically and metadiscoursally. You and Li (2021) analyzed Taiwanese EFL students' master's theses and doctoral dissertations' literature review chapters' rhetoric. Their study examined how authors construct literature review chapters employing moves and steps. They reported a similar schematic development of 20 master's thesis and 20 Ph.D. dissertation literature review chapters in TESOL. Amnuai et al. (2023) compared metadiscourse and rhetorical moves in abstracts of RAs and masters' theses, while El-Dakhs (2018) focused on abstracts in RAs and Ph.D. dissertations.

Işık Taş (2008) also conducted a comparative investigation focusing on the introduction chapters of Turkish Ph.D. dissertations in ELT and the introduction sections of ELT research articles in highly ranked journals. The findings of her study illuminated the resemblance between research article introductions. Further differences, like unreasonable production of lengthy moves and unnecessary repetitions in theses, indicated the novices' incomplete appropriation of disciplinary practices. and Swales' CARS model (Swales, 2004), with more academic and lexically dense content; subsequently, she suggested that the novices as "outsiders" can benefit from an expert as "insiders" by reading and following their academic research articles to access their genuine disciplinary community (Jiang & Hyland, 2020).

In a similar vein, in a study performed by Ren and Li (2011), the schematic structure of abstracts in Chinese English theses was compared with research articles published in highly-ranked journals in the area of applied linguistics. It was found that thesis authors included all the basic rhetorical moves in their abstracts; however, expert writers were more selective to maximize the quality of their articles. Further differences like unreasonable production of some lengthy moves and unnecessary repetitions in theses indicated the novices' incomplete appropriation of disciplinary practices. Consequently, Ren and Li (2011) highlighted the significance of appropriate materials such as experts' RAs and their leading role in novices' disciplinary adaptation to be accepted as legitimate members of their



discourse community. Such studies show the equal importance of reading and writing skills during the thesis or dissertation writing process, especially in doctoral education. Instructing how to read and review reliable sources critically to comprehend and then write an academically acceptable literature review is an essential concern among supervisors (Basturkmen & Von Randow, 2014; Calle-Arango & Ávila Reyes, 2023). Research published in high-rank journals depicts a standard structure in which the niche, research questions, or problems are addressed, the related literature is reviewed, the methodology and data collection and analysis procedures are elucidated, and finally, the findings, conclusions, and implications are covered (Seliger & Shohamy, 2013). Holistically, dissertations and research articles follow the same standard structure; however, the disciplinary generic constituents of each genre need to be meticulously analyzed to extract similarities and differences (Hyland, 2009; Swales & Najjar, 1987). These types of details can be helpful for novice writers when they need to read and have access to numerous research-based scholarly documents to conduct their study. Research articles from other sources (e.g., indices, bibliographies, professional conferences, underground press, edited collections, reviews, books, dissertations, and theses) are akin to theses and dissertations, although they are not identical (Dudley-Evans, 1999; Paltridge, 2002). Moreover, they are more accessible to students than dissertations or theses. Therefore, a comparative analysis focusing on commonalities and distinctions between research articles and theses or dissertations can be helpful for student writers who strive to join the expert communities of their discipline.

Among all the studies on Ph.D. academic writing, a comparative study on the schematic structure of literature reviews in dissertations and research articles has not been sufficiently touched upon. One reason for this neglect might be related to the length of this significant part-genre since it is the bulkiest section of both dissertations and research articles. To clear up the ambiguities, it seems that scrutinizing the differences and similarities between the schematic structure of literature reviews in research articles and dissertations is indispensable since the RAs are reliable academic published sources available to Ph.D. candidates and novice writers who need to deeply comprehend the reality and nature of genres in an appropriate context. As many frameworks and models are explicating the schematic structure of different genres, it can be highly expedient to analyze both structures to extract the potential differences and similarities to create an accessible context to benefit the novice community. That is, when accessing suitable materials to read and analyze based on proposed available schematic structures is harder, an alternative approach is to read RAs instead of full-text dissertations to comprehend the usage of models. The miniature and reliable samples of literature review chapters in dissertations can be those LR sections in prestigious journals published research articles, which can save time and simplify the discernment of unstimulating pure schematic structures without genuine comprehensive realization and meaningful soul beyond them! To be specific, even a precise, well-organized schematic structure can be meaningless and useless for a novice researcher or writer when it is not examined, analyzed, and evaluated in an authentic context. Since the addressees of such prescriptive models are novice writers, reconsidering and evaluating those models is an inevitable need. As mentioned, the quality of RAs literature review section and its schematic structure can be determinative and reliable since they are not local materials. They are observed, reviewed, and evaluated by knowledgeable reviewers and referees. Therefore, relying on such valuable materials compared with dissertations seems more reasonable. Suppose the structure of the literature reviews in dissertations is similar to that of research articles. In that case, it can be logical to focus on reading and analyzing the most relevant studies to the dissertation topic to enhance the topical and generic knowledge simultaneously. This wisdom can be advantageous, especially to novice researchers, since the overwhelming realization process of literature review and, later, dissertation writing will be pleasant and less demanding, and the graduate degree completion will not be procrastinated (Walter & Stouck, 2020).

Nevertheless, this gap can be worthy of mention to illustrate the probably hidden variations between the schematic structure of the two mentioned academic writings to answer the following research questions:

1. What are the commonalities and distinctions between the schematic structures of the literature review section in ELT research articles and the literature review chapter in ELT dissertations?
2. What are the probable differences in the schematic structure of the current literature reviews in research articles and dissertations compared with the previous decade?

## **METHODOLOGY**

This comparative study was conducted using two sets of data. In one set, 20 completed Ph.D. dissertations in ELT were selected and downloaded from a reliable Iranian academic website (<https://ganj.irandoc.ac.ir>). The Ph.D.



dissertations chosen for this study were written in English. They were randomly selected from five different universities to enhance the validity of the research and decrease the limitations related to the regulations of universities.

The second set of data was related to 20 research articles in ELT. Research articles were randomly selected from 10 prestigious journals with a high impact factor, which refers to the high citation percentage and illustrates the credibility of a journal (See Table 1). Two research articles written by experts were selected from each journal. Furthermore, the time range of both Ph.D. dissertations and published research articles was another significant factor that was controlled; the corpora in both data sets were written and published between 2018 and 2022.

Table 1.

*The ELT Journals from which the Articles Were Selected in the Present Study*

	Journals	Impact factor / SJR (2021)
1	<u>International Journal of Educational Research</u>	2.845
		0.92 (SJR)
2	<u>Teaching and Teacher Education</u>	3.782
		1.95 (SJR)
3	<u>Heliyon</u>	3.776
		0.55 (SJR)
4	<u>Ampersand</u>	0.72
		0.342 (SJR)
5	<u>Applied Linguistics</u>	4.155
		2.72 (SJR)
6	<u>System</u>	4.518
		1.72 (SJR)
7	<u>Language Teaching</u>	4.769
		2.073 (SJR)
8	<u>English for Specific Purposes</u>	2.417
		1.363 (SJR)
9	<u>Assessing Writing</u>	3.164
		1.336 (SJR)
10	<u>ELT Journal</u>	2.481
		1.304 (SJR)

All the literature review sections and chapters in research articles and dissertations were transferred to Word files to facilitate subsequent analysis. The word count of each part in the corpus is essential in this study since it increases the validity of the research. Kwan's (2006) move model (Kwan, 2006) for literature review chapters in Ph.D. dissertations was applied for move analysis of the data (See Figure 1). The reason behind choosing this model is related to the objectives of the study, namely illustrating the similarities and differences between literature review chapters and sections in dissertations and research articles, respectively, and extracting the probable violated or added moves or sub-moves to analyze the rationale basis for such distinctions. The literature review chapters and literature review sections in dissertations and research articles were manually coded and analyzed; the moves and strategies were identified. Based on the distribution of move structure found in literature review sections of research articles (See Appendix A) and literature review chapters of Ph.D. dissertations (See Appendix B), the use and length percentages related to each move and strategy were estimated (See Tables 2 and 3). Afterward, an expert researcher was asked to code the corpus based on Kwan's (2006) model for inter-rater reliability. Upon comparing the results, two disagreements were identified in analysis, which we reanalyzed and discussed; ultimately, we reached a consensus.

Figure 1.

*Kwan's (2006) Move Model for the Thematic Units in Literature Review Chapter*



<b>Move 1</b>	<b>Establishing one part of the territory of one's own research by:</b>
Strategy A <sup>b</sup> [M1 SA]**	surveying the non-research phenomena or knowledge claims
Strategy B <sup>b</sup> [M1 SB]**	claiming centrality
Strategy C [M1 SC]**	surveying the research-related phenomena
<b>Move 2</b>	<b>Creating a research niche (in response to Move 1) by:</b>
Strategy A [M2 SA]**	counter-claiming
Strategy B [M2 SB]**	gap-indicating
Strategy C [M2 SC]**	asserting confirmative claims about knowledge or research practices surveyed
Strategy D [M2 SD]**	asserting the relevancy of the surveyed claims to one's own research
Strategy E [M2 SE]**	abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework
<b>Move 3 (optional)</b>	<b>Occupying the research niche by announcing:</b>
Strategy A [M3 SA]**	research aims, focuses, research questions or hypotheses <sup>a</sup>
Strategy B [M3 SB]**	theoretical positions/theoretical frameworks <sup>a</sup>
Strategy C [M3 SC]**	research design/processes <sup>a</sup>
Strategy D [M3 SD]**	interpretations of terminology used in the thesis <sup>a</sup>

*Note.* Adapted from "The schematic structure of literature reviews in doctoral theses of applied linguistics" by B. S. Kwan. 2006, *English for Specific Purposes*, 25(1), 51. Copyright 2005 by The American University. Published by Elsevier Ltd. \*\* = Illustration of moves and their strategies in the present study. a Sub-strategy = justifying or claiming contributions. b Strategy 1B tends to precede Strategy 1A when the two co-occur.

## RESULTS AND DISCUSSION

This study aimed to investigate the commonalities and differences between the schematic structures of the literature review sections in ELT research articles and the literature review chapters in ELT dissertations. To conduct move analysis, we adopted Kwan's move model (Kwan, 2006) to examine the schematic structure of both Ph.D. dissertation literature review chapters and literature review sections of research articles. Although three strategies illustrate the same use percentage, this study shows striking contrasts. As can be seen in Table 2, both dissertations and RAs contain the same percentage of M1 SA, M1 SB, and M2 SC in LRs (See Appendix C)<sup>1</sup>. However, there are noticeable differences between RAs and Ph.D. dissertations literature review using some moves and sub-moves such as M1 SC, M2 SA, M2 SB, M2 SD, and M2 SE. The analysis depicts that 90% of LR chapters in Ph.D. dissertations include M1 SC, which refers to the research-based claims as indicated in the italic parts in example 1. However, the frequency of use decreases to 25% in RA literature review sections. It shows the relationship between the value of space in academic writing and the nature of such a strategy, namely M1 SC. The reason can be due to the fact that expert

<sup>1</sup> The examples of **all** moves and sub-moves are provided in "Appendix C"; since the "Excerpts" are too long, and this characteristic is unpreventable due to the nature of the LR genre. Hence, to be sure about the representativeness of the examples, we could not tailor them; conversely, the examples are illustrated thoroughly enough to save their genuineness. Moreover, helpful cues are depicted in italics.



writers are aware of the significant vital constituents to be covered in restricted space in published RAs. Though M1 SC is surveying research-related phenomena (Kwan, 2006), introducing knowledge claims and claiming centrality is more significant to be illuminated in the inadequate space of RAs literature review sections with the average length of 1648 words in comparison with 11850 words in Ph.D. dissertations literature review chapters. Consequently, there is sufficient space to survey research-based knowledge claims in the first move in literature review chapters, and 90 percent of dissertations include such an effective strategy.

(1) Rao (2002) *investigated thirty Chinese EFL undergraduates' perceptions of communicative and non-communicative activities using mixed-method research. Results showed participants' openness to both communicative ... and non-communicative tenets. As a result, ...* (PhDD-M1 SC)

In the second move, three more strategies, namely M2 SA, M2 SB (example 2), and M2 SE illustrate a higher percentage of use in literature review chapters than RA literature review sections. Unlike the previously discussed strategies in the 2nd move, M2 SD (example 3), which refers to the relevancy assertion of the studied claims to one's research, shows a higher percentage of research articles. It illustrates the vitality of embedding researchers' studies in the most reliable relevant studies to increase the validity of their research since such a sub-move cannot be employed in other sections of RAs. In contrast, different strategies such as M2 SB can be implied from other moves and sub-moves (e.g., M3 SA). Hence, to be concise and to the point, researchers may need to truncate, skip, or violate some strategies for several reasons.

(2) The review of the theories in the field of CALL and learning conditions points to the *scarcity of research in this area ... to date, there has been no study to explore the degree of vocabulary gain and reading comprehension in incidental, intentional, and explicit instruction conditions ... Moreover, there is no research into the relationship between reading comprehension and acquisition ... Moreover, there is a very rare and insufficient number of studies on the effects of audio glosses on vocabulary acquisition or reading comprehension.* (PhDD-M2 SB)

(3) *Relevant research has also documented language teachers' first attempts at online teaching ... In addition to the above-mentioned studies ... it is not pointless to refer to studies conducted by Chubbuck (2007, 2010), Whipp (2013), and Fraser (2009) because of their close relation to the present study.* (RA-M2 SD)

On the other hand, published research articles show a higher percentage of third-move strategies. As illustrated in Table 2, research articles with 10 percent higher M3 SA (example 4) enlighten the significance of research focuses, aims, questions, and hypotheses. Furthermore, M3 SB and M3 SC, which are doubled in percentage, show the value of coherence and its essential influence on assisting the readers in continuing to read. That is, based on the variety of separate scattered thematic units in literature review chapters of dissertations and the integrated nature of amalgamated thematic units in the limited space of the literature review section in research articles, the rise in the 3rd move use can be reasonable. However, the lower percentage of these strategies is compensated in the methodology chapters of dissertations written by Iranian Ph.D. candidates.

(4) *In a similar vein, the present study focused on socially just teaching. We probed Iranian higher education English language professors' conceptualization of socially just teaching. .... In fact, the following meta-questions guided us:*

1. *How do Iranian higher education English language professors conceptualize socially just teaching?*

2. *How can the Iranian higher education English language professors' conceptualizations be interpreted based on the existing literature around socially just teaching?*

*We aim to answer the following research question: What is the impact on teachers and students of the explicit teaching of language for curriculum learning in the PE classroom?* (RA-M3 SA)

Table 2.

Percentage of Research Article Literature Reviews and Ph.D. Dissertation Literature Reviews Containing Different Rhetorical Moves

Moves and Strategies	M1 SA (%)	M1 SB (%)	M1 SC (%)	M2 SA (%)	M2 SB (%)	M2 SC (%)	M2 SD (%)	M2 SE (%)	M3 SA (%)	M3 SB (%)	M3 SC (%)	M3 SD (%)	* implication (%)



RAAs	100	50	25	0	75	5	20	5	70	10	10	5	5
Dissertations	100	50	90	20	95	5	5	25	60	5	5	0	10

Note. \*implication = newly identified strategy.

Another issue that is a less traveled path in relevant research and worthy of concern refers to the significance of the length of each move and strategy (Ren & Li, 2011). The weight of moves and sub-moves the writers attach to can indicate their value in research article literature reviews and dissertation literature reviews. As seen in Table 3, both experts and Ph.D. candidates devote considerable space to the first move for establishing the research territory (75.06 and 89.82 percent for move 1 in literature reviews of research articles and dissertations, respectively). The second move to create a research niche is the next more significant move, with 15.80% in literature reviews of research articles and 8.58% in dissertations. Finally, the least length percentage belongs to the third move, where the target is "occupying the research niche." Consequently, the holistic proportion of the moves is in line with the order of the moves. However, the length of the sub-moves must be discussed in detail since the literature review sections and chapters are not brief enough to extract helpful information from a holistic analysis to assist novice writers.

Table 3.

*Length Percentage of Each Move and Sub-move in Research Articles Literature Reviews and Ph.D. Dissertation Literature Reviews*

Moves and strategies of LR	M1 SA (%)	M1 SB (%)	M1 SC (%)	M2 SA (%)	M2 SB (%)	M2 SC (%)	M2 SD (%)	M2 SE (%)	M3 SA (%)	M3 SB (%)	M3 SC (%)	M3 SD (%)	*implication (%)
RAAs	58.83	5.92	10.31	0	6.68	0.65	6.11	2.36	5.25	1.28	1.80	0.51	0.27
Dissertations	67.56	1.92	20.34	0.03	2.90	0.32	0.86	4.47	0.38	0.65	0.36	0	0.14
Total length of each move in RAAs	75.06			15.80					9.11				
Total length of each move in Dissertations	89.82			8.58					1.53				

Note. \*implication = newly identified strategy.

Under an agreement, the weight of strategies in move 1 is the same in both literature review chapters and sections of dissertations and research articles; to be precise, M1 SA, M1 SC, and M1 SB illustrate 58.83%, 10.31%, and 5.92% in literature reviews of research articles and 67.56%, 20.34%, and 1.92% in literature reviews of dissertations, respectively.

As opposed to the simple demonstration of the first move, the second move is subject to fluctuation. This move and its sub-moves ought to be discussed from two angles. In spite of the fact that 95% of literature review chapters in dissertations include M2 SB, which is more significant than what has been devoted to the same strategy in the research article literature reviews, the length of the mentioned strategy elucidates that experts devote more space to this strategy in comparison to Ph.D. candidates. The reason may refer to the importance of highlighting the gaps to present the novelty of the research, which can be commonly expanded in the introduction chapter of dissertations. As a consequence, the more the focus is on niche presentation, the greater the chance an expert will have to convince the journal referees and achieve success in journal acceptance.





Moreover, the strategy in question also creates an opportunity for the published articles to receive a larger readership, scholarly citations, recommendations, and promotions. The order of strategies considering their weight in this move indicates more variations, and they are not akin to the percentage of first move strategies agreement in both research articles and dissertations. Other strategies show different preponderance, excluding M2 SA and M2 SC by 0 and 65% in the literature review of research articles and 0.03% and 0.32% in dissertations, respectively. Expert-written articles include more words in M2 SB, M2 SD, and M2 SE (6.68%, 6.11%, and 2.36, respectively), whereas the Ph.D. candidates have paid more attention to M2 SE, M2 SB, and M2 SD, including 4.47%, 2.90%, and 0.86%, respectively. The mentioned fluctuations display distinctive tendentious priorities among the writers. It might suggest that while M2 SE in dissertations plays a significant transmissive role in abstracting or synthesizing knowledge claims to show a theoretical position or framework and also to protect the coherence in bulky dissertations; this strategy is less important in comparison to M2 SB or M2 SD in RAs since novelty and gap demonstration or reference to the most reliable relevant previous studies are of utmost importance to increase the validity of RAs in concise space.

Finally, the overall capacity of move 3 shows the most minuscule proportion among moves. Nevertheless, a meaningful difference between literature reviews in articles and dissertations (9.11% and only 1.53%, respectively) can be seen. The portion seems to be logical due to the same reason explained about the strategies of move 2, but contrariwise in RAs and dissertations; that is, the more significant portion in the expert-written literature review is devoted to all strategies of the 3rd move in comparison to the same strategies in literature review chapters in dissertations. Based on the restriction of space in RAs, it can be implied that experts tend to focus on the flow of their writing and link the literature review section to the methodology section skillfully; consequently, the importance of the last move of the literature review to reach the mentioned target in RAs is undeniable.

Given the scarcity of research on the comparative analysis of the LR schematic structure in RAs and dissertations regarding their similarities, differences, and decade-long variations, Işık Taş (2008), Ren and Li (2011), and Kwan (2006) are the most appropriate studies to which the present study can make a valuable contribution. However, the one-dimensional contribution of LRs in RAs and dissertations to the recent research can be discussed independently.

The results of this study are partially consistent with those of You and Li (2021), who found a similar move pattern employed in LR chapters of dissertations. Move 1 had the highest frequency; Move 2 was the second, while Move 3 was the least frequent move with the lowest occurrence rate. The alignment with You and Li's (2021) study supports the significance of the moves in thematic sections of dissertation LRs. However, some nuances are observed regarding Move 2. While the percentage use of Move 1 strategies in You and Li's (2021) illustrates the same order in line with the present study, the strategies of Move 2 are sequenced differently. In this study, the order shows M2(SB-SE-SA) followed by equal percentages of M2(SC-SD). On the contrary, You and Li's (2021) results indicate a different order, namely M2(SC-SE-SB-SA-SD). The mentioned differences can be appropriate suggestions for further inter-cultural and inter-disciplinary (i.e., TESOL vs. ELT) research.

In contrast to Bastola and Ho (2023), who found that the LR chapters typically demonstrated a simple structure encompassing a single move, this study did not exhibit such simple rhetorical characteristic! The discrepancies between these results and those reported by Bastola and Ho (2023) highlight a need for further cross-disciplinary investigation, considering the interrelationship between the nature of different sciences, including various disciplines, and the primary purpose of LR chapters.

The findings of this study to answer the first question are in line with the ones reported by Johns (2008), who asserts that genre analysis increases students' motivation and confidence to produce their writing autonomously. Furthermore, we agree with Ren & Li (2011) and Işık Taş (2008), who have highlighted the importance of genre awareness and shed light on the meaningfulness of moves and sub-moves by contextualizing, analyzing, comparing, and contrasting the schematic structures related to the same sub-genre written by experts and novices. By clarifying the meaningful similarities and differences between literature review chapters and sections in dissertations and research articles written by novices and experts respectively, instructors and students can profoundly comprehend the nature of each move and sub-move. Consequently, students can be more motivated, confident, and competent when they have a crystal-clear mindset, including a generic schematic structure in their minds. As both dissertation and research articles are the necessity and prerequisite for the Ph.D. program accomplishment, the simultaneous deep comprehension of move structures of both academic writings, as bidimensional generic competence, can be beneficial for Ph.D. candidates who need to save time since they are generically aware while writing their dissertation and RA, simultaneously.



The further investigation focused on the probable differences in the schematic structure of the current literature reviews in research articles and dissertations compared with the previous decade. Thus, another essential matter worth mentioning is a new unidentified strategy in Kwan's model (Kwan, 2006). In the present study, literature review writers in research articles and dissertations devote 0.27% and 0.14% to "Implications", respectively (See Appendix C). Implications were not embedded in summaries and conclusions of research articles; therefore, by examining a larger corpus, implications can be identified as a new strategy.

Furthermore, contrary to Kwan (2006), no trace of the segments codified as M1 SD in her study was discovered. According to (Kwan, 2006), "There remain a noticeable number of unidentifiable segments that feature elaborate discussions of research activities intertwined with knowledge claims cited from sources of unknown types. These segments were coded as Strategy 1D" (p. 43). Based on the present study's findings, it can be construed that the awareness of both experts and Ph.D. candidates has been boosted through accessible rhetorical models and explicit relevant instructions over time (around about one decade).

### CONCLUSION

Numerous genre analysis studies on cross-disciplinary differences indicate that intra-disciplinary investigations are overlooked, and the uniqueness of each discipline in different science areas is of the essence. This study scrutinizes the differences between the rhetorical moves and the strategies employed by student writers and expert writers in fulfilling the rhetorical goal of literature reviews by comparing the rhetorical moves used in literature reviews of Iranian Ph.D. English dissertations and published research articles in ELT. The current study has reported nuanced similarities and differences between literature review sections in research articles and literature review chapters in dissertations. It has also demonstrated the effect of time passage on the experts' and novice writers' performances. Besides Kwan's fundamental moves and strategies in the literature review move model (Kwan, 2006), a new strategy (i.e., implication) has been identified in both expert- and student-written literature reviews.

This intra-disciplinary study can pave the path for ELT students to become au fait with their discipline without being bewildered to find the differences among several disciplines by themselves. Consequently, analyzing the rhetorical functions of the most reliable academic disciplinary sources, such as research articles, plays an essential role in line with the goal of clarification, familiarization, and simplification. Rhetorical awareness and its internalization in students' or novice writers' schema can be a facilitator. Due to the fact that Ph.D. dissertations are lengthy, and plowing through the literature review chapters of dissertations is assuredly an overwhelming task. This cognition is like a shortcut for students and assists them in gaining the pinnacle of academic achievement. Reading the most relevant and valuable research articles and contextualizing the literature review move model in their corpus simultaneously will make the composition of the dissertation literature review chapter more pleasant and tangible. Nevertheless, in light of the limited data in this study, larger-scale studies are called for to validate the findings. Given the aims and findings of this comparative study, bidimensional instruction concentrating on LR of both research articles and dissertations can be implemented since both are necessary for students at the postgraduate level.

The pedagogical implications suggest material designers, educators, and supervisors must raise genre-specific disciplinary awareness. It is crucial to prioritize developing genre-specific resources that promote a deep comprehension of different genres and help students get acquainted with the nature of their disciplinary genre and part-genre rules of academic writing. This study highlights that a nuanced understanding of the rhetorical structures and communicative purposes of literature reviews can inform the design of instructional materials that better align with academic conventions. For material designers, this implies creating more convenient academic material for university students, especially Ph.D. candidates striving to surmount the challenges that hinder the effective attainment of a Ph.D. degree that explicitly teaches the conventions of genre-specific moves, which are critical for successful academic writing (Hyland, 2004).

Moreover, the genre-based pedagogy by Hyland (2003) has influenced many researchers and instructors. Based on the promising results of genre-based writing courses which have been illustrated in research (e.g., Lu et al., 2021; Negretti, 2021; Rajagopalan et al., 2021; Thongchalem & Jarunthawatchai, 2020; Yoon & Casal, 2020), instructors can assist students in choosing the most appropriate rhetorical moves to achieve their rhetorical objectives and help them develop an impression of a writer with a legitimate place in a specific discourse community by enhancing their generic awareness. Teachers are encouraged to adopt a pedagogical approach incorporating explicit genre-oriented instruction on move structures, helping students develop a deeper grasp of constructing coherent and compelling



literature reviews (Paltridge, 2001). By embedding move analysis into both materials and teaching strategies, educators can feel valued and integral to the academic development of their students, enhancing students' ability to navigate complex academic genres and produce well-organized, genre-appropriate texts (Morgan, 2022; Singh & Lukkarila, 2017). Understanding the prototypical moves in literature reviews can lead students to structure their reviews effectively and reflectively. When instructors and educators provide rhetorical frameworks and templates that illustrate how to organize literature reviews emphasizing the importance of coherence and flow in academic writing, novice writers and students are encouraged to reflect on their writing processes by analyzing their literature reviews in light of those reliable proposed structures encompassing identified moves. This reflective practice can promote students' metacognition and help them understand their strengths and areas for improvement; hence, they are more autonomous in accomplishing their writing tasks.

APPENDICES

Appendix A

*Distribution of Move Structure Found in Literature Review Sections of Research Articles (RA)*

Moves and Strategies	M1	M1	M1	M2	M2	M2	M2	M2	M3	M3	M3	M3	* implication
	SA	SB	SC	SA	SB	SC	SD	SE	SA	SB	SC	SD	
RA1	✓	×	✓	×	✓	×	✓	×	×	×	×	×	×
	✓		✓				✓						
	✓		✓										
RA2	✓	✓	×	×	✓	×	×	✓	×	×	×	×	×
	✓	✓			✓								
		✓											
RA3	✓	×	×	×	×	×	×	×	✓	×	×	×	×
RA4	✓	✓	×	×	✓	×	✓	×	✓	×	✓	×	×
	✓				✓								
RA5	✓	✓	×	×	✓	×	×	×	✓	×	×	✓	×
	✓	✓											
RA6	✓	×	✓	×	×	×	×	×	×	×	×	×	×
RA7	✓	✓	×	×	×	×	×	×	✓	×	×	×	×
RA8	✓	✓	×	×	✓	×	×	×	✓	×	×	×	×
	✓	✓			✓								
	✓				✓								



RA9	✓	x	x	x	✓	✓	x	x	✓	x	x	x	x
RA10	✓	x	x	x	✓	x	x	x	✓	x	x	x	x
	✓												
RA11	✓	✓	x	x	x	x	x	x	x	x	x	x	x
RA12	✓	✓	x	x	✓	x	x	x	✓	✓	x	x	✓
	✓												
RA13	✓	✓	x	x	✓	x	x	x	✓	x	x	x	x
	✓	✓											
	✓	✓											
RA14	✓	✓	x	x	✓	x	✓	x	✓	x	x	x	x
RA15	✓	x	✓	x	✓	x	x	x	✓	x	x	x	x
RA16	✓	x	x	x	✓	x	✓	x	✓	x	x	x	x
RA17	✓	x	x	x	✓	x	x	x	x	x	x	x	x
RA18	✓	x	✓	x	x	x	x	x	x	x	x	x	x
	✓												
RA19	✓	x	✓	x	✓	x	x	x	✓	x	x	x	x
RA20	✓	✓	x	x	✓	x	x	x	✓	✓	✓	x	x
	✓				✓				✓				
Frequency	100	50	25	0	75	5	20	5	70	10	10	5	5
	%	%	%		%	%	%	%	%	%	%	%	%

Note. The checkmarks indicate the number of occurrences of each strategy.

### Appendix B

#### Distribution of Move Structure Found in Literature Review Chapters of Ph.D. Dissertations (PhDD)

Moves and Strategies	M1 SA	M1 SB	M1 SC	M2 SA	M2 SB	M2 SC	M2 SD	M2 SE	M3 SA	M3 SB	M3 SC	M3 SD	M3 SD*	implication
PhDD1	✓	✓	✓	x	x	x	x	x	✓	x	x	x	x	x
	✓													
	✓													
PhDD2	✓	x	✓	x	✓	✓	x	✓	x	x	x	x	x	x
	✓													
	✓		✓											



<b>PhDD3</b>	✓ ✓	x	x	x	✓	x	x	✓	✓	x	x	x	x
<b>PhDD4</b>	✓ ✓ ✓ ✓	x	✓	x	✓	x	x	x	x	x	x	x	x
<b>PhDD5</b>	✓ ✓ ✓ ✓	✓	✓	x	✓	x	x	x	✓	x	x	x	x
<b>PhDD6</b>	✓ ✓	x	✓	x	✓	x	x	x	x	x	x	x	x
<b>PhDD7</b>	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	✓	x	✓ ✓ ✓ ✓	x	x	x	✓	x	x	x	x
<b>PhDD8</b>	✓ ✓ ✓ ✓ ✓ ✓	✓	✓	x	✓	x	x	x	✓	x	x	x	x
<b>PhDD9</b>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	✓	x	✓ ✓ ✓ ✓	x	x	x	✓	x	x	x	x
<b>PhDD10</b>	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	✓	✓	✓ ✓ ✓ ✓	x	x	✓	✓	x	x	x	✓



<b>PhDD11</b>	✓ ✓	x	✓	✓	✓	x	x	✓	x	x	x	x	x
			✓	✓									
<b>PhDD12</b>	✓ ✓	✓	✓	x	✓	x	x	✓	x	x	x	x	✓
<b>PhDD13</b>	✓ ✓ ✓	x	✓	x	✓	x	x	x	x	x	x	x	x
<b>PhDD14</b>	✓ ✓ ✓	✓	✓	✓	✓	x	x	x	✓	x	x	x	x
<b>PhDD15</b>	✓ ✓ ✓	x	✓	✓	✓	x	x	x	✓	x	✓	x	x
<b>PhDD16</b>	✓ ✓ ✓ ✓ ✓	✓	✓	x	✓	x	x	x	x	x	x	x	x
<b>PhDD17</b>	✓ ✓ ✓ ✓	x	✓	x	✓	x	x	x	✓	✓	x	x	x
<b>PhDD18</b>	✓ ✓	x	x	x	✓	x	x	x	✓	x	x	x	x
<b>PhDD19</b>	✓ ✓ ✓ ✓	✓	✓	x	✓	x	x	x	✓	x	x	x	x
<b>PhDD20</b>	✓ ✓ ✓ ✓ ✓	x	✓	x	✓	x	✓	x	x	x	x	x	x
<b>Frequency</b>	100 %	50 %	90 %	20 %	95 %	5 %	5 %	25 %	60 %	5 %	5 %	0 %	10 %

Note. The checkmarks indicate the number of occurrences of each strategy.



## Appendix C

*Examples of Moves and Sub-moves in LR of RAs and Ph.D. Dissertations (PhDD)*

Excerpt 1	<p><i>Research on the emotional experiences of learners learning languages in the emergency remote learning context has found a variety of emotions associated with online learning, of which boredom seems to be the most examined in both cross-sectional and longitudinal studies. Studies analyze sources of boredom and language learners' coping strategies (Pawlak, Derakhshan, Mehdizadeh, &amp; Kruk, in press) or track the causal mechanisms of boredom and its impact on language learners over time (Yazdanmehr, Shirvan, &amp; Saghafi, 2021). (RA)</i></p> <p><i>Historically, English Language Teachers' Professional Identity (ELTPI) has appeared not as a main field of study in sociolinguistics since, as Dyer (2007) referred, identity in the past was mainly concerned with language variation to explore solely individual aspects of language speaker. Nowadays, however, sociolinguistics is concerned with the process of identification that is a by-product of the social actions (Omoniyi, 2006). (PhDD)</i></p>	M1 SA
Excerpt 2	<p><i>Following Gebhard et al. (2014), Macken-Horarik (2008) and others, in the present paper, we take the position that a metalanguage based on a rigorous theory of language, such as systemic functional linguistics (SFL) in combination with genre-based pedagogy and the explicit teaching of language for curriculum learning can have a positive impact on teaching and learning. (RA)</i></p> <p><i>The second key construct in the CALL teacher education courses in this study is collaborative learning for developing teachers' pedagogical knowledge of CALL. In addition to the theories and models discussed earlier in this chapter, two main strands of research informed the inclusion of collaboration in the proposed model. The first research strands relate to teacher education, while the second source of data is obtained from CALL professional development research. (PhDD)</i></p>	M1 SB
Excerpt 3	<p><i>Salayo et al. (2020) investigated 147 high school teachers in the Philippines utilizing quantitative methods to evaluate their readiness, attitude, and competence in their engagement with ERT. The scholars applied a survey that used a Likert scale to identify the level of agreement to the statements. The results of this investigation proved that participants could address the challenges that ERT presented them. Their readiness was supported by their positive approach towards on-line teaching during the pandemic. Results also established that teachers were flexible, resilient, and prepared for the challenges of ERT, which included technological constraints, poor Internet connection, and lack of access to electronic devices. (RA)</i></p> <p><i>To explore learners' beliefs, Rao (2002) investigated thirty Chinese EFL undergraduates' perceptions of communicative and non-communicative activities using mixed method research. Results showed participants' openness to both communicative (e.g., student-student interaction, group/ pair work activities) and non-communicative tenets (e.g., drills, teacher's direct explanation of grammatical rules, and teacher's authority). As a result, integration of both activity types was highly recommended. (PhDD)</i></p>	M1 SC
Excerpt 4	<p><i>All in all, as the review of the theoretical and empirical issues suggest the construct of LP could be considered as an influential variable in SLA research. It is quite surprising that to date the planning studies have all excluded (or controlled for) the important variable. In the third phase of this dissertation the notion of LP will be taken into account. (PhDD)</i></p>	M2 SA



Excerpt 5	<p>Although the above-mentioned studies addressed justice and equity in higher education, <i>none of them could provide</i> a substantive discussion on the meaning of this concept. Reviewing the theoretical and empirical literature on social justice and equity in higher education, Brennan and Naidoo (2008) also argued that such studies are mainly derived by policy attention and <i>are not found</i> on a clear definition of the concept. Similarly, Chubbuck (2007) indicated that there is a <i>strong need</i> for theoretical and practical transparency considering contents and methods of socially just teaching and asserted that researchers are required to convey the voice of teachers to provide such a transparency. Although she studied preservice teachers, this point can be worthy of attention in higher education context. <i>Therefore, we sought to address the conceptualization of socially just teaching by higher education English language professors in the present study.</i> (RA)</p> <p>The review of the theories in the field of CALL and learning conditions points to the <i>scarcity of research in this area</i>. The review of the literature made it clear <i>that to date there has been no study to explore</i> the degree of vocabulary gain and reading comprehension in incidental, intentional and explicit instruction conditions, especially in the context of computer-assisted language learning. <i>Moreover, there is no research into</i> the relationship between reading comprehension and acquisition of multi-glossed lexical items in the incidental, intentional and explicit instruction conditions.</p> <p><i>Moreover, there is very rare and insufficient number of studies on</i> the effects of audio glosses on vocabulary acquisition or reading comprehension. The studies on audio gloss have fundamentally used the <i>sole</i> pronunciation of the target word and the findings are <i>inconclusive</i>. Audio is a distinct sensory mode from visual mode and it <i>should be examined separately</i> regarding its effect on learning. In the above-mentioned studies except for Sadeghi and Ahmadi (2012), the audio component was <i>never researched by itself</i>. Furthermore, as recommended by Chun and Plass (1996b), the auditory modality should be <i>further addressed</i> for its impact on vocabulary improvement.</p> <p><i>The present study was therefore an attempt to fill this gap in the literature by attending to both the pronunciation and definition aspects of the auditory modality in CALL.</i> (PhDD)</p>	M2 SB
Excerpt 6	<p>In Turkey, Onalan (2005) conducted a pilot study in a higher education context to explore EFL university teachers' perspectives towards the place of the target culture in EFL classrooms and culture related applications and practices. Onalan's empirical data were based on mixed methods which included questionnaires and semi-structured interviews answered by 20 teachers from Baskent University, Foreign Language School, and English Preparatory Department. According to Onalan (2005), the questionnaire was designed mainly to extract answers to the following questions: 1) how ELT teachers define culture, 2) what role they allocate to culture in ELT, and 3) whether or not they integrate target language culture into their own teaching practices. The semi -structured interviews aimed at supporting the questionnaire results and gaining more insights into ELT teachers' attitudes towards the place of culture in their own practices. The participants of the study defined culture in a sociological sense, i.e., talking about values and beliefs. Their definition of culture in the framework of ELT tended to focus on artifacts/ visible culture, such as "artistic features of a community such as literature, music, and folklore" (Onalan, 2005, p. 225). <i>Moreover, the study showed that teachers had positive attitudes towards incorporating cultural knowledge in their instruction, and that 95.8% of the teachers reported that they incorporate cultural information in their teaching. The same percentage of participants (95.8%) responded positively to the need of giving cultural knowledge to Turkish learners of English.</i> According to Onalan (2005), the teachers showed a general understanding of the meaning of culture, and what the teaching of culture could entail. Teachers also believed that their main objective in integrating cultural information in their classes was to help their students develop a global understanding of other cultures and people. (PhD)</p>	M2 SC





Excerpt 7	<p><i>Relevant research has also documented language teachers' first attempts at online teaching in synchronous and asynchronous settings. In addition to the above-mentioned studies that probed the social justice in teaching in higher education, it is not pointless to refer to studies conducted by Chubbuck (2007, 2010), Whipp (2013), and Fraser (2009) because of their close relation to the present study. (RA)</i></p> <p><i>Review of the Relevant Studies</i></p> <p>As mentioned above, during the previous decade, <i>only a few studies</i> on CP and still fewer on postmethod have been conducted in Iran. <i>The first group of these studies focused</i> on the effect of employing CP principles on teachers' voice, identity or their perceptions about L2 teaching. <i>The second group basically explores</i> the effect of CP on learners' critical conscious in EFL classroom. (PhDD)</p>	M2 SD
Excerpt 8	<p><i>Test takers' preparation strategies for TOEFL iBT were also investigated by some researchers (Liu, 2014; Noviana and Ardi, 2020). While some studies on different high takes tests like GMATE (General Multimedia Assisted Test of English) showed a washback on the students' preparation practices (Gennaro, 2017), others did not find any washback on skill practices of students who needed to take GEPT (General English Proficiency Test) and TOEIC (Test of English for International Communication) (Pan, 2014) or observed a modest change in their test preparation practices for a proficiency test (Pan and Newfields, 2013). On the other hand, a negative washback was reported by Saglam and Farhady (2019) who looked into the potential washback effect of the University English Language Proficiency Test prepared locally by a Turkish university. The results showed that the practiced learning strategies focused more on the skills tested in the exam. (RA)</i></p> <p>Therefore, <i>one may suggest that on the one hand the findings of</i> the online planning studies reported above support Trade-off Hypothesis in that they all point to the trade-off between form (complexity &amp; accuracy) and meaning (fluency), <i>but, on the other hand, they also confirm</i> one of the tenets of Cognition Hypothesis, namely the joint enhancement of complexity and accuracy. However, <i>this interpretation does not seem to be entirely correct.</i> For, as it was noted above, Trade-off Hypothesis claims that normally complexity and accuracy cannot increase hand in hand and that there is a tension between these two areas. <i>Also, according to Cognition Hypothesis the increased complexity and accuracy is associated with the higher degree of task complexity, but providing online planning opportunity could not be thought of as contributing to the complexity of a task.</i></p> <p>Thus, as Skehan (2009) <i>rightly points out,</i> there is a need to delineate precisely how complexity, accuracy, and fluency enter into competition – a suggestion which might well hold true for Cognition Hypothesis. <i>The approach that this dissertation adopts to move in this direction is to examine the way attentional resources are devoted to different self-monitoring processes (i.e., conceptual, pre- and post-articulatory loops of monitoring) by looking at how different planning conditions affect self-repair behavior and then linking these underlying processes to the way processing resources are allocated to the speech production processes (i.e., conceptualization, formulation, and articulation) by examining how different planning conditions would affect the CAF triad. (PhDD)</i></p>	M2 SE



Excerpt 9	<p><i>In a similar vein, the present study focused on socially just teaching. We probed Iranian higher education English language professors' conceptualization of socially just teaching. ... In fact, the following meta-questions guided us:</i></p> <ol style="list-style-type: none"> <li>1. <i>How do Iranian higher education English language professors conceptualize socially just teaching?</i></li> <li>2. <i>How can the Iranian higher education English language professors' conceptualizations be interpreted based on the existing literature around socially just teaching?</i></li> </ol> <p><i>We aim to answer the following research question: What is the impact on teachers and students of the explicit teaching of language for curriculum learning in the PE classroom? (RA)</i></p> <p><i>Consequently, this study tries to explore the role of EFL learners' individual differences regarding their previously acquired social, cultural, and emotional capitals in language learning process. In addition, the study aims at investigating EFL learners' variations regarding their different perspectives about teachers' use of various strategies to get their attention. The study also extends to examine the possible relationships between learners' capitals and their conceptions of teachers' strategies to initiate their joint attention. (PhDD)</i></p>	M3 SA
Excerpt 10	<p>Given the current impasse, there is a prima facie case to argue that these ESOL textbooks do offer a snapshot of ESL, if ESL is to be understood broadly, inclusive of general ESL teaching conditions, mainstream and non-mainstream. <i>Our proposal to consider EAL and ESOL as forms of ESL can be seen as a function of our etic viewpoint as spectators from the expanding circle; a flexibility is afforded by this position, which is different from the rather secluded research area each of them is. (RA)</i></p> <p><i>More specifically, we take Seligman's (2002) model of authentic happiness that unites pleasure, engagement and meaning, and discuss the ways in which this model suits best for the incorporation of a pedagogy of happiness in L2 teaching contexts. Within the area of English language pedagogy, Professor Marc Helgesen has recently attempted to create a link between TESOL and positive psychology (or what he tends to call the science of happiness). (PhDD)</i></p>	M3 SB
Excerpt 11	<p><i>In this paper, I have taken into account the different language proficiency levels established by the Common European Framework of Reference for Languages (Council of Europe, 2001) and its companion volume, with new descriptors, published in 2018. These documents include sections devoted to communicative language competences such as linguistics, sociolinguistics and pragmatics, but the different pragmatic strategies and devices are not detailed enough in the descriptors that specify progressive mastery of each skill. (RA)</i></p> <p><i>Here, I would like to mention the characteristics, and as a result the benefits, of the quoted texts which I later used to extract CP principles. First, I chose the relevant paragraphs from among thousands in the literature, and the prerequisite for such a choice was to study a vast literature which took me about a year to review. Therefore, although they looked like mere quotations, they were in fact a squeeze of hundreds of papers and book chapters regarding the topic of the present work. Second, the quoted sections not only indicated which works were more related to the principles of CP, but highlighted the specific parts which regarded the issue in question. Third, I put the CP-related phrases in bold which in turn made my quick access to the principles more undemanding. Fourth and finally, I sorted out the scripts in time order. I followed the subsequent procedures to complete this section: 1. reviewing articles and book chapters regarding CP, 2. Extracting the parts which were regarding CP, 3. putting in bold sections reflecting key terms and ideas accompanying CP (according to the definition I offered in the previous section), 4. arranging the scripts in time order, and finally, 5. writing introductions for the scripts. I tried to put the extracted parts in context, in order not to depart from the original writer's main points while extracting CP principles. (PhDD)</i></p>	M3 SC
Excerpt 12	<p><i>In this study, translanguaging, a term first coined by Williams (1994), is defined as a process in which multilingual teachers and students engage in complex, multiple discursive practices, including translation, to communicate in and navigate multilingual classrooms (García &amp; Sylvan, 2011). (RA)</i></p>	M3 SD



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*One direct consequence of this policy is that there is an apparent difficulty in sourcing EAL materials: Published and publicly-endorsed materials do not exist. Conceptually, this presents a notional challenge to the researchers, as this had not been our impression of ESL until the chance of revisiting it arose. While it may be a debatable point whether or not ESL, in the form of EAL provision, truly exists, it certainly is different in nature from EFL practices – a point of which generalist researchers may not be fully aware. (RA)*

*Exploring this issue will help developing a better understanding of the construct of online planning and the underlying cognitive mechanisms.*

The review of the studies on language teachers' knowledge base partially elucidates the shared pedagogical knowledge between teachers and teacher educators. For example, Freeman and Johnson's (1998) paper implies that in order to design and implement effective teacher education programs, *language teacher educators need to be aware of the characteristics of teacher candidates, which will help them prepare optimal learning situations for teaching applicants. Furthermore, they should know the features of teacher candidates' prospective schools and their governing political relationships to mitigate the negative effects of new teachers' "reality shock" (Veenman, 1984) and minimize the rate of "teacher attrition" (Darling-Hammond, 2003; Macdonald, 1999). Teacher educators' ELT-related knowledge of the latest theories and best practices is another integral component that shapes the building blocks for a major proportion of the content of teacher education programs.*

On the other hand, studies on the categories of language teachers' pedagogical knowledge demonstrate that there is a universal common core knowledge base for language teaching, irrespective of variations among the educational contexts and teachers' years of experience or academic degree. This core knowledge, which constitutes more than 60 percent of what every language teacher knows about teaching and learning, *should receive priority for instruction during pre-service and in-service teacher education programs. It is therefore teacher educators' responsibility to be aware of these key knowledge components and prepare appropriate educational materials and procedures to transfer them to teachers. (PhDD)*

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New Strategy

Implication



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