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The Thai Journal Citation Index Center (TCI) requested cooperation from journal editors in the selection of a specific journal's sub-areas stored in the TCI database. As a result, each journal is permitted to select 1-5 sub-areas for the papers published in the journal. In this regard, the "BRU ELT JOURNAL" would like to declare that beginning with the 1st Volume, 1st Issue (January-April 2023), articles covering the main subject area, Social Sciences, will be accepted for publication. Furthermore, these articles must be pertinent to the subject areas of Arts and Humanities, and they must cover these two sub-subject areas: 1) Language and Linguistics, and 2) Literature and Literary Theory.

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All articles in this journal must be reviewed by at least three (3) external peer reviewers in the relevant fields from different institutes. More importantly, the authors' and reviewers' identities are concealed from each other (Double-blind peer review) in order to have the articles with high quality and academic standards. The articles submitted for publication in this journal have not already been published *elsewhere* or are not under consideration by peer reviewers for publication in other journals. The authors must strictly comply with the reference system and the criteria for the publication of academic or research articles set by the journal.

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(Im)politeness in Grammar: A Cross-linguistic Study of English and Burmese

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Abstract

This research focuses on how the phenomenon of (im) politeness innately embedded in grammar. It is aimed at presenting the commonalities and differences in the grammatical descriptions of (im)politeness in English and Burmese (Myanmar) languages cross-linguistically. Grammatical descriptions related to (im)politeness are studied from the point of view of Kibort and Greville's (2008) inventory of grammatical features. A descriptive comparative research design is employed, and the text-driven elicitation method (Podesva and Sharma, 2013) is used for the data collection based on the English grammar books, Burmese (Myanmar) grammar books, and linguistic research on the Burmese (Myanmar) language. The results in this study not only provide the grammatical descriptions of (im) politeness but also point out the incomprehensiveness of Kibort and Greville's (2008) inventory of grammatical features. From the point of view of the inventory of grammatical features, it is found that five grammatical features (Person, Respect, Tense, Aspect, and Mood) are related to (im)politeness. In addition, other four grammatical features related to (im)politeness (Conditionals, Imperative, Yes/no and short answers, and Question), which do not fit into the inventory of (im)politeness, are also investigated. Compared with the English language, the Burmese (Myanmar) language has fewer grammatical features of (im)politeness. It is hoped that this paper reinforces to a certain extent the new study area of (im)politeness from the grammatical side which is initiated by Culpeper (n.d.) and sheds light on the process of developing grammatical features inventory.

Keywords: English, grammar, (im)politeness, grammatical features inventory, Burmese (Myanmar)

Introduction

Pragmatics as the branch of linguistics provides the speakers' meaning and contextual meaning (Yule, 1996) that cannot be paved way by semantics and its previous linguistic fields. Yule (1996) laid out eight contents apart from the definition of pragmatics as the elements related to it. All of them such as implicatures, presupposition, and speech acts are related to one manifestation of pragmatics to some extent, that is politeness. When there is a loophole in pragmatic maxims and theories, politeness is the field that gives the suitable and most relevant and comprehensive explanations for that leakages. On the other hand, the field of pragmatics is metaphorically entitled as the wastebasket of linguistics in which every language matter can fit. Thus, it can be said as "Among linguistics, pragmatics, Among pragmatics, politeness".

Like the earlier principles of pragmatics, Lakoff (1973) devised the very first politeness theory and started the prolonged controversial field of politeness, and Kadar and Haugh's (2013) framework of understanding politeness is the latest framework regarding the field. Throughout these fifty years, politeness as the subject of research and linguistic field to be discussed never wane its potential but seduce more attraction from various scholars around the world within and outside of the field of linguistics. Numerous scholars such as Lakoff (1973), Leech (1983, 2014), Brown and Levison (1978, 1987), Culpeper (1996, 2005, 2011), Bousfield (2008), and Kadar and Haugh (2013) proposed tangible theories, frameworks, and maxims related to politeness as well as impoliteness. Politeness has been theorized from the point of universality, speech acts, culture, face, value, speaker, analyst, layman, and hearer. From utterances to discourse levels, it has been studied.

According to Kadar (2017), the theories and ideology of politeness can be divided into three waves sprung from the criticisms and refurbishments of previous theories. The first wave is based on Gricean's cooperative principle (1975) and the production of politeness in which Brown and Levison's (1978, 1987) theory of politeness is unparalleled and the most comprehensive framework of politeness theory proposed. Brown and Levison's (1978, 1987) theory of politeness regarded some expressions such as "could you..." as the intrinsically polite forms. Eelen (2001) initiated the second wave which ideology is the discursive approach counting hearers and laymen into the stakeholders of politeness. In this wave, the ideas launched by the first-wave scholars are criticized and opposed by the pretexts like different contexts and cultures. No exception goes to the linguistic expressions of (im) politeness. Millis (2005) argued that no linguistic forms always have politeness and impoliteness. Kadar (2017) claimed the third wave which tries to explore politeness more than studying its production and evaluation. Though it is mentioned that the politeness research and its theories have been to its third wave, and politeness has been studied from many facets, there is no study of politeness from the point of grammar. In addition, politeness is studied from the point of users, not from the language expressions used by those users.

Among the distinguished scholars of (im)politeness, only Culpeper (n.d.) recognized the role of grammar in impoliteness. Culpeper (n.d.) mentioned that (im)politeness sense is assumed as not intrinsic to linguistic form. There are several statements ignoring the role of language in discussing politeness (e.g. Eelen, 2001; Mills, 2011). Due to the heavy focus on the contexts and users (Mills, 2003, Locher, 2006, Kadar and Haugh, 2013 and Kadar, 2017) launched by the second wave of

politeness research initiated by Eelen (2001), the role of language or linguistic form has not gained the attention so far. The word “grammar of politeness” is also used by Pan (2011) in order to label her approach to analyzing East Asian politeness “situational-oriented methodological approach”. But this use of the term “grammar of politeness” does not mean the grammatical expression of politeness, but it covers the situational and contextual elements. She also pointed out that language is not the main factor that can decide polite behaviors. This statement also implies the need to study politeness from the grammatical side. It can be assumed that without language, humans cannot describe anything, not as politeness. Here, no one can firmly deny that linguistic forms are not totally important in deciding an utterance or a sentence (im)polite or not (Kecskes, 2014).

There are words and more complex structures that are, to varying degrees, conventionally associated with (im)politeness, according to scholars like Terkourafi (2005) and Culpeper (2011). These scholars also contend that no account of (im)politeness can be complete without a thorough understanding of the role of actual linguistic form in it. In other words, they believe that (im)politeness has more to do with language than just socio-pragmatic factors and may even have its own grammar. From the aforementioned points, it is significant that the study of the grammatical expressions of (im)politeness is deserved attention and it is also uncharted territory. As it is presented, much of the existing literature on (im)politeness mainly focuses on its users, context, and cultures. Culpeper (n.d.) stated that only a few attempts the research for the understanding of grammatical impoliteness.

This study seeks the grammatical expressions which are intrinsically (im)polite in the English and Burmese (Myanmar) language. Here, Culpeper (n.d.) made a question related to the methodology of the establishment of a grammatical expression as the conventionalized expression for impoliteness. He pointed out that less reliability is there in the limited number of native speakers’ intuitions, and suggested two types of data such as using the questionnaire data in the form of the judgment on (im)politeness, or using more experimental evidence. In order not to employ the disqualified data from the judgments of Culpeper (n.d.), the grammatical expressions relating to (im)politeness elicited only from the grammar books, and linguistic research is used.

Research Objectives

Based on the theoretical gap mentioned in previous section, this current study aims to present the commonalities and differences in the grammatical descriptions of (im)politeness in English and Burmese (Myanmar) languages cross-linguistically.

In order to reach the aforementioned aim, the objectives are set as in the following:

1. To seek the grammatical features of (im)politeness in the English and Burmese (Myanmar) languages
2. To redress the neglected linguistic study in the (im)politeness field
3. To address the shared grammatical features of (im)politeness

Literature Review

The grammar of a natural language is a set of structural rules that limit how sentences, phrases, and words can be put together by speakers or authors. The phrase can also be used to describe the study of such restrictions, a subject area that covers phonology, morphology, and syntax as well as the frequently added fields of phonetics, semantics, and pragmatics. The book by Panther et al. (2009) works on metonymy and metaphor from the grammatical point of view. In the field of (im)politeness, the idea of studying impoliteness was initiated by Culpeper (n.d.). Politeness from this point of view is still uncharted territory to be studied. The concepts and operation of politeness are diverse based on the different cultures (Eelen, 2001; Mills, 2001; Kadar & Haugh, 2013). The dictionary definitions of politeness in the two studied languages are also differed. Politeness (2023) cited from the Cambridge Dictionary website describes “politeness” as “keeping good relations with your listener or reader. There are two types of politeness such as showing the listener or reader that you value and respect them and changing or softening what you say so as not to be too direct or forceful.” Myanmar dictionary summary (Vol.3, Pa-ya) (1979) defined “Politeness” as “gentle, urbane, and elegant behaviors, not having rudeness”. The present study emphasizes grammar from the point of pragmatics, exactly from the (im)politeness by using the two languages, Burmese (Myanmar) and English.

Several researchers employ features, the components into which linguistic units, like words, can be divided, in their quest to understand language. NUMBER (single, plural, dual,...), PERSON (1st, 2nd, 3rd), and TENSE are a few examples of characteristics (present, past, ...) (“Grammatical Features Inventory”, 2023). Kibort & Greville (2008) proposed the grammatical features inventory including three types such as Morphosyntactic features, morphosemantic features, and morphological features. A feature whose values are connected to either agreement or government is referred to as morphosyntactic.

A morphosemantic feature is one whose values are solely inherent, and those features are unrelated to agreement or government. In other words, the elements on which the values are discovered are not agreement controllers. A morphosemantic property is irrelevant to syntax because it is not involved in either agreement or government. A characteristic that values are solely inherent and unrelated to agreement or government is referred to as a purely morphological feature.

Table 1

Inventory of Grammatical Features (Kibort & Greville, 2008)

Morphosyntactic	Morphosemantic	Morphological
1. Gender	1. Tense	1. Inflectional class
2. Number	2. Aspect	2. Stem index
3. Person	3. Mood	3. Syncretic index
4. Case	4. Polarity	4. Morphological specification
5. Respect	5. Transitivity	
6. Definiteness	6. Diathesis and voice	
	7. Evidentiality	
	8. Screeve	

Table 1 (*Continued*)

Morphosyntactic	Morphosemantic	Morphological
	9. Associativity	
	10. Question word dependency	

According to Kibort and Greville (2008), the feature of “respect” is about politeness. One of the overt linguistic expressions of politeness is "respect" or "address." It conveys the speaker's social relationship (including familiarity) and attitude toward the addressee, as well as occasionally toward other people. The Brown and Levinson (1987) theory based on the social-psychological concept of face is the most frequently recognized explanation of the causes of the occurrence of linguistic politeness, including "respect" or "address." According to Brown and Levinson, each person's face corresponds to their "public self-image," or how they want to be perceived and treated by other members of society. According to Brown and Levinson, there are several speech acts and utterances that could endanger the addressee's face wishes, which is why linguistic expressions of politeness emerge.

Kibort and Greville (2008) proposed three loci of special linguistic forms of respect based on Shibatani's (1994) description of honorific systems as follows.

1. Referent

Language expressions that show respect for nominal referents are used to encode politeness. Such forms are the most frequently used in politeness systems, and the historical evolution of some honorific systems (such as the Japanese system) suggests that this is the most fundamental type of honorific. The referent expressions in this group consist of:

1. titles (such as honorary titles used together with proper names in English or German; or honorific endings attaching to names in Korean or Japanese),
2. polite pronouns (special pronominal forms - often across the whole person paradigm, as in Javanese; pronoun substitution - e.g. plural for singular; or pronoun avoidance and substitution of title, kin term, etc. for pronoun),
3. nominal honorifics (or, honorified nouns, expressing respect either directly towards the referent or indirectly towards the owner/creator/recipient of the referred object; these are much less common than titles or polite pronouns),
4. verbal honorifics (sometimes called 'subject honorifics': honorifics expressing respect towards the referent of the subject or actor nominal and found on the verb; these include: verbal affixes, suppletive verbal honorific forms as in Japanese, Korean, and Tibetan, honorified nominalisations as in Japanese, and honorified predicate adjectives as in Japanese).

2. Addressee

Linguistic structures that convey respect from the speaker to the addressee serve as a code for politeness. Although the reference honorific function and the addressee honorific functions converge in the case of honorific second-person pronouns, several languages have unique addressee-oriented honorific forms. They consist of:

1. special words of address (e.g. English)
2. special particles (e.g. Tagalog, Thai, Tamil)
3. special verbal endings (e.g. Korean; Japanese)

3. Avoidance language

When speaking to a "taboo" relative or a superior or while using a distinct language variety in their presence, politeness is encoded. Examples include the so-called "mother-in-law" or "brother-in-law" languages of Australia. For instance, the language Dyirbal has two dialects: the "everyday" dialect Guwal, and the "mother-in-law" dialect Dyalnguy, which must be used by the speaker when a taboo relative, such as a parent-in-law of the opposite sex, is present. Avoidance languages may be less wordy, use more generic vocabulary, and exhibit other linguistic traits typical of honorific languages. As an attempt to put the notion of linguistic features on the (im)politeness of two languages, the inventory mentioned here is to be used as the theoretical background.

Material and Method

The grammatical descriptions of (im)politeness are used as the qualitative data in this research. Text-driven elicitation method (Podesva and Sharma, 2013) is used in collecting the required data. Podesva and Sharma (2013) said "This can be used to examine a single feature (subordinate clauses, for example) or for developing a comprehensive grammar." They are taken from English grammar books, articles on politeness, Burmese (Myanmar) grammar book, and researches on Burmese linguistics. The research design is a Descriptive comparative research design. According to Cantrell (2011), a descriptive-comparative research design is intended to describe the differences among groups in a population without manipulating the independent variable.

The procedure for the research started by eliciting grammatical features related to (im)politeness in each language from the abovementioned sources. The investigated grammatical features are studied from the point of the grammatical features inventory by Kibort and Greville, (2008). The discussion and adding more information about the investigated grammatical features are also made based on the findings from various sources. After that, the collected grammatical features from each language are compared and deduced to the commonalities and differences among them. Apart from exploring whether the grammatical features in the above table have the sense of (im)politeness or not in the investigated languages, the feature "Respect" in the morphosyntactic feature which is all about politeness is discussed based on the data of two languages.

Results and Discussion

The present study is about the (im)politeness in the grammar of the English language and the Burmese language. Since this study is about grammar features that are innately (im)polite, the discussion and data are not counted on the role of context. Kibort and Greville's (2008) inventory of grammatical features is deployed as the theoretical background to elicit whether (im)politeness presides in these features. Kibort and Greville's (2008) confessed that their inventory is an attempt to describe the grammatical features and detailed explanations are still lacking in some of the features such as Polarity, and Question Word Dependency. Although the results and their

respective discussions are as mentioned in the following, the most obvious finding of this research is that this research can reinforce that Kibort and Greville's (2008) inventory of grammatical features are not comprehensive and some grammatical features attached by (im)politeness in the two studied languages are not fit in any of the grammatical features in the inventory.

(Im)politeness in the grammar of the Burmese (Myanmar) language

1. Politeness distinctions in pronouns

Johannes (2013) described "Politeness distinctions in pronouns" by especially focusing on the second-person pronouns of the languages. In the Burmese (Myanmar) language, politeness distinctions are embedded in all three types of pronouns (first person, second person, third person). There are manifold distinctions in each first, second, and third-person pronoun of the Burmese language. The following 20 pronouns referring to the persons are collected from Myanmar Grammar (2013) and Johannes (2013). 2 out of those 20 pronouns (သူမ/thuma/ and ယူ/ju/) are not described in these two sources but are widely used in the daily communication in current Myanmar. The pronoun "ယူ/ju/" was mentioned Johannes' (2013) list of pronouns, but not "သူမ/thuma/". His list of pronouns was cited from Okell (1969). At the time, it is possible that the use of the pronoun "သူမ/thuma/" has not occurred. The reason for Myanmar grammar exclusion of these two pronouns is explained by a professor in Myanmar (Burmese) as that he will not accept it as the Burmese pronoun since it is a translated form of the English pronoun "she". The pronoun "ယူ/ju/" comes from the English pronoun "you" and it is assumed as the same case as the pronoun "သူမ/thuma/".

Table 2

Pronouns in Burmese (Myanmar) Language

No.	First person pronoun	Second person pronoun	Third person pronoun
1.	ငါ /nga/	သူ/thu/	သူ/thu/
2.	ကျွန်တော် /kjundo/	သူမ/thuma/	သူမ/thuma/
3.	ကျွန်မ /kjama/	မင်း/min:/	သင်း /thin:/
4.	ကျုပ်/kjou'/	ရှင်/shin/	Personal pronouns (Family terms such as brother, sister,..)
5.	ကျွန်ုပ် /kjanou'/	ခင်ဗျား/khamja:/	
6.	မိမိ/mimi/	နင်/nin/	
7.	တပည့်တော် /dabjito/	ညည်း/nji:/	

Table 2 (Continued)

No.	First person pronoun	Second person pronoun	Third person pronoun
8.	တပည့်တော်မ /dabjitoma/	သင်/thin/	
9.	Personal pronouns (Family terms such as brother, sister,..)	အရှင်ဘုရား/ashin hpaja:/	
10.		ယု/ju/	
11.		Personal pronouns (Family terms such as brother, sister,..)	

The politeness in the use of pronouns is varied depending mainly on the addressee's status and age. Although the familiarity between the interlocutors is assumed to be the neutralizer to the impoliteness sense of a certain pronoun, this is not the real decisive factor in deciding the use of a certain politeness. There are many examples of the depletion of social interaction in which the impolite pronoun is used due to the familiarity between the interlocutors and this leads to the adverse situation of communication. Thus, in this paper, in deciding the politeness distinction among the pronouns, the factor of "familiarity among the interlocutors" is excluded. In this way, the avoidance of seven pronouns colored with red in Table 2 can be regarded as the polite usage of pronouns. According to Johannes (2013), languages in the Southeast Asian region have the feature of "pronoun avoidance". They have many forms of pronouns that are impolite usages.

2. Particle

Gartner (2005) mentioned the particle of the Burmese language named "ပါ/pa/" is defined as the politeness particle. In example (a), the sense of definiteness is gained by using the politeness particle "ပါ/pa/" with a creaky tone.

(a)

မောင်	သစ္စာ	ထားခဲ့ပါမယ်။
maung	thitsar	htarkhaepamal
maun	thi'sa	hta:khepame
I-1SG.M	faith-N	keep-REM.DEFINITE.IRR

'I will remain faithful to you!' (Gartner, 2005)

The common Politeness marker of the Burmese language "ပါ/pa/" is regarded as a particle (Myanmar-English dictionary, 1996). The particle "ပါ/pa/" is mentioned as the politeness marker by Vittrant (2005). Normally, the absence of the

polite particle “ပါ /pa/” means impoliteness in the Burmese context (see the example sentence b).

(b)

သား	တို့	သမီး	တို့	ထဲ	က	တစ်	ယော	လော	ကျောက်သင်ပု	က	စာ	တွေ	ဖျက်	ပေး	ပါ	လား။
							က်	က်	နံး							
thar	tot	thamee	tot	htae	ka	ta	yout	lout	kyaukthinponka		sar	tway	phat	pae	par	lar
									e							
tha:	tou	thami:	tou	the:	ka	ti'	jau'	lau'	kjau'thinbou	ka	sa	twai	hpje	pei:	pa	la:
									n:							
son-N		you-PRON.PL		daughter-N		you-PRON.PL	PPM	PPM	one-N	CLF	PAR		whiteboard-N	PPM	letter-N	PAR
													wipe out-V		PAR	POM
																could-Q

‘Could the one from sons and daughters wipe out the letters on the whiteboard?’

3. Conditionals

Tun (2005) described that showing modesty is assumed as polite in Burmese culture. This modesty includes the use of language indirectly as in (c). The most common indirect way of expressing the statement is using the conditional. In (c), the interviewer is trying to ask his question indirectly, displaying politeness. In other words, this shows that expressing indirectly in this language associates with politeness. In addition, Oo (2023) also presented that Burmese language users employ questions as a method of request instead of direct statements.

(c)

အကို	အတွက်	ကတယ်	လို့	ပေါ့	ပြောရမယ်	ဆိုရင်	ဘယ်ဟာ	ပြောမလဲ	အကို
akoueatwe'ka	dageloupo	pjo:iamehsoujin	beha	pjo:maile:	akou				
brother.for	really.pot	say.must.IRR.say.ifwhich.		say.IRR.Q	brother				
			thing						

' So for you, if you really had to say, what would you talk about?' (Tun, 2005)

4. Imperative

The imperative in the Burmese language is marked with particles စမ်း/san:/ and ဧဝ/sei/ as in example (d). But the imperative only with the particle စမ်း/san:/ is impolite. Without this particle, the imperative is depleted and becomes nonsense. The facts pointed out by Olmen (2018) in which negative imperative also creates the impoliteness expression like “don’t you dare V”, and by Lodaira (2021) in which the use of imperative with “let’s” is polite in the case of giving feedback and an invitation are also true for the Burmese language. In the Burmese language, the same expression as “let’s” is ဧဝ/sou/.

(d)

လူ

lou
Do.V
Do.

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san:
PAR

(Im) politeness in the grammar of the English language

In the English language, politeness is concerned with being less direct, and softening the illocutionary force of the speech acts (Masterclass: Being Polite: How to soften your English, 2023). That is why its grammar features on politeness focus on the use of less direct and vague forms, and also link with the degree of politeness. In English, politeness is mainly related to the formal/official situations or strangers. Normally, the simple act of adding the word “please” to sentences decorates them politely. Yule (1996) also mentioned that in English, indirect speech acts typically have higher levels of politeness than direct speech acts.

1. Politeness distinctions in pronouns

According to Johannes (2013), there are no politeness distinctions between pronouns in the English language. On the other hand, the second person pronoun “you” is clearly linked to impoliteness expressions such as an insult as in “You bastard!” (Culpeper, n.d.).

2. Modal verbs and modal expressions

Eastwood (2002) claimed that using a modal verb occasionally makes the message less direct and, as a result, more hesitant and polite. In talking about the rules, the use of “should” is more polite and less emphatic and it is used as an alternative to “must”. The use of “would” makes the statement polite even when the speaker is disagreeing with someone. Other expressions containing the modal verb “would” like “would like” and “would like to” also make less direct statements. Alternatively, some modal verbs, particularly the past tense of *can*, *may*, *shall*, and *will* (*could*, *might*, *should*, and *would*), can be used to be more polite or less blunt. Other modal phrases are also available (certainly, possibility, be likely to, be supposed to be) when making a request for something or asking someone to perform a task are done (Politeness, 2023).

For example,

- a. *I'd advise you to see a solicitor.*
- b. *Passengers should check in at least one hour before departure time.*
- c. *I would point out that this has caused us some inconvenience.*
- d. *I'd like a drink.* (less direct, more polite)

3. Imperative

Using imperative in some speech situations such as making someone be quiet or leave is impolite (Eastwood, 2002). Negative imperative also creates the impoliteness expression like “don’t you dare V” (Olmen, 2018). For example, *Shut up*. On the one hand, Lodaira (2021) pointed out that the use of imperative with “let’s” is polite in the case of giving feedback and an invitation such as “*Let’s double-check the details on the invoice before we process the shipment.*” and “*Let’s go jogging tomorrow morning.*”

4. Yes/no and short answers

Eastwood (2002) mentioned that replying “yes/no or a short answer” to questions in some contexts especially in replying to the request is swaying from politeness. For example, *Were you late? ~ Yes, I missed the bus.*

5. Tense

The use of past tense or past continuous tense in the contexts like request, suggestion, and questions or certain grammatical features like conditional clauses reflect the speaker’s attitude by making more distant from the hearer, leading to politeness (Eastwood, 2002). Moreover, Politeness (2023) argued that in order to be more polite or less blunt, the past verb form is occasionally employed to refer to the present. Sometimes, this way of using past form is attached with the use of the verbs like “hope,” “think,” “desire,” and “wonder”. Using the past continuous here instead of the past simple means adding extra politeness to the proposition.

For example,

- a. *Have you a moment? I want to ask you something.*
- b. *Have you a moment? I wanted to ask you something.* (Eastwood, 2002)
- c. Direct: *‘Pick me up on your way to the party this evening!’*

More polite: *‘I was wondering if you could give me a lift later.’* (Masterclass: Being Polite: How to soften your English, 2023)

Politeness (2023) also presented that past verb form is sometimes used in formal contexts and in the shop and other service situations to be polite.

In formal contexts,

A: Did you want another coffee.

In the shop and other service situation.

Sales Assistant: What was the name please?

6. Conditionals

Conditional types 1 and 2 can be used for describing possible future actions. Politeness (2023) claimed the use of the conditional type 1 with can, and will is polite. In this case, Eastwood (2002) stated that it is more polite to use the type 2 pattern. For instance,

- a. Type 1: Will it be OK if I bring a friend? (less tentative)
- b. Type 2: Would it be OK if I brought a friend” (more tentative, more polite)

7. Question

In English, there are three structural forms (declarative, interrogative, and imperative) and they have direct relations to the respective general communicative uses (statement, question, and command/request) (Yule, 1996). When the structural forms and communicative uses are exchangeable in the use, and this leads to less direct and being politeness. In other words, the use of questions in the case of request is polite (Masterclass: Being Polite: How to soften your English, 2023). For example,

a. *'Aren't you kind of young to be getting married?'*

In speaking, asking two questions rather than one is less direct and polite in which the very first question is the general one or introducing the topic for the interlocutor and the second one is for the specific question (Politeness, 2023). For instance,

A. Do you like sport? I mean, do you play sport?

B. Yeah. I play basketball. I'm on the school team.

7.1 Negative question with a question tag

The statements of the speaker like in the speech act of request can be softer by employing a negative question with a question tag (Masterclass: Being Polite: How to soften your English, 2023). For example,

a. *'You **couldn't** give me a lift later, **could you?**'*












b. *'I **don't** suppose you could pick me up tonight, **could you?**'*

Respect

The presence of honorary titles in the English language is already mentioned by Kibort and Greville (2008). They are the titles prefixing a person's name such as Mr, Mrs, Miss, Ms, Sir, Dame, Dr, Cllr, Lady or Lord, or titles or positions that can appear as a form of address without the person's name, as in Mr President, General, Captain, Father, Doctor or Earl (Honorific, 2023). Honorific endings attached to names are not found in the English language.

The use of honorary titles in the Burmese language can also be found but they are not as much as in the English language. This case can be discussed diachronically as there are only a few honorary titles are there in the Burmese language. In the past at the time of the monarchy, the honorifics were used for the nobility, clergy, officers, and royalties. Nowadays, honorifics are only used for the clergy, teachers, and medical doctors. But there are three honorary titles used with a person name for the male in terms of ages, e.g., Mg (young boys), Ko (middle-aged males), and U (aged males). For the female, there are only two honorary titles such as Ma (young and middle-aged females), and Daw (aged females). Sometimes, in the case of the government staff, how matter the age, the honorifics of "U" and "Daw" are used. Unlike in the English language, honorific endings attaching to names are found in the Burmese language but only in the clergy such as Sitagu Sayadaw (in which Sitagu is the name and Sayadaw is the honorific ending).

Table 3*English and Burmese Languages from the Point of Respect Grammatical Feature*

Types of Respect grammatical feature			English language	Burmese language
Referent	Titles	Honorary titles		
		Honorific endings		
	Polite pronouns	Special pronominal forms		
		Pronoun substitution (plural for the singular)		
		Pronoun avoidance		
		Substitution of title, kin term, etc. for pronoun		
	Nominal honorifics			
	Verbal honorifics	Verbal affixes		
		Suppletive verbal honorific forms		
		Honorified nominalizations		
		Honorified predicate adjectives		
Addressee	Special words of address			
	Special particles			
	Special verbal endings			
Avoidance language				

In terms of polite pronouns, the English language has only “substitution of title for the pronoun” especially in the formal situation. In the British parliament, the lawmakers use the term “Mr.Speaker” instead of “you”. However, Culpeper (2005) pointed out that using the title to familiar people is assumed to the impolite ones. In the Burmese language, pronoun substitution (e.g. plural for the singular) can be found in formal situations such as in paying obeisance ceremony in which “min tot/min:tou/ (plural pronoun)” is used instead of “min/min:/ (singular pronoun). The case of pronoun avoidance is presented in the section of “pronoun”.

In line with the English language, the substitution of title pronoun can be seen in formal situations like the graduation ceremony. Regarding nominal honorifics and verbal honorifics, both languages absent this feature. In the English language, Kibort and Greville (2008) mentioned that it has “special word of address” such as “sir and ma'am”. The Burmese language also has the same feature for example “Eaetaltawgyi/edhetokji:/ (Valuable guest)” and “Lugyimin/lukji:min:/(Sir or ma'am).

Avoidance language which is used instead of “taboo” or when speaking to the superior is obviously innated in both languages though it is not widely discussed here.

Figure 1

Grammatical Features of (Im)Politeness Found in the Two Languages

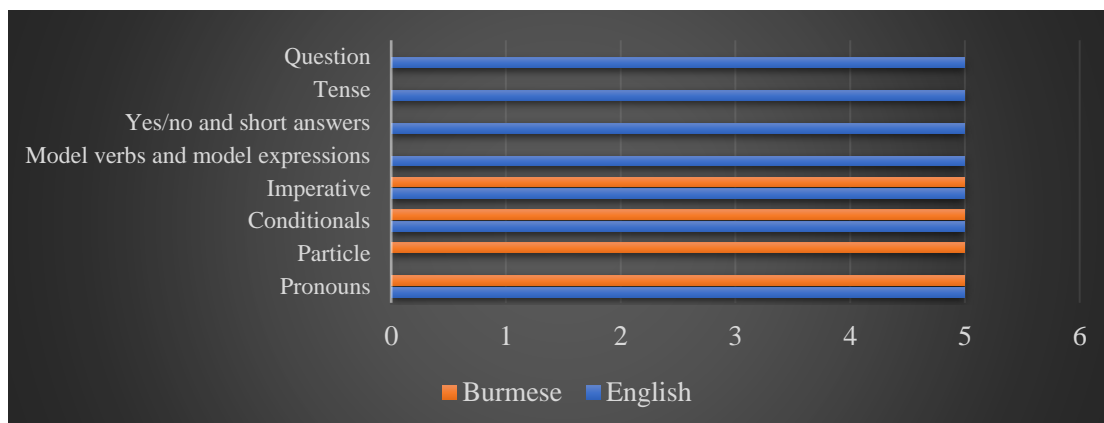


Figure 1 compares the grammatical features related to (im)politeness in the two languages. Here, 8 grammatical features are investigated in total and the English language concerns with 7 features except from “particle”. The Burmese language is only connected with 4 features and this does not mean that the Burmese language does not have not many grammatical features related to (im)politeness and it is due to the lack of grammar descriptions explained along with the usages and different varieties of grammatical books.

Table 4

Investigated Grammatical Features of (Im)politeness in the Inventory of Kibort and Greville (2008)

Kibort and Greville's (2008) Grammatical features relating to (im)politeness	Kibort and Greville's (2008) Grammatical features not relating to (im)politeness	Investigated grammatical features of (im)politeness not fit into the inventory of Kibort and Greville (2008)
1. Person (Pronouns)	1. Inflectional class	1. Conditionals
2. Respect	2. Stem index	2. Imperative
3. Tense (Tense)	3. Syncretic index	3. Yes/no and short answers
4. Aspect (Particle)	4. Morphological specification	4. Question
5. Mood (Model verbs and model expressions)	5. Gender	
	6. Number	
	7. Case	
	8. Definiteness	

Table 4 (*Continued*)

Kibort and Greville's (2008) Grammatical features relating to (im)politeness	Kibort and Greville's (2008) Grammatical features not relating to (im)politeness	Investigated grammatical features of (im)politeness not fit into the inventory of Kibort and Greville (2008)
	9. Polarity 10. Transitivity 11. Diathesis & voice 12. Evidentiality 13. Screeve 14. Associativity 15. Question word dependency	

Table 4 is mainly about the investigated grammatical features of (im)politeness that are not fit into the categories of Kibort and Greville's (2008) inventory. Among 20 grammatical features of the inventory, only 5 (Person, Respect, Tense, Aspect, and Mood) are related to (im)politeness. There are four grammatical features of (im)politeness (Conditionals, Imperative, Yes/no and short answers, and Question) that cannot be put into any of the categories of the inventory. Table 3 answered the third objective of the present research which is inspired by Culpeper (n.d.). He stated that the insultives, a part of the impoliteness, are often linked with the possessive second-person singular pronoun of "your".

Though it is mentioned that the context is excluded in learning the linguistic features which are innately (im)polite, some data collected for the English language mentioned that they are (im)polite depending on certain situations like Requests, suggestions, and questions, Giving Opinions, giving feedback, asking for help and discussing Problems: Saying No!. In discussing the linguistic features without the context from the point of (im)politeness, there would be a few linguistic features that can exactly be recognized as the innate property of (im)politeness.

From the structural point of view, it's typical to deal with vocabulary, grammar, and pronunciation in many aspects (usage, politeness, etc.) when learning a language. This paper only deals with the grammatical aspects of impoliteness. On the other hand, there are still many areas of the language such as vocabulary relating to (im)politeness.

In the English language, certain verbs (e.g. reckon, guess, feel, seem, appear,...), tentative language (e.g. I'm not sure,...), vague expressions (e.g. around, about,...) and hedges (e.g. 'sort of', 'kind of', 'a little bit',...) can lessen the directness of the proposition. In addition, polite phrases showing respect to the hearer such as "Ladies and gentlemen" and "Excuse me" and polite addressing to the people (e.g. Madam, Sir, Regarding the pronunciation, the correct tone is important to sound the statements politely not only in English language but also in Burmese (Myanmar) language.

There are two major limitations in this study that could be addressed in future research. First, the politeness research studies themselves are the obvious limitation since the presence of innately (im)polite utterances and sentences are denied by most of the politeness scholars like Mills (2003) and Kecskes (2014). This kind of research can be assumed as the ground breaking paper in studying politeness from the neglected perspective. Second, the availability of data is another limitation as the comprehensive description of a grammatical feature on (im)politeness is rare and there are few researches on this aspect. Despite the limitations of this study, nine grammatical features of (im)politeness are revealed based on the data from two languages, and five of them are theoretically reinforced by Kibort and Greville's (2008) inventory.

Recommendation

The present paper is about the (im)politeness of grammar from the point of view of the two languages (English and Myanmar). Kibort and Greville's (2008) inventory of grammatical features is used to uncover the grammatical descriptions related to (im)politeness. It is strongly hoped that the findings in this research definitely contribute to the field of (im)politeness since there are a few previous research papers and no books specifically written for "(Im)politeness in Grammar". This will be a fresh and innovative page on the prolonged study of (im)politeness since the current research wave on politeness denies the inborn essence of (im)politeness in utterances and sentences. The compilation of grammatical descriptions of (im)politeness in the English language is based on the existing grammar books. For the Burmese (Myanmar) language, these grammatical descriptions of (im)politeness would be new for its people since there is no grammar book on colloquial Burmese (Myanmar) and the existing grammar books ignore the role of usages, to my knowledge. In addition, the comparative results of these descriptions will shed light on the cross-linguistic and cross-cultural features of the two languages. This paper is expected to ignite a new study area of (im)politeness from the grammatical side and attract the interests and criticisms of the scholars working on (im)politeness. Moreover, this paper is to be a significant contribution towards teaching linguistic politeness and intercultural awareness by offering practical information to teachers on how differences in linguistic politeness among the two languages and increase students' intercultural awareness in their English language learning and teaching. Though English language teaching in Myanmar thrives employing modern approaches, grammar translation method is still widely practising. Further studies should be carried out with a more comprehensive grammatical inventory and more languages in order to present the role of grammar in the study of (im)politeness.

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The Role of Applied Linguistics in English Language Teaching: A Review of Research Articles

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Abstract

Applied Linguistics refers to the study and usage of linguistic knowledge, theories, and techniques to address real-world issues and challenges related to language. It incorporates research and practical approaches to address communication problems and improve language education, policy, and practice. This research will discuss the role of linguistics in English language teaching found in research articles. Library research is the foundation for data analysis. The purpose of the research is to explore how the researchers apply the theories of applied linguistics to analyze and solve language problems in the real world in writing research articles. The comparison technique and the descriptive approach are used throughout the data collection and data analysis process. The definitions of applied linguistics, as well as a development in that definition to teaching are presented in this research to evaluate language instruction through the lens of applied linguistics theory. It can be realized that linguistics pays attention to the part it plays in the research paper publications. Due to the discovery in this research, it was found that linguistics plays a major role in English language teaching and doing research. The highest mean value (1.47) indicates that most of the research articles were published in linguistics. According to the findings, the use of theory of applied linguistics has been found within reasonable limits in doing research. Applied linguistic teaching theory may raise the students' desire for learning and acquisition of a second language. If the theory of applied linguistics was applied in language teaching, the method of language teaching should be modified, and improvements should be made to the information transferred to students.

Keywords: applied linguistics, English language teaching, research articles

Introduction

The term “applied linguistic theory” refers to the theoretical understandings gained from the experimental studies that are the character of the field, but, given the careful distinction made by applied linguists between applied linguistics and linguistics applied (Davies, 1991). Every language has its unique set of linguistic norms, which can be broken down into phonological, morphological, syntactic, and semantic studies, and each of these categories may be learned. On the other hand, it is essential to integrate the instruction of English as a second language instruction with other topics, such as psychology, anthropology, ethnology and sociology. Those are only a few of the topics that might be included. On the other hand, the study of

theoretical linguistics, sociolinguistics, and psycholinguistics are all naturally tied to teaching foreign languages. The major emphasis of the field of applied linguistics has changed from ELT to using linguistics to address societal issues, and subsequently to a more multidisciplinary strategy for addressing issues relating to interaction, particularly linguistics (Oda, 2021).

The study of language from a scientific perspective is known as linguistics, and the breadth of topics that fall within the purview of linguists is referred to as the scope of linguistics. The study of language from a scientific perspective is what linguists call linguistics. In its most general definition, linguistics is the study of the knowledge that people naturally general dictionaries language or the scientific study of language (Fasold & Connor-Linton, 2014). Depending on whether the purpose of the research is to construct a theory or to find ways to apply what is learned, there are two distinct subfields within the field of linguistics known as theoretical linguistics and applied linguistics. By how it interacts with non-linguistic characteristics, it is divided into the fields of philology; sociolinguistics, stylistics, and dialectology are all linguistic anthropology subfields. Traditional linguistics, structural linguistics, transformational linguistics, semantic linguistics, rational linguistics, and systemic linguistics are some of the subfields that can be found within the subject of linguistics. These subfields are differentiated from one another by the method or theory used in language study. It is impossible to separate it from the other aspects of language learning discussed. When an English language teacher educates himself, an effective teaching and learning method has to be developed, and this can only be done with the assistance of science.

The study of linguistics is one of the fields linked to instructing foreign languages the most closely. The name "linguistics" derives from the Latin word "lingua," which means language. Linguistics is the study of languages. According to Nordquist (2019) the word "linguistics" is meant to refer to the study of language via the use of scientific methods. Denham and Lobeck (2019) offered a similar description, who described linguistics as "a body of knowledge obtained by applying the scientific method to the phenomena of language." Linguistics, because language is its subject matter, scientific investigation of language is required to differentiate between various languages. Linguistics and language education are very comparable in many respects. The closeness between the two of them is undeniable and must be recognized.

One of the most critical applications of linguistics is the teaching of languages. The kinds of activities implemented in language teaching facilitate students' efficient and effective acquisition of foreign languages. There are two distinct schools of thought held by linguists about this topic. As a pure science, linguistics aims to investigate and evaluate its topic in line with the linguistic theory it defends without considering the use or function of the thing being researched and examined. Experts in linguistics believe that linguistics must investigate how it may be utilized realistically to help people in addition to being an academic discipline. The researchers know that just because a person is fluent in a language does not mean they are qualified to instruct others, so the study of linguistic theory has been separated from language knowledge. This separation makes it possible for language instructors to understand how to apply the many linguistic theories to language knowledge.

Speaking training in the classroom should always have the main objective of fostering interpersonal interactions not just between the students themselves but also between the instructor and the students (Gusmuliana et al., 2021; Amrullah et al., 2023; Wajdi, 2018). In a manner comparable to this, the study of language instruction is a valuable and pragmatic science. As stated by Miftah et al. (2015), the primary objective of language training is for students to understand the efficient use of the language of communication focus as a road for exchange. Speaking and comprehending a language is a necessity for becoming a language teacher. Understanding and explaining the workings of the language system, including its phonemes, morphemes, words, sentences, and discourse structures, requires specialized knowledge that takes work. A language teacher must be aware of the many perspectives that students bring to the table to provide a comprehensive picture of the topic. In the field of English education, two critical questions that need to be answered are "what to teach" and "how to teach it." These considerations are related to the design of the process, the design of the outputs, the content, and the technique.

Thus, educators state that the method and the primary teaching of a language are uncertain of the nature of the language itself. Consequently, linguistics is an essential component of language education, which tries to provide students with the abilities required for successful communication in various settings and contexts. Students learned practical linguistics which provided them fresh perspectives on the texts, read and produced in their classes and allowed them to understand how language produces the world. (Achugar et al., 2007).

Research Question

How do the researchers apply the theories of applied linguistics to analyze and solve language problems in the real world in writing research articles?

Method

This study was conducted using qualitative research methods, and library research was the primary source of information. In this case, the researcher used a methodical approach to gather data from various articles of Buriram Rajabhat University's Journal of English Language and Linguistics (JEL). from appropriate to the investigated variables, namely linguistics, language, literature, and English language teaching. This was accomplished via the use of a step-by-step strategy. Thus, four issues including, Vol. 3 No. 1 (2022), Journal of English Language and Linguistics (JEL), Vol. 3 No. 2 (2022), Journal of English Language and Linguistics (JEL) (July-December), Vol. 4 No. 1 (2023), Journal of English Language and Linguistics (JEL) (January-June) and Vol. 4 No. 2 (2023), Journal of English Language and Linguistics (JEL) (January-June) were chosen as the primary source of information for library research.

About the Journal

The Journal of English Language and Linguistics (JEL) was founded in 2020. It is the double-blind peer-reviewed journal organized and published by the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. The journal welcomes the submissions of manuscripts both from Thailand and other countries. The aims of the journal are 1) to strengthen the collaboration and networking of academic and research works among educators, scholars, and researchers from the fields of English language and linguistics based on empirical academic and research studies, and 2) to provide an academic platform for authors to share their new insights and discoveries about theoretical and experimental implications. The journal welcomes manuscripts for publication in the scope covering the following disciplines: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT). In this research, articles provided by scholars in the English as a Foreign Language (EFL) field will be investigated.

Results

Analysis on the Articles from Vol. 3 No. 1 (2022): Journal of English Language and Linguistics (JEL) (January-June)

Firstly, the researcher put in the effort to collect, understand, and evaluate the data on Vol. 3 No. 1 (2022): Journal of English Language and Linguistics (JEL) (January-June). The data for the research came from analysis of journal articles that were related to the research problem. There are broad kinds of approaches on four variables in analysing the data, and they are as follows:

- Linguistics
- Language
- Literature
- English Language Teaching

Table 1

Data Collection from Vol. 3 No. 1 (2022): Journal of English Language and Linguistics (JEL) (January-June)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistic s	Language	Literature	English Language Teaching
1	Research Article 1	Focus on Sustainable Development Goals: Teacher Belief and Technology Integration Practice of EFL Classrooms	Ni Ni Hlaing	1-17	-	-	-	√
2	Research Article 2	Learning Styles of Chinese Students in Universities of Foreign Languages in Myanmar	Wai Hnin Ei	18-28	√	-	-	-
3	Research Article 3	The Use of Slang in Teenagers' Facebook Pages	Chomphoonuch Pewpalaplow, Ananya Pansila, Hanun Thamdecho, Ubonrat Chanaroke	29-36	√	-	-	-
4	Research Article 4	The Specific Language Used in Communication by the Younger Thai Generation via Various Applications	Rohanee Tayeh, Sawitree Srisuk, Hathaichanok Akher, Ubonrat Chanaroke	37-61	-	√	-	-
5	Research Article 5	Barriers to Teaching Culture in Foreign Language Classrooms of Myanmar	Nilar Win	62-76	-	-	-	√
6	Research Article 6	Exploring the Cebuano Culture Through Sinulog Festival in Promoting Aviation Tourism	Kristyl C. C. Zagala, Gina L. Ancajas, Thelma P. Nishimura, Nonadel A. Soriano, Rachel H. Molinos, Sercon P. Maiso	77-93	√	-	-	-

Table 1 (Continued)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
7	Research Article 7	Cultural Variation in the Depiction of Plants in Indian Literature	Madhuri Gokhale, Mahesh Shindikar	94-104	√	-	-	-
8	Research Article 8	Designing English Reading Course for Senior Primary School Students	Smith Gasi Tekeh Azah	105-117	√	-	-	-
9	Research Article 9	English as Medium of Instruction in Vietnam Higher Education: Insights from the Perspective of a Language Policy Implementation Framework	Huy Van Nguyen, Phuong Le Hoang Ngo	118-140	-	-	-	√
Total					5 55.56%	1 11.11%	0 0%	3 33.33%

There are many language-related problems that researchers may want to work on. Their research aims are to analyze and solve language problems in the real world by using applied linguistics theories. According to the data, theory of applied linguistics has been mostly applied in doing the linguistics research (55.56%). A range of research, analysis, and problem-solving tools were analysed in this research. It has been found that various theories of language learning, for example, psycholinguistic theory in research article 1, sociolinguistic theory in research articles 2, 3, 4, 6 & 7, cognitive processing theory in research articles 5 & 8, language planning and policy in research article 9, were used by the researchers to study and solve language-based problems. It was stated in research article 9 that linguistic model of language learning affects language instruction, most significantly on the technique employed to train language.

The data on analysis of research articles in Table 1 were calculated through the statistical computing program SPSS Version 20.0, and interpretations have been made to get the information in Table 2.

Table 2

Calculation of Data on Vol. 3 No. 1 (2022): Journal of English Language and Linguistics (JEL) (January-June)

Sr No	Variables	Theory of applied linguistics has been found within reasonable limits	Theory of applied linguistics has been found to the fullest extent	Mean	SD	Interpretation
1	Linguistics	44.44%	55.56%	1.56	0.50	Theory of applied linguistics has been mostly applied in doing research
2	Language	88.89%	11.11%	1.11	0.31	Theory of applied linguistics has been moderately applied in doing research
3	Literature	100.00%	0.00%	1.00	0.00	Theory of applied linguistics has been moderately applied in doing research
4	English Language Teaching	66.67%	33.33%	1.33	0.47	Theory of applied linguistics has been moderately applied in doing research

NOTE:

Interval width Value

1.00 – 1.50 Theory of applied linguistics has been moderately applied in doing research

1.51 – 2.00 Theory of applied linguistics has been mostly applied in doing research

Linguistic theory provides information about the structure and function of the language system in general to language teachers and researchers. It plays an important role in determining the objectives, content, and approach of language teaching. Nine articles in total were published in Vol. 3 No. 1, Journal of English Language and Linguistics (JEL) (January-June 2022), focusing on linguistics (Mean=1.56), followed by English Language Teaching (Mean=1.33). But only one article (Mean=1.11) is published in journals focusing on language. However, literature articles were not found.

Analysis on the Articles towards Vol. 3 No. 2 (2022): Journal of English Language and Linguistics (JEL) (July-December)

After analysing the articles from Vol. 3 No. 2 (2022), it has been found that linguistic research is commonly applied to areas such as language education in research articles 1 & 6, lexicography in research articles 2, & 5, translation in research article 3, language planning in research articles 4 & 7, which involves governmental policy implementation related to language use, and natural language processing. Table 3 comes up with information about the topics by deeply investigating the subject matter.

Table 3

Data on Vol. 3 No. 2 (2022): Journal of English Language and Linguistics (JEL) (July-December)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
1	Research Article 1	Integrating Extensive Reading with Environmental Education: A Meaningful and Engaging Pedagogy Approach	Navinder Kaur Dhiraj Sing, George Martin Jacobs, Willy Ardian Renandya	1-26	-	-	-	√
2	Research Article 2	Ladies come First: Strong Female Voice in Jane Austen's Pride and Prejudice	Ahmed Mubrook Ahmed Mubrook, Yahya Ameen Tayeb	27-49	√	-	-	-
3	Research Article 3	Translation as Method: From English Math to Cebuano-Visayan Math	Kristyl C. Zagala, Genesis S. Gabriel, Fevelina C. Baluyot, Nonadel A. Soriano, Sercon P. Maiso, Glenn C. Caro	50-90	√	-	-	-
4	Research Article 4	Insights Gained from the Scholars, Educators and Researchers on Practices of Culturally Responsive English Language Teaching	Aung Thet Soe	91-111	-	-	-	√

Table 3 (Continued)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
5	Research Article 5	The Practice of Teacher-Student Classroom Interaction in EFL Context to Develop the Learners' Speaking Skills	Soe Moe Thu, Wilai Phiwma	112-139	-	-	-	√
6	Research Article 6	Teaching Methods vis-à-vis Learning Styles under the Influence of an Exit Test: A Washback Perspective	Yahya Ameen Tayeb, Morshed Salim Al-Jaro	140-166	-	-	-	√
7	Research Article 7	Students' Attitude towards English Literature in EFL Curricula	Win Kyi Kyi Naing, Aye Aye Mar	167-186	√	-	-	-
Total					3	0	0	4
					42.86%	0%	0%	57.14%

By using online databases to find articles in journals, they can be searched in terms of article author, journal title, or keyword by using databases in subject area. Theory is used to classify, organize, explain, predict, and/or understand the occurrence of specific phenomena. The data have been found in many different formats. It was found in research article 1 that linguistics provides a contribution to society in the form of materials, an example of an indirect contribution. Instructing students in English as a second language uses various pedagogical approaches and bodies of knowledge. The researcher applies the theories and explains how it relates to the research. Articles on linguistics (42.86%) come up with highest frequency among the topics by deeply investigating the subject matter. Language teachers can increase the quality of the linguistic instruction they offer their students if they have a better knowledge of the structure of the language. A linguistic description could come in handy in this particular situation.

The data on analysis of research articles in Table 3 were calculated through the statistical computing program SPSS Version 20.0, and interpretations have been made to get the information in Table 4.

Table 4

Data on Vol. 3 No. 2 (2022): Journal of English Language and Linguistics (JEL) (July-December)

Sr No	Variables	Theory of applied linguistics has been found within reasonable limits	Theory of applied linguistics has been found to the fullest extent	Mean	SD	Interpretation
1	Linguistics	57.14%	42.86%	1.43	0.49	Theory of applied linguistics has been moderately applied in doing research
2	Language	100.00%	0.00%	1.00	0.00	Theory of applied linguistics has been moderately applied in doing research
3	Literature	100.00%	0.00%	1.00	0.00	Theory of applied linguistics has been moderately applied in doing research
4	English Language Teaching	42.86%	57.14%	1.57	0.49	Theory of applied linguistics has been mostly applied in doing research

NOTE:

Interval width	Value
1.00 – 1.50	Theory of applied linguistics has been moderately applied in doing research
1.51 – 2.00	Theory of applied linguistics has been mostly applied in doing research

Seven articles in total were published in Vol. 3 No. 2, Journal of English Language and Linguistics (JEL) (July-December 2022), focusing on English language teaching (Mean=1.57), followed by linguistics (Mean=1.43). But articles published in journals focusing on language and literature were not found (Mean=1.00).

Analysis on the Articles towards Vol. 4 No. 1 (2023): Journal of English Language and Linguistics (JEL) (January-June)

Research articles in Vol 4 no 1 were the studies in relation to real-world problems such as language acquisition and teaching in research articles 1 & 4, language assessment in research article 5, language analysis on a large or small scale in research article 3 & 6, improving intercultural communication and understanding the relationship between language and social organization in research article 2.

Table 5

Data on Vol. 4 No. 1 (2023): Journal of English Language and Linguistics (JEL) (January-June)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
1	Research Article 1	English Teachers' Awareness towards Sustainable Development Goals: Myanmar Context	Ni Ni Hlaing	1-17	-	-	-	√

Table 5 (Continued)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
2	Research Article 2	English Language Teachers' Knowledge of SDGs and their Attitudes towards Incorporating SDGs in ELT in Myanmar	Win Kyi Kyi Naing, Aye Aye Mar	18-29	-	-	-	√
3	Research Article 3	Foreign Visitors' Satisfaction towards English Oral Communication with Thai Vendors in Khon Kaen Province	Sattra Sahatsathatsana, Suphattra Singban, Khanitta Rosdee, Jonathan Wary	30-45	√	-	-	-
4	Research Article 4	Using Video Recording Technique to Increase Students' Vocabulary	Cheewarat Silapun, Poonsuk Jantasin	46-60	√	-	-	-
5	Research Article 5	Cameroon English Accent in a Diasporic Context: Perceptions of ESL Cameroonians Teachers in Thailand	Brian Akabagy Enyiawah, Dr. Eric A. Ambele	61-78	√	-	-	-
6	Research Article 6	Impacting Attitudes towards Reading in Secondary School Students: A Direct Reading Strategy Intervention	Nasser Omer Mubarak Al-Tamimi	79-97	-	√	-	-
Total					3 50.00%	1 16.67%	0 0%	2 33.33%

According to the data, linguistics (50.00%) comes up with highest frequency among the core areas of research by deeply investigating the subject matter. It was found in research article 1 that by explaining the language, the teacher may expand students' awareness of the vital building components of language. In addition, it gives a linguistic structure or a formula system that may be implemented while teaching students in English. It was also stated in research article 3 that teachers and

researchers believe the central focus of instruction in foreign languages should be on the student's capacity to communicate orally in the target language. Consequently, if the technique needs to be implemented correctly, it can stimulate the achievement of objectives. Researchers and teachers in ELT want to know how language proficiency affects intercultural communication skills.

The data on analysis of research articles in Table 5 were calculated through the statistical computing program SPSS Version 20.0, and interpretations have been made to get the information in Table 6.

Table 6

Data on Vol. 4 No. 1 (2023): Journal of English Language and Linguistics (JEL) (January-June)

Sr No	Variables	Theory of applied linguistics has been found within reasonable limits	Theory of applied linguistics has been found to the fullest extent	Mean	SD	Interpretation
1	Linguistics	50.00%	50.00%	1.50	0.50	Theory of applied linguistics has been moderately applied in doing research
2	Language	83.33%	16.67%	1.17	0.37	Theory of applied linguistics has been moderately applied in doing research
3	Literature	100.00%	0.00%	1.00	0.00	Theory of applied linguistics has been moderately applied in doing research
4	English Language Teaching	66.67%	33.33%	1.33	0.47	Theory of applied linguistics has been moderately applied in doing research

NOTE:

Interval width Value

1.00 – 1.50 Theory of applied linguistics has been moderately applied in doing research

1.51 – 2.00 Theory of applied linguistics has been mostly applied in doing research

Six articles in total were published in Vol. 4 No. 1, Journal of English Language and Linguistics (JEL) (January-June 2023), focusing on linguistics (Mean=1.50), followed by English Language Teaching (Mean=1.33). But only one article (Mean=1.17) is published in journals focusing on language. However, literature articles were not found.

Analysis on the Articles towards Vol. 4 No. 2 (2023): Journal of English Language and Linguistics (JEL) (August-December)

Research articles in Vol. 4 No. 2 (2023): Journal of English Language and Linguistics (JEL) (July-December) were the studies in relation to different linguistic backgrounds such as bilingualism and multilingualism in research articles 5, conversation analysis in research article 6, language assessment in research articles 2, 4, 7, & 8, discourse analysis in research article 3, language pedagogy in research article 1.

Table 7

Data on Vol. 4 No. 2 (2023): Journal of English Language and Linguistics (JEL) (July-December)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
1	Research Article 1	EFL Pre-service Teachers' Perceptions about the Advantages and Disadvantages of Peer Team Teaching Experiences	Hassan Saeed Awadh Ba-Udhan	1-16	-	-	-	√
2	Research Article 2	The Use of COCA to Promote Autonomous Learning among Thai EFL University Students in a Writing Course	Pipittaporn Inpanich	17-28	-	-	-	√
3	Research Article 3	Rhetorical Moves and Meta-discourse in English Abstracts of Research Articles and Masters' Theses	Wirada Amnuai, Warantorn Wimuttisuksuntorn, Tatttape Wuttikanokkarn	29-46	√	-	-	-
4	Research Article 4	Using Dilemma Scenarios in English Education to Enhance Undergraduate Students' Speaking Skills and Perceptions	Nipawan Narueprempree, Khomkrit Tachom, Singkham Rakpa	47-61	-	√	-	-
5	Research Article 5	Exploring the Virtual Linguistic Landscape of Chinese University Websites: A Focus on Internationalization and Multilingualism	LI JINZHEN, Sutraphorn Tantiranat	62-80	√	-	-	-
6	Research Article 6	Production of Politeness by Myanmar (Burmese) Native Speakers in Requests	Wai Yan Min Oo	81-99	√	-	-	-

Table 7 (Continued)

Sr No	Research Articles	Title	Author(s)	Page No	Variables			
					Linguistics	Language	Literature	English Language Teaching
7	Research Article 7	Judgements of EFL Students on English Stress Placement	Samrung Tuengkun, Payung Cedar	100-116	-	√	-	-
8	Research Article 8	Effective English Speaking and Writing Strategies of Chinese Working Staff	ShaSha Zhang, Surachai Piyanukool, Saowarod Ruangpaian	117-136	-	√	-	-
Total					3	3	0	2
					37.50%	37.50%	0.00%	25.00%

According to the data, 37.50% of research articles bring about applied linguistics research (e.g., linguistics and real-world language use) and the other 37.50% on language, language learning, and language in social contexts. Moreover, 25.00% of articles focus on several subdisciplines under ELT (e.g., first and/or second language acquisition/learning). However, literature articles were not found in this journal (Vol. 4 No. 2, 2023). It was suggested in research article 4 that, informally speaking, information on the effectiveness of a particular strategy or plan for teaching languages is always accessible.

The data on analysis of research articles in Table 7 were calculated through the statistical computing program SPSS Version 20.0, and interpretations have been made to get the information in Table 8.

Table 8

Data on Vol. 4 No. 2 (2023): *Journal of English Language and Linguistics (JEL)* (July-December)

Sr No	Variables	Theory of applied linguistics has been found within reasonable limits	Theory of applied linguistics has been found to the fullest extent	Mean	SD	Interpretation
1	Linguistics	62.50%	37.50%	1.38	0.48	Theory of applied linguistics has been moderately applied in doing research
2	Language	62.50%	37.50%	1.38	0.48	Theory of applied linguistics has been moderately applied in doing research
3	Literature	100.00%	0.00%	1.00	0.00	Theory of applied linguistics has been moderately applied in doing research
4	English Language Teaching	75.00%	25.00%	1.25	0.43	Theory of applied linguistics has been moderately applied in doing research

NOTE:

Interval width	Value
1.00 – 1.50	Theory of applied linguistics has been moderately applied in doing research
1.51 – 2.00	Theory of applied linguistics has been mostly applied in doing research

Eight articles in total were published in Vol. 4 No. 2, Journal of English Language and Linguistics (JEL) (July-December 2023), focusing on linguistics (Mean=1.38) and language (Mean=1.38), followed by English Language Teaching (Mean=1.25). But articles published in journals focusing on literature were not found.

The Role of Applied Linguistics in the Research Paper Publications

This section will discuss the role of linguistics in library research which is the foundation for data analysis. The comparison technique and the descriptive approach are used to analyse in this process. A strategy utilized to compare the numerous notions or professional points of view revealed in this research is known as a comparative approach. A comparative strategy may be used to make this comparison.

Table 9

The Role of Linguistics in the Research Paper Publications

Sr No	Journal	Year Published	Mean Value in Linguistics	Mean Value in Language	Mean Value in Literature	Mean Value in ELT
1	Vol. 3 No. 1: Journal of English Language and Linguistics (JEL) (January-June)	2022	1.56	1.11	1.00	1.33
2	Vol. 3 No. 2: Journal of English Language and Linguistics (JEL) (July-December)	2022	1.43	1.00	1.00	1.57
3	Vol. 4 No. 1: Journal of English Language and Linguistics (JEL) (January-June)	2023	1.50	1.17	1.00	1.33
4	Vol. 4 No. 2: Journal of English Language and Linguistics (JEL) (July-December)	2023	1.38	1.38	1.00	1.25
Average Mean			1.47	1.17	1.00	1.37
Interpretation			Theory of applied linguistics has been moderately applied in doing research	Theory of applied linguistics has been moderately applied in doing research	Theory of applied linguistics has been moderately applied in doing research	Theory of applied linguistics has been moderately applied in doing research

NOTE:

Interval width	Value
1.00 – 1.50	Theory of applied linguistics has been found within reasonable limits in doing research
1.51 – 2.00	Theory of applied linguistics has been found to the fullest extent in doing research

Due to the discovery, it can be realized that linguistics pays attention to the part it plays in the research paper publications. The highest mean (1.47 in linguistics articles) indicates that most of the research article authors agreed on that variable. Thus, linguistic theories are important because they provide a framework for understanding students' linguistic behaviour and development. Instructors of foreign languages may find that the information supplied by linguistic theory, which discusses main subjects such as the linguistic system's structure and operation, is advantageous

to their professional growth. It is crucial in deciding on the goals, resources, and method of language teaching since it is a crucial factor in making such choices.

In this research, the scientific works published in research journals in Thailand were analysed. After analysing the research articles, we have come to the following findings. According to the data, linguistics pays attention to the part it plays in the research paper publications. Thus, linguistic theories are important because they provide a framework for understanding students' linguistic behaviour and development. This result was aligned with the idea proposed by Lafond and Dogancay-Aktuna (2009). They support that linguistics is crucial for teaching English because it helps instructors explain the language's structures and parts to their students. When teaching a language, it is helpful to include a variety of linguistic topics, such as phonetics, phonology, morphology, syntax, and semantics. The capacity of a language to have its structure and function specified by a linguistic description is the theoretical foundation for the study of languages.

As a result, linguistics and English language teaching have grown into independent areas of study and have become subfields within the more prominent topic of linguistics. However, they are independent of one another in any way, especially regarding the linguistic components that are consistently necessary. To be more specific, there exist connections between a significant number of distinct linguistic theories and each of these theories has the potential to be used in learning a language and teaching it. Due to the discovery, one can realize that linguistics pays attention to the part it plays in the research article publications.

Discussion

Linguistics is the study of language as it relates to humans and how we communicate with one another. It is an independent area of research investigating language as a means of human communication without considering the potential for language ideas to be utilized in language education. Linguistics is seen as an autonomous discipline of study. The study of language from an analytical and methodical perspective is the focus of the academic field of linguistics. Linguistics is an academic area that emphasizes the study and analysis of its subject matter and how this information may be used in the classroom. The study of linguistics and the teaching of languages are disciplines that are deeply intertwined with one another. This is the case since passing on one's linguistic skills and acquiring new ones go hand in hand with one another. According to the findings, theories of applied linguistics are not only moderately applied in doing research in the field of linguistics and language but also, they all naturally tied to English language teaching. The major emphasis of the field of applied linguistics has evolved from ELT to using linguistics to address societal issues, and subsequently to a more multidisciplinary strategy for addressing issues relating to interaction, particularly linguistics.

Recommendation

In today's world, an English teacher is expected to have a wide variety of knowledge, including the subject matter, specific teaching methods, the students, and the teaching objectives. Giovanelli (2015) claimed that instructors believed the experience had been helpful in terms of their own emerging image as an English teacher and influenced other areas of their teaching, despite experiencing worry and poor self-confidence. An English instructor has to have a strong drive to succeed in his or her chosen field. Linguistics may be used in many different ways in language instruction. Different applications of linguistics may be used in language teaching (Roulet & Candlin, 1975; cf. Daulay et al, 2021). The problem of linguistics in language teaching has been discussed for many years in SLA. Researchers try to find out the relationship between linguistics and language teaching. In this paper, the author gives her own opinion about their relationship on the basis of some linguists' theories and attempts to show the implication of linguistic theories on the practice of language teaching. Given the influence on language teaching today, it is recommended to analyze the ways of seeing the relationship between theory and practice in the case of sociolinguistics and psycholinguistics.

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Transitions and Hedges: the Preferred Metadiscourse Markers in Research Articles across English Varieties and Disciplines

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Abstract

This study examines the use of metadiscourse markers (MDMs) in the Results, Discussion, and Conclusion sections of Research Articles (RAs) across social sciences, linguistics, and business disciplines in Philippine English, American English, and Chinese English. Analyzing 90 electronic RAs using Yang and Allison's (2003) model for moves and steps and Hyland's (2005) model for MDMs with AntConc software, the study found that transitional markers were the most common interactive markers, while hedges were the most frequent interactional markers. Significant differences in MDM usage were observed across disciplines and English varieties, with social science authors and Philippine English RAs showing higher MDM usage. Interactional MDMs varied: Chinese English authors preferred boosters (e.g., always, definitely) and hedges (e.g., could, perhaps) in social sciences, Philippine English authors in linguistics, and American English authors in business. Our study on metadiscourse markers provides cross-cultural insights, reveals disciplinary variations, compares MDM usage across English varieties, and informs targeted academic writing instruction to enhance communication in diverse settings.

Keywords: metadiscourse markers, interactive markers, cross-disciplinary MDMs, interactional markers, linguistic variations

Introduction

Functions of Metadiscourse

Because metadiscourse functions as a key pragmatic tool that enables writers to engage effectively with their audience, it has been accorded a pivotal role in discourse (Hyland, 2004). This perspective views discourse as a social interaction and illustrates the dynamic relationship between writers and readers within a text. Metadiscourse demonstrates how writers or speakers utilize language thoughtfully to

aid their audience in processing and understanding the content (Hyland, 2017). In addition, it functions as a filter designed for recipients, which allows writers to convey their messages in a manner intended for optimal comprehension.

According to Hyland (2017), metadiscourse facilitates the understanding of propositional content, which can be denied, regretted, affirmed, doubted, or qualified. Rather than focusing on the subject matter, it comprises elements that organize and assess the text (Crismore et al., 1993). In other words, metadiscourse helps in interpreting, organizing, and assessing the propositions presented in the text (Crismore et al., 1993; Vande Kopple, 1985). In addition, it provides a pathway for authors to engage with the discourse, either implicitly or explicitly, guiding readers in comprehending the text. Moreover, metadiscourse reflects metacognition, which guides thought processes through language, helping readers understand the link between language choices and social contexts. Other than offering cultural theorizing for the differences in metadiscourse use that are specific to different cultures and languages, metadiscourse should be viewed as a reflection of metacognitive processes of writers (Gai & Wang, 2022).

Empirical Underpinnings of Metadiscourse

Due to the high value placed on metadiscourse in academic writing, it has garnered significant attention in research (Ashofteh et al., 2020; Wei, 2024a). Consequently, investigations into metadiscourse have spanned various fields and languages, demonstrating that its application differs based on disciplinary norms and linguistic settings (Khedri et al., 2013; Sun, 2024). Researchers have employed diverse methods including discourse analysis, corpus linguistics (Birhan, 2021; Ren & Wang, 2023), and genre analysis (Bellés-Fortuño et al., 2023) to explore these dimensions. Comprehensive reviews have evaluated numerous empirical studies, indicating that the majority of research employs cross-sectional descriptive corpus-based methods, frequently utilizing Hyland's interpersonal model (Pearson & Abdollahzadeh, 2023). Research has predominantly concentrated on different types of texts with a strong focus on English-language corpora (Pearson & Abdollahzadeh, 2023). Metadiscourse analysis has also been useful in second language writing. It has aided ESL authors in enhancing coherence and effectiveness (Zali et al., 2023). The skillful use of metadiscourse is viewed as a hallmark of proficient writing, as it enables authors to manage their presence in texts and present trustworthy depictions of themselves and their concepts (Wei et al., 2016).

Researchers have concentrated on examining the functions of MDMs in research article writing from a cross-disciplinary viewpoint (Hyland & Jiang, 2018; Jin & Shang, 2016). One of the most significant of these is Hyland and Jiang's (2018) work that investigated the evolution of metadiscourse in the last 50 years in various disciplinary contexts. By building on their diachronic research, which analyzed 2.2 million-word corpora, extracted from research papers in various fields, they noted a notable rise in interactive resources and a decrease in interactional features. They found that there was a pronounced decline in interactional metadiscourse in soft knowledge areas and a considerable rise in scientific subjects.

The examination of MDMs in textbooks and RAs in biology, marketing, and applied linguistics has yielded intriguing insights. Hyland (1999) highlighted that Applied linguistics RAs prominently utilized relational markers and evidentials. In biology papers, writers prioritized hedges, while marketing material used endophorics and evidentials less frequently. Interestingly, biology showed more diversity in the use of MDM across different genres and fields, whereas applied linguistics and marketing maintained consistent MDM use (Hyland, 1999). Also, Jin and Shang (2016), utilizing Hyland's (2005) metadiscourse model, explored metadiscourse in English abstracts of Bachelor of Arts theses in the fields of material science, applied linguistics, and electronic engineering. Their results indicated a preference for interactive metadiscourse items over interactional ones among abstract writers. Scholars assert that MDM usage varies across different sections of academic articles.

Other investigations focused on MDM's distribution in the different RA sections in various academic disciplines. Cao and Hu (2014)'s investigation focused on 120 RAs in various fields, examining the differences in MDM use within methods sections. Likewise, Liu and Buckingham's (2018) study noted meaningful variations in MDM distribution within discussion sections. Gustilo et al. (2021) examined 300 abstracts from business, applied linguistics, medicine, and engineering. Transition markers emerged as the prevalent interactive markers, while engagement markers and hedges were favored as interactional markers. These findings underscore the role of MDMs in aligning with discourse community expectations as tools for impression management.

One of the most recent studies that is related to our study and one that proves cross-disciplinary variations in the use of metadiscourse is the study of Wongsu et al., (2024). This study analyzed and compared metadiscourse markers in English research articles from the humanities and social sciences with those in science and technology articles published in Naresuan University Journals using Hyland's 2005 model. Data included 40 datasets from introductions and literature reviews, with 20 from each discipline. The analysis showed both disciplines used MDMs similarly, but Science and Technology authors favored Interactive MDMs, while Humanities and Social Sciences authors preferred Interactional MDMs. These findings emphasize the importance of understanding MDM conventions across academic fields.

While previous discussions focused on cross-disciplinary metadiscourse investigations, some studies have explored MDM patterns across disciplines and English varieties. Blagojevic (2004) studied the use of metadiscourse by Norwegian bilingual writers in sociology, psychology, and philosophy RAs. The study suggested that disciplinary practices influence MDM variations more than language. Regardless of linguistic background, psychology writers showed reluctance in straightforward proposition statements and used attitude markers sparingly. Psychology authors displayed the greatest level of uniformity, whereas philosophy writers exhibited a variety of writing styles. Writers from the field of sociology occupied a middle ground between these extremes.

Research Objectives

Research on metadiscourse across disciplines has been extensively conducted, particularly within linguistics, physical sciences, natural sciences, and social sciences (Zarei & Mansoori, 2011). However, studies in the business domain remain limited (Hyland & Tse, 2004). Hence, to contribute to the dearth of research in this field, this paper seeks to address this gap by including business in our inquiry. Additionally, this present investigation focuses on the RDC structures of RAs, as the specific function of MDMs within micro-moves and steps of these sections remains underexplored. To achieve this, we answered the following research questions:

1. How are the interactional MDMs utilized in each move and step across RDC sections in various disciplines (business, medicine, and applied linguistics) and English varieties (American, Philippine, and Chinese Englishes)?
2. How are the interactive MDMs utilized in each move and step across RDC sections in various disciplines (business, medicine, and applied linguistics) and English varieties (American, Philippine, and Chinese Englishes)?

Analytical Frameworks

Our analysis was aided by Hyland's (2005) metadiscourse model alongside the move-step analytic model for RAs by Yang and Allison (2003). Yang and Allison's model guided us in identifying the moves and steps, while Hyland's model guided us in locating the MDMs present in the moves and steps in the RDC sections, as well as any other sections following the Results in RAs. Hyland's model includes interactional and interactive categories, both essential for guiding readers and engaging them with the text. Interactive metadiscourse organizes discourse through elements like transitions (for example, however and therefore), evidentials (such as according to), frame markers (such as first, in conclusion), endophoric markers (for example, as mentioned above) and code glosses (like namely, such as), helping readers follow arguments and understand text structure. Interactional metadiscourse, on the other hand, engages the writer and reader through self-mentions (such as I or we), hedges (such as might or perhaps), boosters (like clearly and indeed), attitude markers (for example, unfortunately and surprisingly), and engagement markers (such as consider or note that). These markers allow a connection with readers and express the writer's stance. Together, these metadiscourse types improve text clarity, coherence, and persuasiveness by managing information flow and enhancing reader involvement.

The study utilized the framework of Yang and Allison's (2003) to effectively analyze the distinct components of the RDC sections in RAs. This framework, developed through an extensive examination of RAs in applied linguistics, includes seven specific moves and ten detailed steps. For more information on these moves, steps, and the coding methodology, please refer to the methods section.

Research Methodology

Dataset

Our research utilizes a methodology grounded in corpus analysis to examine the utilization of metadiscourse in RDC's moves and steps across three chosen disciplines and varieties of English. Our dataset comprises ninety electronic RAs published between 2014 and 2018 in American, Chinese, and Philippine Englishes, across social sciences, linguistics, and business disciplines. These articles were sourced from reputable, peer-reviewed journals.

We carefully analyzed the authors' bio-profiles in the RAs, checked the information on their webpages, and sent emails to confirm their nationalities for accuracy. Each discipline includes 10 RAs per English variety, resulting in 30 RAs for each English variety. For consistency, each RA was limited to a maximum of 15,000 words. Out total dataset is composed of 672,379 words.

Data Analysis

In the initial stage of analysis, the process involved separating the moves and steps in the RDC sections, following the framework established by Yang and Allison (2003). Two independent coders conducted this analysis to ensure reliability in the coding process. Next, the process involved identifying the metadiscourse resources used by research article (RA) writers within specific moves and steps, guided by Hyland's (2005) framework. We utilized Hyland's categorization of interactive and interactional MDMs, conducting searches with the concordance software AntConc, developed by Anthony in 2011. The electronic research articles (RAs) were imported into AntConc, creating a searchable corpus for each discipline and English variety. Using Hyland's categorization of interactive and interactional MDMs, specific search queries were constructed. These queries included keywords and phrases representing different types of MDMs. AntConc generated concordance lines for each search query, displaying instances of the MDMs within their textual context. This allowed for the examination of how MDMs were used in different sections of the RAs. In order to ensure the comparability of results, the raw frequencies of metadiscourse markers (MDMs) were normalized to 1,000 words. Normalization adjusts the raw frequency counts of metadiscourse markers (MDMs) to a common scale, allowing for fair comparisons across texts of different lengths. We calculated the occurrences of each MDM per 1,000 words by dividing the raw frequency by the total word count of the corpus section and multiplying the result by 1,000. To determine significant differences, we utilized the Log-likelihood test.

Below are the microstructures of RDCs and the codes used in coding them using the model of Yang and Allison (2003).

M1	Move 1 - Background Information
M2	Move 2 - Reporting results
M3	Move 3 - Summarizing results
M4	Move 4 - Commenting on results
M4S1	Step 1- Interpreting results
M4S2	Step 2- Comparing results with literature
M4S3	Step 3. Accounting for results
M4S4	Step 4. Evaluating results
M5	Move 5 - Summarizing the Study

M6	Move 6 - Evaluating the Study
M6S1	Step 1. Indicating limitation
M6S2	Step 2. Indicating significance/advantage
M6S3	Step 3. Evaluating methodology
M7	Move 7 - Deductions from research
M7S1	Step 1. Making suggestions
M7S2	Step 2. Recommending further research
M7S3	Step 3. Drawing pedagogic implication

Research Results and Discussion

Interactive Metadiscourse for RDC Across Disciplines and Englishes

Playing a crucial role in conveying ideas, interactive MDMs ensure that information is both convincing and coherent. In the context of RDC sections of RAs, these markers are strategically used across various disciplines and English varieties to enhance comprehension. Below is a summary of our top findings:

- In the initial move, which provides background information, data from Tables 1, 2, and 3 indicate that writers frequently employ transition markers. These markers are essential as they help readers interpret connections between ideas, particularly when presenting study backgrounds before discussing results. Notably, American writers utilized all MDM categories more than five times (exceeding a normalized value of 0.7) across all disciplines, with the exception of endophoric markers in business.

- During the second move, where results are reported, nearly all interactive MDM categories are employed across different Englishes. Transition markers (e.g., *in addition*, *moreover*), frame markers (e.g., *finally*, *to conclude*), code glosses (e.g., *namely*, *such as*), and endophoric markers (e.g., *here*, *these*) are predominantly used across disciplines, except in Chinese linguistic research.

- The third move, which involves summarizing results, prominently features frame markers in linguistics across Englishes and transition markers in both business and linguistics. These markers are vital for sequencing materials and signaling text boundaries during summaries.

- Move 4 has four steps:

Step 1: Interpretation of Results

In both American and Chinese academic writing, code glosses are widely employed across various disciplines, while Philippine English frequently uses them in business and social sciences in this rhetorical section. Transition markers are common among writers across all varieties of English and fields of study. These include adverbial phrases and coordinating conjunctions, which help readers grasp the author's subjective interpretations of the results. These elements facilitate the addition of information, rephrasing, and elaboration.

Step 2: Comparison of Results

Authors frequently utilize transition markers, code glosses, and evidentials to compare results with previous findings. Transition markers connect ideas, code glosses elaborate content, and evidentials support findings with literature.

Steps 3 and 4: Accounting and Evaluating Results

Steps 3 and 4 involve accounting and evaluating results. Chinese RAs utilize transition markers for business purposes in both steps and for social sciences only in

Step 3. Philippine and American RAs also commonly use transition markers, except when evaluating results in social sciences. Philippine RAs also prefer frame markers, but they seldom use evidentials (e.g., *according to*) and endophoric markers (e.g., *here, these*) in social science texts.

- Transition markers (e.g., *in addition, also*) are a key feature in Move 5 for writers summarizing their results and the entire study across various disciplines. However, Chinese and Philippine RAs in linguistics tend to avoid these markers. This usage highlights the importance of ensuring that readers can follow the logical progression of ideas. In Philippine and American English RAs, code glosses are frequently used to elaborate summaries in business and social sciences. In contrast, Chinese English predominantly employs them within social sciences.

- RA writers acknowledge the limitations, emphasize the advantages of their study, and evaluate their methods in move 6. In this move, they predominantly use transition markers as their preferred interactive markers across various disciplines. This choice underscores their dedication to guiding readers in comprehending these elements. Notably, American and Philippine English writers frequently employed code glosses (e.g., *such as*) to clarify study limitations, although other interactive resources were less commonly used.

- In Move 7, authors present their deductions from the research. Here, there is a noticeable reliance on both code glosses and transition markers compared to other metadiscourse markers (MDMs). Transition markers are consistently used across all English varieties. Code glosses play a crucial role in helping authors elucidate their deductions by offering examples and alternatives.

A closer examination of MDM usage patterns in the RDC sections, as illustrated in Table 4, reveals that transition markers are the highly frequent interactive markers across different moves, particularly within the social sciences. Philippine English stands out for employing the most interactive markers, with adverbial clauses and conjunctions being the predominant transitional markers. This observation aligns with Abdi's (2010) findings regarding social sciences articles.

RA writers restate and emphasize their claims using transition markers and code glosses to assist their readers' comprehension of the text. In addition, frame markers are instrumental in guiding the logical flow of information. Social Science RAs demonstrate the highest usage of interactive metadiscourse, especially transition devices, corroborating Taboada's (2006) and Hyland's (2005) results about the necessity of transitional signposts and frame markers.

Across English varieties, Philippine English was found to have been the most frequent user of interactive markers, especially the transition markers. This finding contrasts with Zhu and Gocheco's (2014) observations on Chinese writers, who adhere to a reader-responsible writing tradition. In such cultures, readers are expected to independently extract meaning (Hinds, 1987; Noor, 2001). However, Philippine English writers assume this responsibility themselves, ensuring reader comprehension through the strategic use of MDMs.

Table 1*Distribution of Interactive Resources in Philippine English RAs*

Philippines																						
M1				M2		M3		M4				M5			M6			M7				
O				O		M3	O	S1	S2	S3	S4	O	O		S1	S2	S3	O	S1	S2	S3	O
Markers																						
Code Glosses																						
Bus	1.51	0	9.334	0	0.41	0	5.49	2.75	0.55	0.55	0	2.059	0	0	0.412	0	0	0.137	0.686	1.922	0	
Lin	3.533	0	16.25	0	0.42	0	0	5.65	1.27	0.28	0	0	1.696	0.141	1.413	0.707	0	0	0.848	2.685	0	
Soc	0.637	0.764	23.19	0	0.13	0	11.1	3.06	0.38	0.13	0	1.147	0	0.637	1.019	0.637	0	0	0	0	0	
Endophoric Markers																						
Bus	0.275	0	6.451	0	0.14	0	0.69	0	0	0	0	0	0	0	0	0	0	0	0	0.137	0	
Lin	0.989	0	9.751	0	0.14	0	0.42	0.42	0	0	0	0	0	0.141	0	0	0	0	0	0.424	0	
Soc	0.255	0	4.459	0	0	0	1.91	0.38	0	0	0	0	0	0	0	0	0	0	0	0	0	
Evidentials																						
Bus	0.961	0	0.824	0	0	0	0	11.4	0	0	0	0.137	0	0	0	0	0	0.137	0	0.137	0	
Lin	0.707	0	1.413	0	0.28	0	0.14	20.8	0.14	0	0	0	0.141	0	0.141	0	0	0	0.424	0	0	
Soc	0.127	0	0.382	0	0	0	0	2.68	0	0	0	0	0	0	0	0	0	0	0	0	0	
Frame Markers																						
Bus	0.686	0	3.569	0	0.14	0	0.55	0.96	0.27	0	0	0.275	0	0	0.275	0	0	0.275	0.412	0.549	0	
Lin	1.696	0	3.533	0	2.4	0	1.27	0.71	0	0.14	0.141	0	1.554	0	0.424	0.424	0	0.141	0.141	0.141	0	
Soc	1.147	0	3.822	0	0	0	2.8	0.38	0.76	0	0	0	0	0	0.127	0.127	0	0	0	0	0	
Transition																						
Bus	66.3	0	3.706	0	3.71	0	29	25.8	6.73	1.51	0	11.12	0	0	5.216	0.275	0	4.53	2.882	9.608		
Lin	7.631	0	96.52	0	2.83	0	30.8	38	6.36	2.54	0.707	0	9.892	0.283	5.087	2.12	0	0.989	3.109	6.5	0	
Soc	3.057	1.911	95.54	0.38	0.76	0	42.7	14.5	4.2	0.25	0.255	6.497	0	1.656	6.752	1.019	0	0	0	0	0	

Table 2
Distribution of Interactive Resources in American English across Disciplines

US

		M1		M2		M3		M4				M5		M6			M7					
Markers		O		O		M3	O	S1	S2	S3	S4	O		O	S1	S2	S3	O	S1	S2	S3	O
Code Glosses																						
	Bus	2.5	0	11.66	0	0.416	0	4.685	5	0.625	0.729	0.104	1.249	0	1.562	3.748	0.104	0	0.833	0.833		0.521
	Lin	3.58	0	10.9	0	0.143	0	1.434	3.73	1.29	0	0	0.574	0	0.574	2.581	0	0	0.287	1.864	0.43	
	Soc	2.87	0	19.59	0	0	0	6.051	3.5	0.796	0	0.318	0.796	0	0.955	2.07	1.752	0	1.274	3.981	0.16	0.318
Endophoric																						
	Bus	0.31	0	4.164	0	0	0	0.416	0.31	0	0.208	0	0	0	0	0.208	0	0	0	0	0	0.104
	Lin	0.86	0	3.871	0	0	0	0	0	0	0.143	0	0	0	0	0	0	0	0	0	0	0
	Soc	1.91	0	7.803	0	0	0	0.159	0	0.159	0	0	0	0	0	0	0.159	0	0	0.159		0
Evidentials																						
	Bus	1.46	0	0.937	0	0.104	0	0.312	5.83	0	0.104	0	0	0	0	0.104	0	0			0	0
	Lin	1	0	0.143	0	0	0	0	4.87	0	0.143	0	0.143	0	0	0.143	0	0	0.143	0.287	0	0
	Soc	1.59	0	1.911	0	0	0	0.318	5.41	0.159	0	0	0	0	0	0.159	0.159	0		0.159	0	0
Frame Markers																						
	Bus	1.15	0.104	3.956	0	0.104	0	0.833	0.62	0	0	0	0.104	0	0.416	0.729	0.208	0		0.833	0	0
	Lin	1.29	0	1.864	0.14	0.717	0	0.287	0.29	0.287	0.287	0	0.287	0	0.143	0.143	0	0	0.143	0.287	0	0
	Soc	2.23	0	4.618	0	0	0	0.955	1.27	0	0	0	0.955	0	0.318	0.478	0.159	0		0.637	0.16	0.478
Transition																						
	Bus	2.81	11.56	66.32	0	1.77	0	22.8	31.9	1.353	2.186	0.312	5.622	0	5.205	15.2	1.145	0	4.893	5.414	0.52	0
	Lin	3.58	0	50.04	0	0.86	0	5.162	13.3	6.165	1.004	0	5.305	0	0.717	7.456	0	0	0.86	5.735	1.58	0
	Soc	15.3	0	66.72	0	0	0	19.43	22.5	3.344	0.318	1.752	6.37	0	5.255	11.62	3.822	0	6.847	14.81	0.48	1.115

Table 3
Distribution of Interactive Resources in Chinese English across Disciplines

China																						
		M1		M2		M3		M4				M5		M6				M7				
Markers		O		O		O	S1	S2	S3	S4	O		O	S1	S2	S3	O	S1	S2	S3	O	
Code Glosses																						
	Bus	2.772	0	7.656	0	0.4	0	3.3	1.452	0	0.264	0	0.66	0	0.264	0.66	0	0	0.792	0.92	0	0
	Lin	0	0	0	0	0.59	0	5.724	4.256	0	0.147	0	0	0	0.147	0.44	0.294	0	0	0.59	3.082	0
	Soc	4.115	0	17.36	0	0	0	7.715	3.215	1.414	0.257	0	1.543	0	0.643	0.51	0	0	0.257	0.26	0	0
Endophoric																						
	Bus	1.848	0	8.712	0	0	0	0.66	0.264	0.132	0	0	0.528	0	0.132	0	0	0	0.132	0	0	0
	Lin	0.587	0	0	0	0.44	0	1.908	0.294	0	0	0	0	0	0	0	0	0	0	0.734	0	
	Soc	2.829	0	9.772	0	0	0	0.257	0.129	0	0	0	0.7715	0	0	0	0	0	0	0	0	
Evidentials																						
	Bus	1.452	0	0.66	0	0	0	0.264	1.98	0	0	0	0.528	0	0	0	0	0	0	0	0	
	Lin	0.147	0	0	0	0	0	0.881	6.605	0	0	0	0	0	0	0	0	0	0	0.15	0.734	0
	Soc	0.129	0	0.643	0	0	0	0.257	3.343	0	0	0	0.1286	0	0	0	0	0	0.257	0	0	0
Frame Markers																						
	Bus	1.188	0	1.584	0	0.13	0	0.396	0	0	0.132	0	1.32	0	0.264	0.79	0.132	0	0	0.13	0	0
	Lin	0.44	0	0	0	1.61	0	2.055	0.147	0	0.147	0	0	0	0.294	0.15	0.734	0	0	0.44	2.495	0
	Soc	2.186	0	6.043	0	0.13	0	2.443	1.543	0.257	0	0	1.1572	0	0.257	0.26	0	0	0	0.26	0	0
Transition																						
	Bus	19.54	0	60.72	0	1.58	0	17.42	8.58	2.64	3.696	0	15.444	0	2.376	8.84	1.056	0	1.32	0.79	0	0
	Lin	4.403	0	0	0	4.99	0	36.69	16.14	0	0	0	0	0	1.468	4.55	1.761	0	0	4.99	18.64	0
	Soc	13.89	0	73.42	0	0.39	0	29.19	19.42	3.729	0.643	0	1.6716	0	1.672	2.96	0	0	3.215	2.44	0.771	0

Table 4

Most Utilized Interactive MDMs in Business, Linguistics, and Social Science across English Varieties and RDC Sections

	Business		Linguistics		Social Science		Overall frequency per country
Philippine English	Markers	F	Markers	F	Markers	F	764
	Transition Markers	170.3	Transition Markers	213.5	Transition Markers	179.5	
	Code Glosses	25.8	Code Glosses	34.9	Code Glosses	42.8	
	Evidentials	13.6	Evidentials	24.2	Frame Markers	9.2	
	Frame Markers	8.0	Frame Markers	12.7	Endophoric Markers	7.0	
	Endophoric Markers	7.7	Endophoric Markers	12.3	Evidentials	3.2	
American English	Transition Markers	179.0	Transition Markers	101.8	Transition Markers	179.6	641
	Code Glosses	34.6	Code Glosses	27.4	Code Glosses	44.4	
	Frame Markers	9.1	Evidentials	6.9	Frame Markers	12.3	
	Evidentials	8.8	Frame Markers	6.2	Endophoric Markers	10.4	
	Endophoric Markers	5.7	Endophoric Markers	4.9	Evidentials	9.9	
Chinese English	Transition Markers	144.0	Transition Markers	93.6	Transition Markers	153.4	540
	Code Glosses	19.1	Code Glosses	15.3	Code Glosses	37.3	
	Endophoric Markers	12.4	Evidentials	8.5	Frame Markers	14.5	
	Frame Markers	6.1	Frame Markers	8.5	Endophoric Markers	13.8	
	Evidentials	4.9	Endophoric Markers	4.0	Evidentials	4.8	

Interactional Metadiscourse for RDC Across Disciplines and Englishes

Tables 5, 6, and 7 illustrate the distribution and functions of interactional MDMs in the RDC sections. Below is a summary of our top findings per move:

- In the initial move, writers effectively used self-references (e.g., *I, we, our*) and hedges (*may, might*) to introduce their research background. Self-references were generally found except in Chinese linguistic studies, whereas hedges were commonly employed in American and Chinese English RAs across various disciplines, particularly in Philippine English linguistics RAs. Boosters were utilized more than five times in American English business and linguistics RAs, as well as in Chinese English business RAs, while other markers were less common. Self-references and boosters contribute to the writer's credibility, whereas hedges reflect an openness to alternative viewpoints from readers.

- Move 2 emphasizes the presentation of investigation outcomes. This move utilized all metadiscourse categories across different disciplines for both Philippine and American Englishes, often appearing more than five times. Notable exceptions included self-references in specific areas. In Chinese English, all markers were frequently used but predominantly within the social sciences. Metadiscourse in this section assist readers in understanding the results. Engagement markers (e.g., *you, note that*), for example, involve readers into a shared understanding, while boosters express confidence in the results, as illustrated by phrases like *in fact, definitely, and it is clear that*.

- During the third move, which involves summarizing study findings, only a few MDMs were employed, particularly in American English RAs. Chinese RAs extensively used hedging markers and boosters in linguistics, while Philippine RAs incorporated hedges in the same field. In move 3, boosters convey assurance, whereas hedging devices soften the impact of less favorable results.

- In move 4 Step 1, writers discuss the results and their implications. MDMs were used across all varieties of English, with the exception of engagement markers in American English. All disciplines effectively used boosters to reinforce interpretations and hedges to strategically mitigate claims. Attitude markers were common among Philippine English writers, enhancing persuasiveness by providing broader implications for findings.

- Move 4 Step 2 compares findings with existing research to document corroborating or non-corroborating results. Hedges and boosters were most frequent, indicating respect for alternative views. American writers extensively used attitude markers to create linkages with prior studies, which convey respect and openness to readers while demonstrating confidence.

- In Move 4 Step 3, authors explain the findings they have presented. A prominent feature is the widespread use of hedges across various disciplines and English varieties, the frequent use of boosters in Chinese English linguistics RAs, and the common occurrence of self-mentions in American English business RAs. Hedges indicate a readiness to discuss claims, while boosters serve to reinforce explanations. Self-references, such as *"our,"* assert authority but might seem subjective to some readers.

- Move 4 Step 4 focuses on assessing the outcomes, with minimal instances of metadiscourse resources noted, particularly in Philippine and Chinese English RAs. Writers of American English used self-references over five times in business RAs and incorporated hedges in both business and linguistics RAs. In social science RAs, Chinese RAs also employed hedges more than five times.

- In Move 5, Philippine RAs in linguistics, American RAs in business, and Chinese RAs in social sciences frequently used attitude markers. Boosters were prevalent in Philippine and American RAs within business and linguistics, as well as in Chinese RAs across various fields. Self-mentions were notably abundant in American English RAs within social sciences and Chinese English RAs in both business and social sciences. Hedges were more commonly used by Chinese and Philippine English RAs across different disciplines.

- In Move 6 Step 1, authors point out the limitations of the study. RA writers in American English employed all interactional MDM categories, with a high frequency of self-references and hedges. Chinese writers in business often used self-references and hedges. Here, self-references demonstrate control over the material and decisions, while hedges show a willingness to discuss decisions and consider alternative viewpoints.

- Move 6 Step 2 emphasizes significant research contributions. All English varieties in the three disciplines under study employed all categories of interactional MDMs, and hedging devices are the most prevailing. Hedges convey openness to readers' ideas regarding potential significance and advantages. Chinese English RA writers mainly used boosters in business RAs, Philippine writers primarily used self-references in social sciences, and American RA writers heavily relied on boosters and self-references across disciplines.

- In Move 6 Step 3, where RA writers evaluate their methodology, RA writers tend to favor using hedges, especially in linguistics. The use of hedges is essential because readers may have different evaluation points throughout the study. Notably, American English writers used boosters, self-references, and hedges more than five times in social science RAs.

- Move 7 is where RA writers deduce conclusions from their research. All MDM categories were applied across various English varieties, though not uniformly across all fields in Step 1, where they make suggestions. Hedges appeared as the dominant MDM in Chinese English RAs in business, Philippine RAs in linguistics, and in all disciplines for American RAs. In move 7 Step 2, proposing further research, the RA writers in all disciplines and English varieties, except for Chinese social science writers, relied on hedging devices to realize this move. In addition, American English business and social science RAs heavily used self-references, and American English social science texts relied on attitude markers.

- Lastly, RA writers articulate broader pedagogical implications in Move 7 Step 3. To realize this move, RA writers utilized hedges more than five times (with an averaged normalized frequency of 0.7) in Philippine English business and linguistics articles. Chinese RAs made use of boosters, attitude markers, and hedges, boosters, in linguistics texts. Other markers exhibited low frequencies, falling below a raw frequency of 5 or an averaged normalized frequency of 0.7. Hedging devices were useful in this move, allowing RA writers to be open to other perspectives.

Summarily, our results indicate that interactional MDMs enhance clarity and engagement. Self-references and hedges introduce research backgrounds, with hedges showing openness to alternatives. Boosters and engagement markers present outcomes confidently and involve readers. Hedges and boosters summarize findings, conveying assurance or softening impacts. Attitude markers in discussions enhance persuasiveness, while hedges and boosters manage claims. In Conclusions, hedges and boosters discuss limitations and contributions, ensuring a balanced presentation and openness to further research.

Table 5
Distribution of Interactional Resources for Philippine English across Disciplines

		M1		M2		M3		M4				M5		M6			M7					
		O		O		O		S1	S2	S3	S4	O	O		S1	S2	S3	O	S1	S2	S3	O
Markers																						
Attitude																						
Bus	0.52	0	2.81	0	0.21	0	1.87	0.94	0.1	0.1	0	0.833	0	0.62	2.39	0	0	0.42	0.312	0.1	0	
Lin	0.29	0	2.29	0	0	0	0.43	1.15	0.43	0	0	0.43	0	0.14	0.72	0.29	0	0.14	0.43	0.14	0	
Soc	1.27	0	2.71	0	0	0	0.48	0.96	0.16	0	0	0.159	0	0.48	1.27	0.16	0	0.32	0.796	0	0.16	
Boosters																						
Bus	0.83	0	4.48	0	0.21	0	2.92	3.02	0.21	0.31	0.1	0.729	0	0.94	2.6	0	0	0.21	0.104	0.21	0.1	
Lin	0.86	0	6.6	0	0	0	0.86	3.15	0.57	0.14	0	0.717	0	0	2.29	0	0	0	0.143	0.29	0	
Soc		0	7.96	0	0	0	3.18	0.64	0.48	0	0	0.637	0	0.48	1.11	1.43	0	0.48	0.478	0.16	0.32	
Self Mention																						
Bus	3.12	0	2.5	0	0	0	1.35	0.52	0.1	1.67	0	0.416	0	0.73	2.5	0.21	0	0	0.833	0	0	
Lin	4.44	0	2.58	0	0	0	0.14	1.15	0.43	0.57	0	0.86	0	0.72	2.01	0.14	0	0.43	0	0.14	0	
Soc	2.23	0	7.64	0	0	0	1.59	0.16	1.59	0	0.32	1.752	0	1.11	2.23	1.11	0	0.64	1.433	0	0.64	
Engagement Markers																						
Bus	0.21	0	0.62	0	0	0	0	0.1	0	0.31	0	0	0	0	0.1	0	0	0	0.312	0	0	
Lin	0.57	0	1.29	0	0	0	0	0.57	0.57	0	0	0	0	0.14	0	0	0	0	0	0	0	
Soc	0.48	0	2.55	0	0	0	0.32	0.32	0	0	0	0.159	0	0	0.8	0.16	0	0.16	0.637	0	0	
Hedges																						
Bus	1.46	0	5.41	0	0.1	0	6.56	2.5	0.42	1.04	0.1	0.625	0	2.81	4.37	0.31	0	2.71	3.331	0	0.73	
Lin	4.16	0	7.89	0	0	0	4.44	4.16	4.73	1.29	0	0	0	0.57	3.44	1.86	0	0.86	1.721	0.29	0	
Soc	1.75	0	5.89	0	0	0	5.25	5.57	2.55	0.16	0.96	0.159	0	1.91	3.18	1.91	0	3.66	6.051	0	0	

Table 6

Distribution of Interactional Resources for American English across Disciplines

		M1		M2		M3		M4				M5		M6			M7				
		O		O		O	S1	S2	S3	S4	O	O	S1	S2	S3	O	S1	S2	S3	O	
Attitude																					
Bus	0.41	0	4.12	0	0.27	0	1.92	0.14	0.14	0	0	0.41	0	0	0.41	0	0	0.27	0.14	0.27	0
Lin	0.28	0	2.12	0	0.28	0	2.26	0.57	0.28	0	0	0.99	0	0	0.28	0.28	0	0	0	0.57	0
Soc	0	0	1.66	0	0	0	3.18	0.13	0.13	0	0	0.64	0	0.25	0.13	0	0	0	0.64	0	0
Boosters																					
Bus	0.27	0	6.73	0	0.41	0	3.57	0.96	0	0	0	1.65	0	0	0.27	0	0	0.14	0	0.55	0
Lin	0.14	0	2.12	0	0.28	0	2.26	0.57	0.28	0	0	0.99	0	0	0.28	0.28	0	0	0	0.57	0
Soc	0.25	0	2.8	0	0	0	3.18	1.15	0.51	0	0	0.38	0	0	0.51	0.25	0	0	0.13	0	0
Self Mention																					
Bus	1.37	0	2.61	0	0.14	0	0.82	0	0.14	0	0	0.41	0	0	0.55	0	0	0	0.27	0	0
Lin	0.89	0	0.64	0	0	0	0.42	0	0	0	0.28	0	0	0	0	0	0	0	0	0.57	0
Soc	0.89	0	0.64	0	0	0	1.91	0.25	0	0	0.13	0.51	0	0	0.89	0.38	0	0.13	0	0	0
Engagement M.																					
Bus	0.55	0	1.51	0	0	0	0.82	0	0	0	0	0.55	0		0.55	0	0	0.14	0.69	0.69	0
Lin	0.42	0	5.37	0	0	0	1.41	0.14	0.28	0	0.28	0.14	0	0.14	0	0.42	0	0.42	0.14	0.42	0
Soc	0	0	3.06	0	0	0	0.76	0.51	0.25	0	0	0.25	0	0	0.38	0	0	0.13	0.13	0	0
Hedges																					
Bus	0.27	0	14.3	0	0.55	0	13.5	3.57	1.1	0.41	0	1.78	0	0	1.37	0.27	0	0.55	1.51	3.98	0
Lin	0.71	0	5.09	0	0.99	0	8.48	1.27	3.53	0.57	0	2.83	0	0.28	1.84	1.27	0	0.71	1.41	2.12	0
Soc	0.38	0.38	0.64	0	0.13	0	13.9	0.76	1.78	0.13	0	0.51	0	0.89	2.8	0.13	0	0.51	2.55	0	0

Table 7*Distribution of Interactional Resources for Chinese English across Disciplines*

		M1		M2		M3		M4				M5		M6			M7					
		O		O		O		S1	S2	S3	S4	O		O	S1	S2	S3	O	S1	S2	S3	O
Markers																						
Attitude																						
Bus		0.26	0	0.4	0	0	0	0.26	0	0	0	0	0.13	0	0	0.13	0	0	0	0.26	0	0
Lin		0	0	0	0	0.15	0	0.59	0.15	0.15	0	0	0.15	0	0	0.15	0	0	0	0.15	0.88	0
Soc		0.51	0	4.76	0	0	0	3.86	0.77	0.26	0	0	1.41	0	0	0.51	0	0	0.26	0.13	0	0
Boosters																						
Bus		0.79	0	11.4	0	0.13	0	2.64	1.72	0.13	0.13	0	1.72	0	0.26	0.79	0	0	0	0.26	0	0
Lin		0	0	0	0	1.03	0	4.7	1.91	0.73	0	0	0.88	0	0.15	0.29	0.147	0	0.15	0.29	1.32	0
Soc		0.64	0	9	0	0.13	0	4.11	1.29	0.64	0	0	3.86	0	0.51	0.39	0	0	0	0.13	0.13	0
Self Mention																						
Bus		5.94	0	0.66	0	0.13	0	1.06	0.26	0.13	0.66	0	2.77	0	1.06	0.66	0	0	0.13	0.26	0	0
Lin		0.15	0	0	0	0	0	0.29	0.15	0	0	0	0.15	0	0	0.15	0	0	0	0	0.29	0
Soc		3.73	0	3.86	0	0	0	1.8	0.51	0	0	0	1.41	0	0.64	0.51	0.257	0	0.13	0.51	0	0
Engagement																						
Bus		0	0	0.66	0	0	0	0.13	0	0.13	0	0	0.13	0	0	0.26	0	0	0	0.26	0	0
Lin		0.15	0	0	0	0.15	0	0.59	0.44	0	0	0	0.15	0	0.15	0.15	0	0	0	0.15	0.15	0
Soc		0.39	0	1.67	0	0	0	0.51	0.51	0	0	0	0.64	0	0	0	0	0	0.13	0	0	0
Hedges																						
Bus		2.64	0	7.39	0	0.26	0	4.49	1.19	0.4	0.66	0	2.24	0	1.45	2.38	0	0	0.79	0.79	0	0
Lin		0.73	0	0	0	2.05	0	9.39	3.82	2.5	0	0	1.03	0	0.15	0.73	1.321	0	0.44	2.5	5.28	0
Soc		1.93	0	12.1	0	0	0	9.9	4.76	2.19	0.77	0	2.57	0	0.64	0.64	0.129	0	0.26	0.39	0	0

Table 8

Most Utilized Interactional MDMs in Business, Linguistics, and Social Science across English Varieties and RDC Sections

	Business		Linguistics		Social Science		Overall frequency per country
	Markers	F	Markers	F	Markers	F	244
American English	Hedges	32.5	Hedges	35.4	Hedges	39.0	
	Boosters	17.0	Boosters	15.6	Self Mention	22.5	
	Self Mention	14.0	Self Mention	13.6	Boosters	17.4	
	Attitude	11.2	Attitude	6.9	Attitude	8.9	
	Engagement Markers	1.7	Engagement Markers	3.2	Engagement Markers	5.6	
Chinese English	Hedges	24.7	Hedges	29.9	Hedges	36.3	195
	Boosters	19.9	Boosters	11.6	Boosters	20.8	
	Self Mention	13.7	Attitude	2.3	Self Mention	13.4	
	Engagement Markers	1.6	Engagement Markers	2.1	Attitude	12.5	
	Attitude	1.5	Self Mention	1.2	Engagement Markers	3.9	
Philippine English	Hedges	43.1	Hedges	31.1	Hedges	25.5	189
	Boosters	14.5	Engagement Markers	9.6	Boosters	9.2	
	Attitude	8.5	Attitude	7.9	Attitude	6.8	
	Self Mention	6.3	Boosters	7.8	Self Mention	5.7	
	Engagement Markers	5.5	Self Mention	2.8	Engagement Markers	5.5	

Table 8 summarizes the most commonly used interactional markers across various sections of RAs in all disciplines and English varieties. Hedges, particularly within the social sciences, are the most frequently used. American English RAs has the highest usage of these markers. Boosters, self-mentions, attitude markers, and engagement markers come next to hedges.

In contrast to Khendri et al.'s (2013) study of 16 RAs across disciplines such as civil engineering, economics, English language teaching, and biology, boosters were found to be the most prevalent interactional marker. Hedges and attitude markers come next. Also, Abdi's (2010) research highlights a preference for self-mentions, hedges, engagement markers, and attitude markers, among social science RAs. This suggests

that RA writers from social science disciplines prefer interactional devices to realize the different structures in the RDC sections effectively.

The RDC sections of RAs tend to hedge and, at the same time, boost because writers aim to persuade and provide comprehensive discussions of their study results (Livingstone, 2019). This aligns with Hyland's (1996) observation that authors should extend beyond data presentation to offer general and insightful interpretations. Consequently, writers are encouraged to use diverse writing strategies, including MDMs, to enhance the paper's quality and manage readers' perceptions.

The current study indicates that among the three English varieties examined, American English RAs contain the most interactional MDMs. This suggests that American RA writers prioritize engaging their readers in the discussion all throughout the RDC. Linguistic scholars have noted that ESL learners often struggle with using hedges and boosters effectively (Hyland & Tse, 2004). As Hyland (1996) pointed out, EFL writers face significant challenges in correctly applying these lexical devices. This difficulty may explain why RA writers in Philippine and Chinese English have fewer interactional resources in their RDC sections.

Table 9

Results of Log-Likelihood Test on MDMs in RDC Sections in Linguistics, Business, and Social Science

Discipline	Observed	Expected	df	Critical value	G value	p-value (two-tailed)
Linguistics	763.11	865.22	2	5.991	22.937	0.000*
Business	871.01	865.22				
Social Science	961.53	865.22				

*p<0.05

The examination of MDMs reveals significant differences across various disciplines, as evidenced by the data in Table 9. The *G* value of 22.937 with a *p*-value of 0.000 surpasses the critical threshold of 5.991, highlighting distinctive practices in employing MDMs within RDC sections. This suggests a potential solidification of MDM usage specific to each field. Notably, MDM deployment appears more prevalent in social science articles compared to those in business and linguistics.

Table 10

Results of Log-Likelihood Test on MDMs in RDC Sections in Three English Varieties

English	Observed	Expected	df	Critical value	G value	p-value (two-tailed)
American	886.48	865.22	2	5.991	34.115	0.000*
Philippine	973.74	865.22				
Chinese	735.43	865.22				

*p<0.05

The examination of MDMs reveals significant differences across various disciplines, as evidenced by the data in Table 9. The *G* value of 22.937 with a *p*-value of 0.000 surpasses the critical threshold of 5.991, highlighting distinctive practices in

employing MDMs within RDC sections. This suggests a potential solidification of MDM usage specific to each field. Notably, MDM deployment appears more prevalent in social science articles compared to those in business and linguistics.

Table 10 captures variations in MDM usage across different English varieties, indicated by a *G* value of 34.115, which is significantly higher than 5.991, the critical value. This substantial figure, supported by a *p*-value of 0.000, underscores the notable variation in MDM application across three English varieties. These findings suggest that both linguistic and disciplinary factors shape how MDMs are utilized in research writing.

Our findings indicate that the most prevalent interactive markers are transitional markers, while the most preferred interactional resources in RDC sections are the hedges. Results of the *Log-Likelihood Test* confirm that MDM usage varies significantly across disciplines and English varieties, with a pronounced presence in social science texts; they are more ubiquitous in Philippine English. In terms of interactional resources, Chinese English authors use hedges and boosters more frequently in social sciences, whereas Philippine English favor these markers in linguistics, and American English articles in business.

In summary, the study highlights two key points: first, while there are similarities in MDM usage across some moves, certain markers are employed exclusively for specific moves, with statistically significant differences. Second, disciplinary expectations shape MDM usage, with soft disciplines like humanities and social sciences demanding greater writer accountability. The frequent use of metadiscourse in these fields may be intentional, given their focus on human behavior and interaction.

Recommendations

In closing, our study on MDMs confirms previous findings (e.g., Sun, 2024; Wei, 2024b; Wongsu et al., 2024), offers cross-cultural insights, reveals disciplinary variations, and compares usage across English varieties, which enrich the literature and inform targeted academic writing instruction. It enhances understanding of functions in diverse linguistic contexts and enriches knowledge of language variations and sociolinguistic dynamics. For business professionals, it improves cross-cultural communication skills for global interactions. For linguistics, it advances theories on language variation and sociolinguistic phenomena. For social sciences, it aids in understanding power relations and social interactions in multicultural settings.

To continue the scholarly work on this area of research, we suggest the following future actions to take:

- The implications for teaching involve creating educational materials that cater to learners' needs for global communication, enhancing linguistic awareness, and developing effective academic writing strategies in various disciplinary and cultural contexts. By integrating comprehensive discussions on metadiscourse into curricula, writers can become familiar with the genre-specific MDMs favored in their fields. Consequently, this research provides greater understanding and practical applications for the attainment of educational and professional goals that foster effective communication in a world that is increasingly interconnected.

- The dataset, confined to 2014-2018 articles, may not capture recent metadiscourse trends. By focusing on American, Philippine, and Chinese Englishes, other varieties are excluded, limiting generalizability. Future research should extend the timeframe and include diverse English varieties for a broader perspective. In addition, conduct longitudinal studies to track changes in MDM usage over time, which could offer insights into evolving academic writing conventions. Also, examine MDM usage in disciplines beyond social sciences, linguistics, and business to uncover unique patterns across academia. Finally, investigate how digital media and online publishing impact MDM use in academic writing.

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Pronunciation Strategies for Linguistically Diverse College English Language Learners

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Abstract

This qualitative action research study was initiated to investigate and evaluate the effectiveness of an intelligibility and comprehensibility approach to teaching English pronunciation in an online synchronous modality. The curriculum took a three-pronged approach to include segmental aspects, prosody, and suprasegmental features. The participants included 46 first-year ESL students at an urban community college in Brooklyn, New York, with diverse language and educational backgrounds between the ages of 17 and 45. Using a targeted approach, the action steps consisted of planning, curriculum development, observation, and reflection during instruction over two semesters. The data were collected through instructor-created pre-and post-tests, semi-structured attitudinal questionnaires, structured questionnaires, elicited documents, multimodal interactions, and focus group observations. Data analysis included coding, memo writing, and a constant comparative method during open, axial, and selective coding phases. The results revealed that selectivity in course design improved the participants' intelligibility and comprehensibility. Multi-modalities that targeted individual pronunciation needs and communicative goals actively engaged students in virtual learning. Contextualized and socially significant usage of language increased confidence.

Keywords: pronunciation pedagogy, communicative competence, intelligibility, virtual learning processes, linguistic inclusivity, L2 acquisition

Introduction

Intelligibility is the listeners' ability to understand what is being spoken; comprehensibility is the ease with which the listener is understood. Intelligibility is a fundamental requirement for effective communication. Intelligibility is defined as the ease with which speech is perceived by a listener (Munro & Derwing, 2015). Levis and Silpachai (2018) describe intelligibility as the speaker's ability to produce, for a listener, accurately decodable speech. The successful teaching of pronunciation is essential because it affects the ability of language learners to make themselves understood and to understand others (Levis, 2018). The intelligibility principle holds that learners should aim to develop speaking patterns that allow them to communicate with ease, even if their accent retains nonnative characteristics. Comprehensibility determines the ease with which a speaker is understood; it also represents the degree to which a listener

can understand the speaker's meaning and intentions. Intelligibility is the result of speech recognition and the comprehensibility of speech understanding (Levis, 2018).

Faulty pronunciation is one of the most common causes of misunderstanding (Thornbury, 2006). Communicative competence in English is invariably intertwined with sound to the degree that the accent on syllables and tonal utterances can change the intended meaning of a word (Khaleghi et al., 2020). Beginners need to learn that the speaker's most important information, often called the focus word, receives the greatest stress and highest pitch (Chan, 2018). In the meaning-making system of language, syntactic structure and the sound system complement each other. Phonological awareness is a linguistic construct measured by how well learners can perceive the sound structure of the second language. Therefore, to avoid being misunderstood, English learners have to be equally proficient in the elements of phonetics, such as rhythm and intonation in connected speech. Improperly stressed words and phrases can also lead to misunderstanding (Hahn, 2004), so it is important to teach students to hear and produce stress on the correct syllable of multisyllabic words (Chan, 2018). In a study by Franklin and McDaniel (2016), the incorrect pronunciation of certain vowels and consonants caused students to experience undesirable social interactions. This can be extremely demotivating and can cause students to hesitate to speak. For these reasons, English language students typically view pronunciation as a priority in their language education (Cox, et al., 2019).

Pronunciation instruction should be integral to English language classroom activities (Gilakjani & Ahmadi, 2011). Although recognized as important, the teaching of pronunciation remains largely neglected in the field of English language teaching (Foote, Trofimovich, Collins & Urzúa, 2016; Gilakjani & Ahmadi, 2011; MacDonald, 2002; Munro & Derwing, 2006). Despite students expressing a desire for pronunciation instruction, it is often included only as a minor component in English as a Second Language (ESL) classes (Munro & Derwing, 2006). If students do not receive pronunciation instruction, they are often left to self-identify pronunciation problems in their speech (Derwing & Rossiter, 2002). Once a central concern of language teaching, pronunciation was sidelined in response to the Communicative Language Teaching (CLT) approach which emphasized meaning over form rather than grammatical rules and structure (Pennington, 2019). While functional academic aspects of the English language have remained prominent in post-secondary ESL courses, significant pronunciation aspects have been generally neglected. Consequently, many English learners have not received the instruction needed to speak confidently in academic, personal, or professional settings.

However, over the past decade, attention to pronunciation has been revived. There is a greater focus on preparing English language learners (ELLs) for communication in an interconnected world (Pennington, 2021). After an extended period of being on the periphery, instruction in English pronunciation has reemerged as an important subfield within applied linguistics research and language assessment. Pronunciation instruction of English as the target language (TL) is in a state of a resurgence now, reinvigorated by recent studies that investigate the importance of segmental (vowels and consonants), suprasegmental (pitch, voice quality, and length), and prosody (rhythm, stress, and intonation) features (Yenkimaleki & Van Heuven, 2021).

Linguistic Confidence

A lack of communicative intelligibility can result in a lack of confidence and cause ESL students to be passive learners. However, when beginner-level English learners find that their listeners start to understand them, they gain confidence and become more comfortable speaking, which increases their desire to practice and promotes communication (Chan, 2018). Generally defined as the verbal interaction among students and instructors in a learning environment, active participation connotes any remarks or questions students voice (Sedláček & Sedova, 2015). In a language-learning context, active class participation is positively correlated with academic success compared to students who are verbally inactive (Permatasari, 2016; Albertson, 2020). According to Krupa-Kwiatkowski (1998), speaking confidence contributes to individual engagement and participation and accelerates cognitive processes necessary for language learning. Syavenny and Johari (2017) found that overall English language proficiency increased with higher participation. Liu and Jackson (2008) investigated reticence among English learners and their study revealed that the more proficient the students, the higher their participation level. Findings from a study by Crosthwaite et al. (2015) also supported these results by confirming that there was a positive relationship between class participation and language proficiency levels among participants.

Segmental and Suprasegmental Aspects

Explicit instruction of phonological rules makes learners conscious of segmental and suprasegmental rules that play a key role in L2 speech intelligibility (Venkatagiri & Levis, 2007). Segmental features of speech are the smallest segments, consisting of vowels and consonants. Although segmental aspects of pronunciation are crucial (Catford, 1987), certain types of errors carry greater weight than others. However, by only focusing on segmental aspects, progress toward intelligibility is limited since suprasegmental aspects are necessary for comprehensibility (Derwing & Munro, 2009). Suprasegmentals convey a lot of nuances such as certainty or uncertainty, sarcasm or sincerity, and surprise or indifference (Armstrong, 2020; Hussain & Sajid, 2015). Including the suprasegmental aspects of English (pitch, voice quality, and length) in pronunciation instruction contributes to communicative ability.

Prosody relates to various phenomena (including rhythm, stress, and intonation) which are important in conveying the speaker's intent. Stress and intonation are essential aspects of the pronunciation of English words and utterances. Stress in pronunciation is evident in the loudness, length, pitch, and quality of sounds. Intonation is used to convey meaning beyond that which is expressed by words; it is often the difference between asking a question and giving a command. At the pragmatic level, many cues are conveyed through subtle prosodic changes (e.g., the speaker's attitude, emotions, and cues for turn-taking in conversation). Thompson and Taylor (2020) believe that focusing on stress is a fundamental, central element of spoken English; it can change the meaning of a word or a phrase, indicate agreement or disagreement, or be used to correct an inaccuracy or misunderstanding. Prosodic features help listeners make sense of what is being said and often contain key information. When suprasegmental aspects and prosody are used erroneously, there is a higher likelihood that speech may be misunderstood.

Pronunciation Instructional Approaches

Pronunciation skills are a key factor in communication in every language and necessitate accuracy in the production of phonemes, word stress, rhythm, and intonation. Current L2 pronunciation research is based on language learning and teaching theory grounded in second language acquisition (SLA) and on prior research results (Pennington, 2021). Pronunciation instruction attunes listeners to the sound system of the target language and can strengthen processing skills, such as speech segmentation and word identification, which contributes to improved word recognition and speech understanding in the L2 (Kissling, 2018). A holistic multimodal approach involves articulatory, auditory, cognitive, and multisensory activities (Szpyra-Kozłowska, 2014). This approach is more effective than traditional intuitive-imitative tasks since the former caters to the needs of students with different learning styles while the latter is suitable mainly for auditory learners (Szpyra-Kozłowska, 2015). By employing what Szpyra-Kozłowska dubbed a multimodal approach, the pronunciation teaching curriculum should involve the development of sound perception and production and appeal to multisensory speech perception and processing (2014).

Overview of Study and Hypothesis

Research into measurable improvements in pronunciation made by beginner-level college English language students in an online setting is currently limited. Most studies have been conducted with advanced-level English learners in face-to-face environments. Over the past several years, informal observations at the study site revealed that pronunciation was a major impediment to effective communication, active participation, and self-advocacy for many beginner-level students enrolled in the college's ESL program. At present, the program does not offer a course in pronunciation. Historically, the program's Integrative Language Seminar course has focused on grammar and writing. Therefore, an action research approach was implemented to include pronunciation instruction and observe student progress in all areas of English language development. An iterative four- step process was used to ensure quality data collection and analysis to determine valid outcomes. It is hypothesized that by providing intelligibility-based pronunciation instruction that includes opportunities for student interactions, independent speaking practice, and negotiation of meaning, English learners' spoken language will improve along with their confidence levels. The two-fold objectives of this online synchronous classroom-based action research study were to test the efficacy of an intelligibility-based English phono-didactic methodology and to argue for the inclusion of pronunciation instruction in the curricula.

Research Questions

In the context of improving English language skills, the Integrative Language Seminar course was designed to implement a variety of instructional practices that support American English phonology, morphology, and syntax, particularly through social interaction and communication. This study was designed to investigate pronunciation strategies that improve receptive and productive language. The study further invited students to reflect on the importance of communicating confidently and sought to answer the following questions:

1. How do the implemented pronunciation strategies and techniques contribute to the participants' intelligibility, comprehensibility, and confidence in an online setting?
2. What are the participants' attitudes about the importance of English pronunciation in their personal lives, academic experiences, and career goals in relation to their diverse linguistic backgrounds?

Theoretical Framework

Viewed through the philosophical lens of Bandura's (1989) human agency in social cognitive theory, this qualitative research design focused on improving the communicative competence and confidence of linguistically diverse college freshmen students. Bandura's human agency involves the following four core properties: intentionality, forethought, self-reflectiveness, and self-reactiveness (Bandura, 2001). According to Bandura (2001), personal agency operates within a broad network of sociostructurally influences on people as producers as well as products of social systems. This framework distinguishes among three modes of agency applied to the participants' language learning experiences: direct personal agency, a proxy agency that relies on others to act on one's behalf to secure desired outcomes, and collective agency exercised through socially coordinative and interdependent effort (Bandura, 2001).

The online methods of virtual instruction that guided this study provided participants with the opportunities to self-regulate and self-reflect upon their own learning. Teaching pronunciation is a challenging task in an online setting. Face-to-face methods include lip reading, body language, and immediate feedback, which are difficult when teaching in online. Creating speaking opportunities online required the introduction and use of digital tools and technologies. From speech recognition software to incorporating interactive pronunciation applications, ELLs selected from a variety of engaging methods that provided constructive feedback. In an online setting, teaching stress required careful listening exercises and the use of visual aids to demonstrate emphasis, as visual cues were limited. To address challenges with intonation, audio recordings and video demonstrations illustrated various patterns. Furthermore, online learning offered flexibility, allowing learners to practice pronunciation asynchronously and at their own pace. Specifically, pronunciation instruction created agency for learning (AFL) that was intentional, self-generated, and reactive to social factors in the learning community (Code, 2020).

Methods

Participants

Participants included 46 ESL college freshmen students enrolled in two online synchronous course sections at an urban community college in Brooklyn, New York. The study groups were composed of pre-assigned students, as opposed to a random assignment. Though the combined number of students included 46 first-year students at various levels of beginner-level English language proficiency during the academic term, 40 participants attended regularly and actively participated in all parts of the study (n=40). Participants noted a diversity of age, language backgrounds, prior pronunciation instruction, and pronunciation correction preferences as seen in Figure 1. Research also examined differences across gender.

Collectively, participants represented 15 countries and spoke 19 languages. Countries of origin included Bangladesh, Cameroon, China, Colombia, Ecuador, Haiti, Kazakhstan, Kosovo, Mexico, Pakistan, Russia, Saudi Arabia, Sudan, Tajikistan, Ukraine, and Uzbekistan. First language (L1) backgrounds of the multi-lingual participants included Albanian (2%), Arabic (4%), Bangla (6%), Cantonese (6%), Chinese Native Dialect Fuzouese (9%), Creole (6%), French (8%), German (2%), Hindi (2%), Mandarin (8%), Polish (2%), Punjabi (2%), Pushto (2%), Russian (13%), Spanish (9%), Tajik (2%), Ukrainian (8%), Urdu (9%), and Uzbek (2%) as seen in Table 2 below. Equal numbers of male and female beginner-level ELLs verified the generalizability of this study across genders, which included 20 male students and 20 female students.

Despite diverse L1 language and academic backgrounds, participants began at roughly the same starting point. Only 39% of participants reported receiving prior formal pronunciation instruction. For those participants who did receive prior pronunciation instruction in their countries of origin, 37% participated in pattern drills; 18% engaged in language lab practice; and only 6% received instruction in phonetics before arriving in the United States. At the beginning of the study, the participants' self-perceived pronunciation and listening proficiency was lower than that of their reading and writing skill sets. At the start of the semester, most participants viewed their pronunciation as a frequent impediment to communication with English speakers as seen in Table 3 below. Participants responded to an open-ended question on the attitudinal questionnaire. Eight participants offered an honest account of their experiences when they were not understood by English speakers, as follows:

"It happens very often, and it makes me feel very uncomfortable; my face immediately starts to turn red, and my thoughts cannot come together."

"When I arrived in the USA in 2021, there were some confusing situations because of my English. I had a rough accent; that is why people around me didn't understand me sometimes. I never was upset because they were very friendly and tried to help me to speak correctly."

"I often have difficulty being understood, I get nervous, and I will explain more much detail for them."

"Many times, I feel so embarrassed for that; it makes me feel bad sometimes."

"It makes me feel upset because I try hard."

"I will try to explain to the person, and I will feel angry with the person."

"I feel awkward because they misunderstand me, and I need to repeat it."

"When some people are not understanding what I am saying, it makes me so angry and sad."

Figure 1
Age Range of Participants

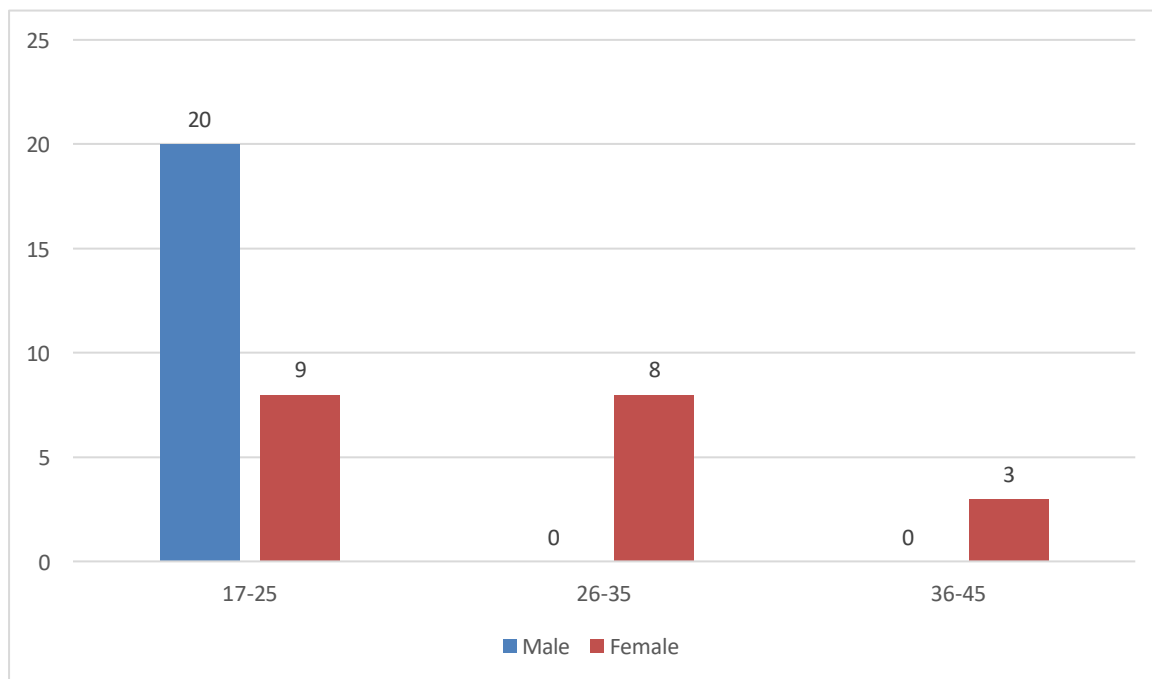
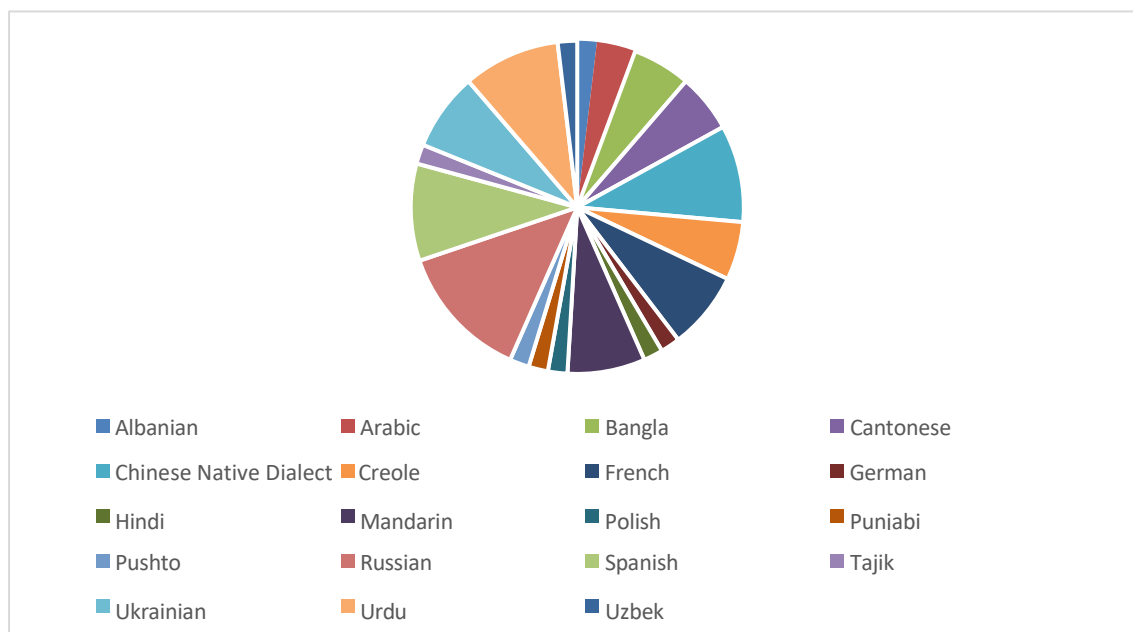


Figure 2
Languages Spoken by Participants



Participants also expressed anxiety and feelings of concern about whether their pronunciation skills would be equal to the task of collaboration and participation in coursework:

"I would like to speak clearer English everywhere without any difficulties. It helps to avoid misunderstanding."

"It is one of my goals to be like a native speaker and speak like it is my first language. The most difficult to communicate for me is slang and pronunciation."

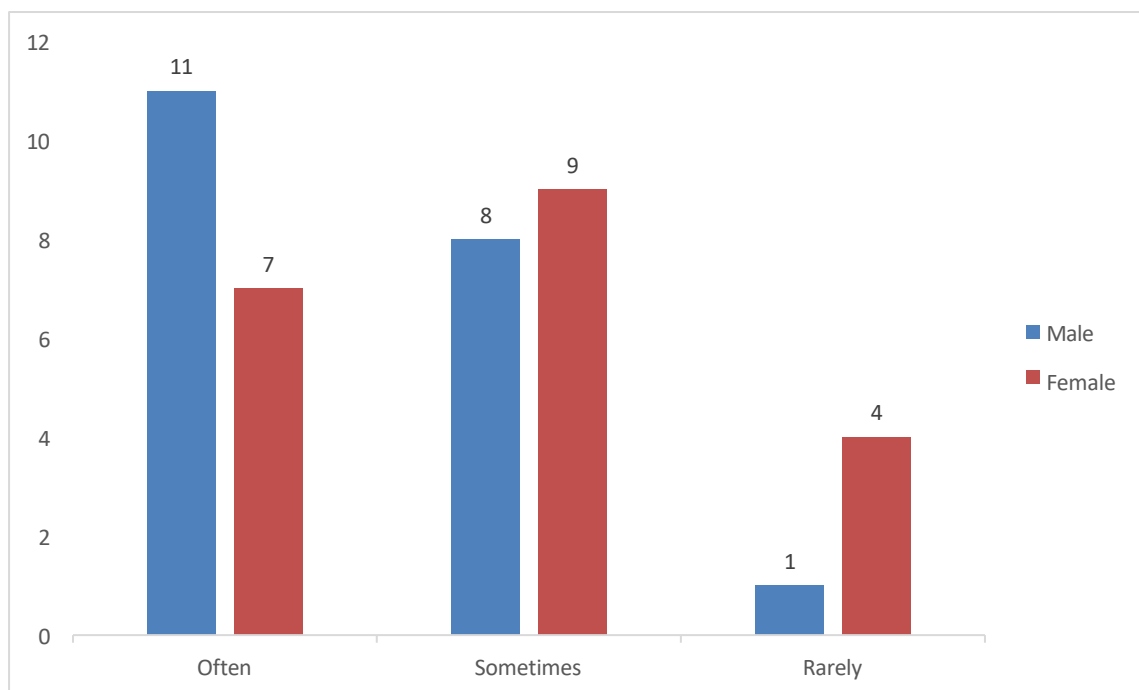
"I would like to speak so listeners can understand. I want to speak in the actual way when I hear others speaking English."

"I want people to understand easily what I say, sometimes people use high-level words, and I don't understand."

"Since the first day I arrived in New York, I felt so uncomfortable that I never wanted to go outside so that people wouldn't speak to me. I felt bad, I even felt inferior to other people. It was not at all easy to know that you wake up every day and hear other people speak a language that you don't know. But day to day, I always make efforts to understand better and communicate better with people even if it is still not easy for me. My goal this semester is to do everything necessary to speak the language."

Figure 3

Reported Frequency of Difficulty Communicating with English Speakers



Students were encouraged to share their attitudes about the importance of pronunciation instruction.

"This class teaches us how to pronounce words. It is one of the most important classes which affects our future pronouncing. Because it helps us to speak clearly and understand other students better. My English language goal this semester is to make my speech and pronounce words clearly."

“In general, I want to improve my speaking skills. This semester I want to learn how to speak English like native speakers. To do this, I really want to improve my pronunciation, and I was very glad when I heard from you that we would work on our pronunciation. My goal is to live in a society with English native speakers and be able to communicate with them without problems.”

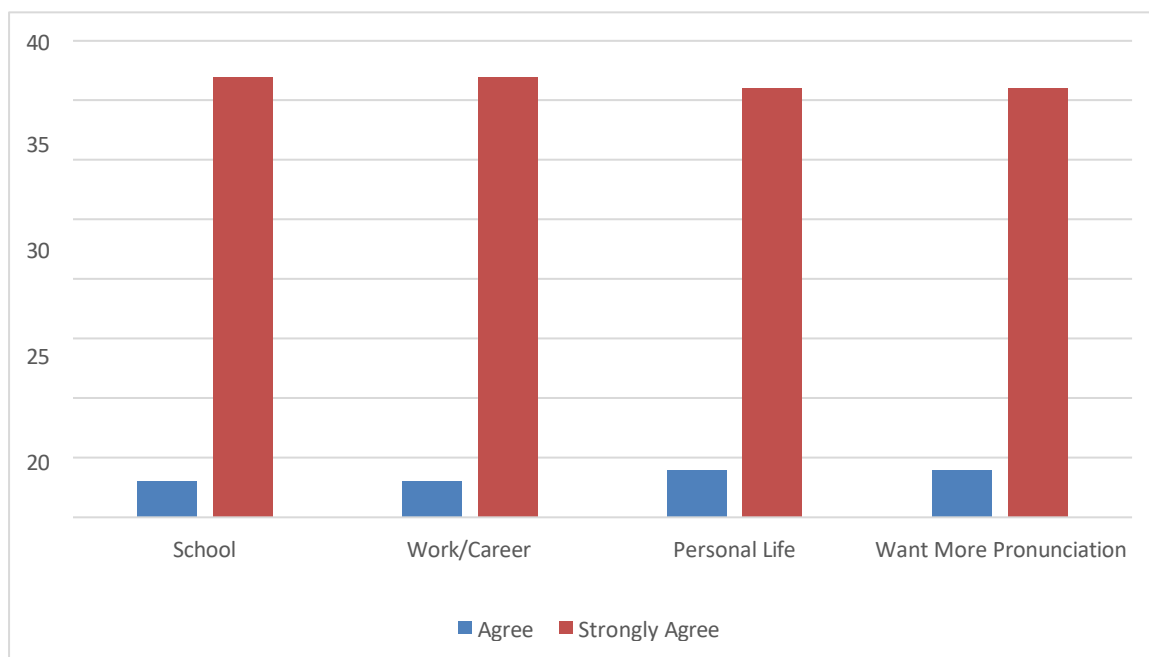
“My first English experience was at school in Moscow in the 3rd grade. I fell in love with English immediately from the first lesson. I wanted to learn more and delve into this language. Therefore, now my goal is to speak without an accent with the correct pronunciation, to think and be like a native speaker.”

“Basically, my English skill is little bit weak, and end of this semester my first main goal is upgrade my English spoken skill.”

“I come from Haiti. When I was in my country I studied English for five years in high school, but it was a bit challenging for me because everyone had their own accent. I also had issues with the pronunciation. That’s why my goal for this semester is to get better in my pronunciation and my grammar.”

Figure 4

Participants’ Attitudes about the Importance of Pronunciation Instruction



Data Collection

Instruments and Data Sets

Action Research Process. Four basic stages were instrumental in the cyclical action research process of this study: reflecting, planning, developing, and observing to continue through the cycle (Dickens & Watkins, 1999). Data were used to evaluate the impact of a targeted intelligibility-based pronunciation pedagogy (inclusive of a segmental and suprasegmental approach). A nonrandomized instructor-created pre-and post-test design was used to focus on particular sounds that were difficult for the learner. Pre-and post-treatment questionnaires with both the Likert scale

and open-ended questions were used to qualitatively assess student attitudes about the perceived benefits of pronunciation instruction. All data was collected as part of the normal course instruction and was completely confidential. Baseline assessments that emphasized the rhythm and flow of English speech determined students' pronunciation strengths and areas for improvement, which influenced curricular priorities. Multi-modalities that targeted individual pronunciation needs and communicative goals actively engaged students in virtual learning. Data analysis included coding, memo writing, and a constant comparative method.

Categories emerged during weekly assessments, which further developed coding during the reflective analysis of all collected data. Questionnaires elicited biographical information and data on language backgrounds and pronunciation learning histories; personal attitudes about the importance of pronunciation instruction; the value of effective communication in their academic, professional, and personal lives; pronunciation correction preferences; and English-speaking confidence. Throughout the semester, students recorded themselves speaking using PowerPoint, Google slides, and their choice of audio software applications. Subtitles were necessary at the start of the semester but not at the end of the semester. The results revealed that course design improved the participants' interactions. Contextualized and socially significant usage of language increased confidence.

Variables. The duration of the twelve-week course was one day per week for 130 minutes. The intervention was divided into three units of study. Pedagogical strategies were the independent variable; the dependent variable was the students' intelligibility and comprehensibility. Formal and informal assessments were conducted throughout each unit of study. This study was guided by learner-related determinants and context-related factors. Reflective questionnaires provided information on the participants' prior pronunciation instruction, English language experience and age of onset, communicative apprehension, degree of motivation, language expectations for the semester, future career goals, and learning styles. A thorough literature review was conducted to determine similarities and differences between the diverse participants' first languages and the English language. Participants were assessed on their ability to respond orally to questions in English via recorded responses. Multimodal sources helped to sensitize the students to the sounds and patterns of English. A variety of oral activities engaged students in practice. All students were provided with a variety of open-access resources that included in-depth practice with individual sounds in Standard American English (SAE).

Unit 1: Segmental Features of Pronunciation. In the first unit of instruction, a series of lectures and activities introduced students to the linguistic mix of different languages and phonetic sounds that have contributed to the formation of the English language. The semester began with a pre-test oral assessment of a brief personal introduction of their language goals and a childhood memory that they believe shaped them into the resilient person they have become. Diagnostic speaking activities were conducted formally and informally, and lectures were designed to facilitate active participation. In addition, they were asked to record themselves reading a brief text excerpt. Both readings were recorded privately using the student's choice of recording application and submitted with transcription. The views and perceptions of the learners' confidence and engagement were obtained using qualitative analysis in line with the confidence questionnaire.

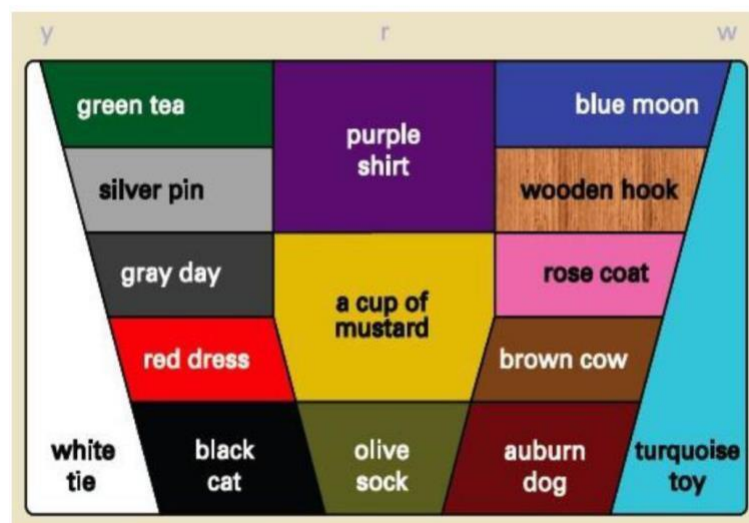
An overview of English phonology preceded an explanation of L1 to English transfer comparisons for each demographic. Contrastive analysis was used to categorize aspects of English grammar and phonological patterns that could be challenging for speakers of other languages, namely the participants' L1. Common errors can be predicted by the learner's first language (L1). However, students were encouraged to share common transfer challenges while rejecting a deficit model to empower them to talk about language confidently and inclusively. An interactive online tool for language learning guided the participants through exercises from individual sounds in Standard American English to overarching features like intonation and stress. In collaboration with peers during online breakout sessions, students engaged in conversations and scripted dialogue with those who shared their first language to identify and practice common transfer challenges. In this way, students compared the sounds of the target language with those of their specific L1. In addition, whole group discussions provided opportunities to speak English with students of diverse language backgrounds to foster meaningful intercultural communication and inclusivity in the academic setting.

Interactive Technology. An effective and interactive multimodal tool called The Color Vowel Chart (Thompson & Taylor, 2020) helped participants understand the key sounds of English using colors and keywords to represent the vowel sounds of English. This online resource (<https://www.colorvowel.com/interactive-chart>) provided students with an easy way to describe and practice spoken English words and phrases as shown in Figure 5. The interactive version allowed students to click on the chart, hear the highlighted sound, and practice emphasizing the demonstrated stress when categorizing vocabulary words with similar sounds. Focusing on word stress and phrasal stress was crucial for listening and speaking as participants could repeatedly hear and produce the rhythmical pattern of stressed and unstressed syllables (Thompson & Taylor, 2020).

Figure 5

Interactive Online Tool

The Color Vowel Chart



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Kinesthetic technique. The kinesthetic technique was initiated to demonstrate how to produce segmental aspects (voiced/voiceless vowels and consonants) and use pronunciation patterns appropriately. This distinction was helpful for producing grammatical word endings that convey quantity, possession, and tense. Students were encouraged to think about the shapes they make with their mouths and focus on the phonetic sound of each letter. After practice, students were asked to record themselves speaking.

Voiced consonants. Students also learned to distinguish between letters and sounds, noting that letters are pronounced differently depending on the letters that follow or precede them. A baseline assessment asked students to read a list of words with voiced consonants that highlighted the variations in the pronunciation of /-s/ endings (words, works, watches) and /-ed/ endings (picked, played, planted). The results demonstrated that this particular skill set necessitated further instruction. Providing students with kinesthetic instruction to determine voiced/voiceless sounds was instrumental in developing the appropriate ending sounds. After instruction, students participated in oral exercises to gain accurate control over the sound system and were assessed using the same list of words provided in the baseline task.

Silent letters. In another lesson, students received clarification on words with silent letters that they often mispronounce, e.g., those that feature a silent /b/ (subtle, bomb, dumb, comb); silent /g/ (foreign, sign, champagne); the /a/ (bread) and /h/ (ghost). In breakout sessions, students read aloud a text with silent letters. After listening to the correct pronunciation and applying that knowledge in recorded readings, students successfully omitted the silent letters during a second reading of the text. Using a word list with additional vocabulary featuring silent letter sounds, students correctly identified silent letters. During a third reading of another text, they pronounced all the words correctly. The first unit ended with an introduction to the unstressed, weak schwa sound that occurs in many English words. After explicit instruction, students were given a list of words wherein the schwa was identified for them, along with a creative writing prompt. Students worked in breakout sessions to compose a writing sample using the assigned words. A diagnostic assessment at the end of the first unit revealed improvement in the speech intelligibility of learners who received segmental training followed by production-focused practice.

Unit 2: Prosodic Features of Pronunciation. In the second unit of study, participants added to their knowledge of the schwa sound and developed increased confidence. Students were asked to select a photograph and write a paragraph to describe the visual elements or backstory using a schwa word list (see Figure 6 below). A recorded presentation accompanied the students' written transcription and identification of all the words with a schwa sound. This project provided multiple means of assessment across all areas of language development and was greatly enjoyed by participants.

During the second half of the semester, speaking, listening, and pronunciation continued to be treated as reciprocally interdependent oral language processes. Following an overview of the English sound system, students were introduced to the importance of prosody with a focus on stress in spoken English. Two-syllable words and phrases, suffixes, abbreviations, and stress in numbers were introduced to assess whether students could determine stress patterns. English is a stressed versus syllabic language, i.e., the sounds of written syllables are not easily

recognizable. Participants with syllable-based backgrounds in Spanish, Turkish, and Cantonese required focused practice as syllables in those languages are the same length, and vowels tend to have the same clarity. It was helpful for participants to understand that in English, as in German, Russian, and Farsi, the vowel(s) in the stressed syllable are louder, longer, and clearer; vowels in the unstressed syllable are quieter, shorter, and less clear.

Students were taught to recognize that although single words may have consonants and vowels that are not pronounced, some words are not pronounced or stressed in phrases or sentences. In syllabic languages, like Spanish, the focus is on pronouncing each word, syllable by syllable. To pronounce each sound of each word in English would sound robotic. Students listened to two versions of sentences, (for example, *Your book is on the desk.*) with pronounced separately to hear the difference between robotic speech and fluent, natural speech. In addition, students were taught that when a verb ending with a consonant is followed by an article or preposition that starts with a vowel (an, a, on, at), two words are often linked to sound like one word. This is also true when a word ending with a consonant is followed by a word starting with a vowel. For example, *She's an educator* (*She – za – neducator*). Similarly, two sounds are often combined to form a newly mixed sound. For example, in the fast-paced northeastern part of the United States where these participants live and attend college, *What did you eat?* sounds like *Wha-ja-eat?*

Word stress. It was also important to draw their attention to how word stress can change the meaning (YOUR book is on the desk; Your BOOK is on the desk; Your book is ON the desk; Your book is on the DESK). This presented opportunities to discuss the different stress patterns in each utterance and the various hypothetical scenarios the speaker was trying to convey. In the first sentence, the speaker explains whose book is on the desk. In the second sentence, the meaning shifts to suggest that other items might be located elsewhere. The third sentence distinguishes which part of the desk the book can be found. Finally, the last sentence relates that the book is on the desk and not on any other piece of furniture. While the nuance of word stress is intuitive to native English speakers, this is a pronunciation skill that English learners need to learn for clear communication.

Unit 3: Suprasegmental Features of Pronunciation. In the third unit of study, prosody was further explored to develop rhythm and intonation using communicative tasks presented as a subset of both speaking and listening development. After a lesson on correct punctuation usage to signal questions, statements, and exclamations to the reader, students learned there are specific signals that speakers use to help the listener follow their meaning when asking a question, making a statement, or expressing emotions. Participants practiced rhythmic syllables and stress and discussed the ways they affect speech and communicative competence. To gain a practical understanding of the musical elements of the English language, students read dialogue and dramatic excerpts with a focus on the expression of mood, emotion, and intent. Intonation enabled students to know the underlying meaning of the sentence because of its varying pitch.

Minimal pairs. This unit also focused students' attention on pairs of words that have one phonemic change between them. The /sh/ and /ch/ sounds were especially challenging for Chinese students. Practicing minimal pairs was helpful for pronouncing similar sounds correctly. A post-test diagnostic assessed their ability to deliver a brief

monologue or soliloquy using segmental features, prosody, and suprasegmentals appropriate to the task. The recorded project included a written transcription. The end-of-semester post-test assessment demonstrated that English learners surpassed previous scores in terms of comprehensibility and active participation in class discussions due to increased confidence.

Procedure

Throughout the semester, assessments examined the usage of rhythms and pitch patterns that do not exist in their first language. Dramatic readings further developed intonation. In this regard, the participants did not have to focus on creating content and could focus on practicing and pronouncing the text provided to them. A variety of texts required the expression of surprise, confusion, joy, frustration, and anger. Throughout this unit, students were reminded to follow the five basic rules of intonation: falling, rising, choice, list, and double-rise intonation. After a practice reading with instructor feedback, students engaged in a second recorded reading of the same dialogue. Each reading of a piece of spoken text included dialogue, monologue, and soliloquy accompanied by a recording with a focus on fluency.

Data Analyses

Using constructivist grounded theory methodology, qualitative methods evaluated the impact of specific teaching strategies and techniques for achieving course learning objectives, namely pronunciation, English language skills, student confidence, and engagement. Data was collected from participants enrolled in the semester-long course taught by a full-time faculty member of the English department. Semi-structured questionnaires were used to gather data related to student demographics, views on the strategies used to improve pronunciation, and attitudes about the internal factors that affect students' participation. Responses were analyzed through coding, memo writing, and the constant comparative method during open, axial, and selective coding phases to determine categories and themes. The questionnaires are appended.

Results

The findings demonstrate a significant increase in active participation after explicit pronunciation instruction. Based on the results of this study, it can be concluded that pronunciation instruction that includes a combination of segmental, prosody, and suprasegmental aspects contributes to the intelligibility and comprehensibility of English pronunciation. Grounded in interactional and discourse analyses, findings suggest that pronunciation strategies helped students tackle challenging sound systems that had previously impeded communicative competence. Results further indicated that explicit instruction provided equitable opportunities for students to engage in learning.

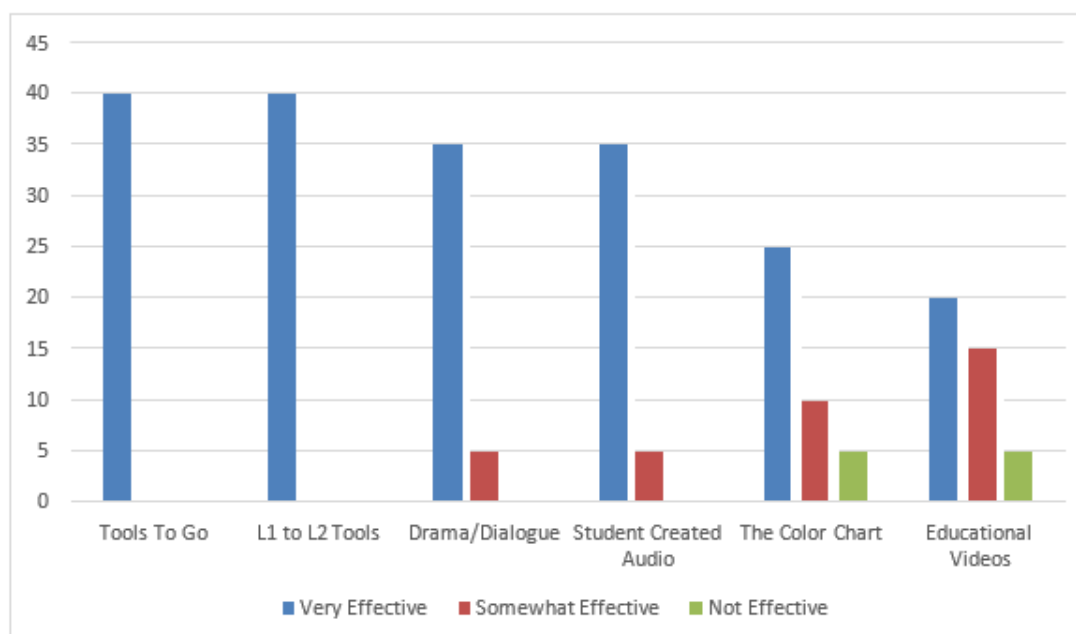
Initially, 95% of the students reported frustration with L1 to L2 transfer issues. However, after being presented with information regarding common transfer issues specific to their first language, students were less self-conscious and better able to isolate and correct L1 transfer challenges. Students unanimously perceived L1 to L2 transfer strategies and CUNY's Baruch College *Tools to Go* website as highly effective. Dramatic dialogue readings and student-created audio presentations were noted as either very effective or somewhat effective. Multimodal tools and production-focused practice in the segmental and suprasegmental aspects of English pronunciation improved speech intelligibility and comprehensibility. Positive outcomes were dependent upon attendance, engagement, and participation.

Discussion

This study investigated strategies to improve the participants' pronunciation proficiency, receptive language, and communicative competence. The study further invited participants to reflect upon their attitudes about the importance of pronunciation. Surveys determined personal, academic, and professional language goals. Methods of instruction included online conferencing, breakout sessions, and whole group discussions. It can be concluded that to maximize the learning of the English sound system for beginner-level ESL students, it is important to start with an overview of common language transfer issues to isolate sounds, speak clearly, and be understood. Visual aids, audio recordings, dialogue, and drama-related activities were found to be ideally suited to students with diverse language and academic backgrounds. Students achieved intelligible communication when they focused on areas they wanted to master and developed skills that empowered them to succeed in all courses. Results indicate no statistical differences between male and female participants. However, a greater number of male participants expressed a preference for private pronunciation correction. Female students preferred an open discussion and immediate correction. To varying degrees, students reported that the various instructional approaches were engaging and appealed to their different learning styles as shown in Figure 6. All participants stated that they valued pronunciation as an important part of language instruction, with 100% expressing a desire for more pronunciation instruction and correction in their coursework.

Figure 6

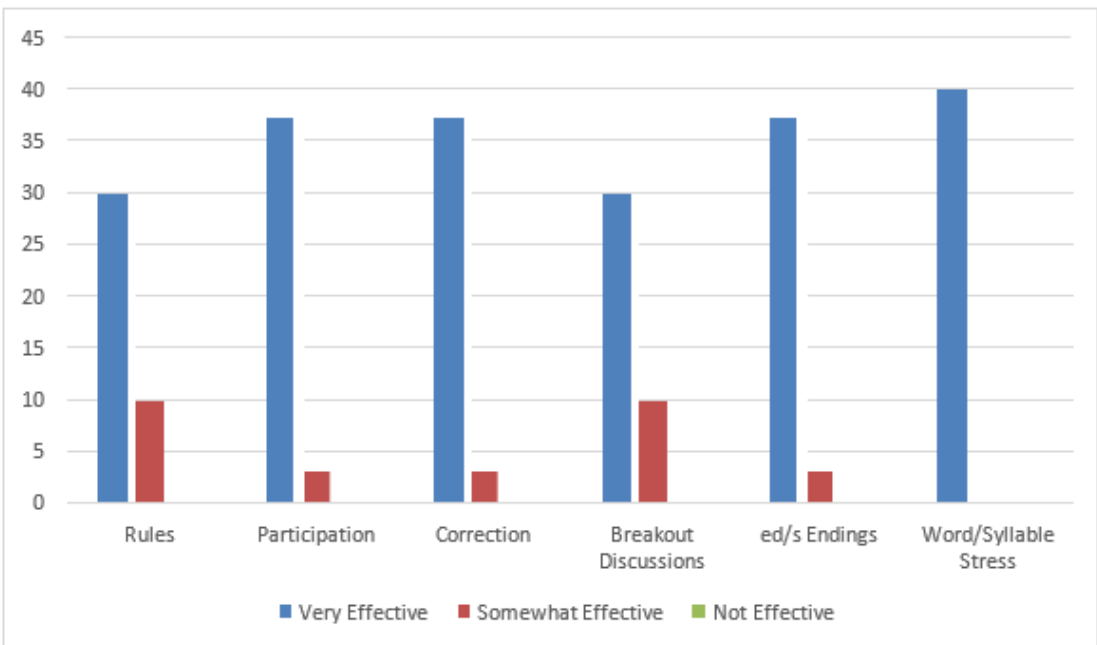
Student Perceptions of Teaching Methods



Participants reported mastery of /-ed/ and /-s/ ending sounds as the most practical and rewarding experience during the semester. Notably, 100 percent of the students identified mastery of syllable and word stress as the instructional technique

that had the greatest impact on pronunciation and intelligibility as seen in Figure 7. Students indicated that being able to apply these skills when speaking was a vital part of oral communication, and all participants wanted to gain a level of proficiency that allowed them to be understood. In addition, 98% of participants revealed they were more confident participating in all their ESL learning community courses than before receiving pronunciation instruction throughout the Integrative Language Seminar course. The other 2% of participants stated continued pronunciation inhibitions preventing them from fully participating in course discussions.

Figure 7
Confidence Enhancing Instructional Methods



The results from diagnostic assessments and exit questionnaires demonstrate that instructional methods used in the study elevated participants' confidence in academic settings and their personal lives as noted in Table 1 below.

Table 1
Reported Increase in Pronunciation Confidence

Participants English Pronunciation Confidence	
<i>Specific Situations</i>	<i>Increased Levels of Confidence</i>
Academic Settings	
Speaking with faculty, staff, students	+14.3%
Professional Settings	
Speaking with your boss or colleagues	+12.3%
Personal Settings	
Speaking English with community members	+14.3%

Table 1 (*Continued*)

Participants English Pronunciation Confidence	
<i>Specific Situations</i>	<i>Increased Levels of Confidence</i>
Ordering food at a restaurant	+12.3%
Speaking with family/friends who speak English	+18.3%
Meeting new people who speak English	+14.3%
Speaking on the telephone	+10.3%

Academically, students reported a 14.3% increase in confidence to engage with the college community, including faculty and staff. An increase in the participants' confidence levels was also demonstrated in their willingness to engage in class discussions during the semester. Verbal participation was measured by tallying the total number of comments made by participants over three-course meetings pre-and post-intervention. The difference between the total number of pre-and post-values is qualified as a gain in student confidence. By the end of the first unit, the average number of verbal responses increased by 1.20 percent. At the end of the second unit, results in the mean gain show an increase of 2.35 percent. During the last course meeting at the end of the semester, student comments and interactions increased by 3.20 percent.

This action research study reinforces the claim that pronunciation pedagogy is an important facet of second language instruction for students at all levels of English language learning. It is especially important for beginner-level college students. The unique feature of this action research is that the study identified the factors and techniques that impacted English language teaching-learning processes specific to pronunciation. This study emphasized confidence-building methods that required active involvement on the part of the students. Instructional practices that promoted students' communicative competence and confidence included:

1. Pronunciation instruction that maximized phonetic input (rhythm, stress, intonation).
2. Collaborative activities with diverse speakers created an environment of inclusivity.
3. Cooperative learning groups encouraged student discussions of strategies that supported mastery of pronunciation in real-life situations.
4. Engagement with multimodal educational resources.

The study reveals that segmental and suprasegmental pronunciation strategies improve comprehensibility and intelligibility when implemented in an online synchronous modality. Based on the results, it may also be concluded that multimodal speaking and listening tools are effective in developing self-correction skills. While listening and speaking varied among students, social interactions contributed to increased dialogue and language acquisition. Findings revealed that in measuring participants' pronunciation proficiency, there was a significant difference between the pre-and post-test performances of the groups. Areas in which students showed the most improvement included pronunciation of stressed and unstressed syllables, words, and phrases to convey meaning. Ultimately, the results of this study are intended to contribute insight into the linguistic benefits of implementing pronunciation instruction

for post-secondary ESL students. An intensive look at the data can serve as the impetus to design an ESL curriculum that includes pronunciation instruction for beginner-level students.

Recommendations

The findings of this online study converge with those of Gordon and Darcy (2016) whose face-to-face results demonstrate that pronunciation instruction, which includes suprasegmental features (stress, rhythm, reductions, linking), is more effective for increasing comprehensibility than instruction limited to segmental features (vowels, consonants). In online and face-to-face learning spaces, linguistically diverse students, who lack speaking confidence and struggle to be understood, may hesitate to participate. The results highlight how participation and engagement can improve with pronunciation instruction that empowers students to speak confidently. Learners at each level of proficiency benefit from having specific pronunciation priorities related to their L1 (Gilbert, 2001; Jenner, 1989; Missaglia, 1999). Various techniques should be developed and integrated into a coherent method of English phono didactics and applied to each targeted pronunciation skill. To empower ESL students to participate fully and to prepare them for careers where English is needed, it is recommended that a course dedicated to pronunciation be included in language teaching. Implementation of a pronunciation curricular component should incorporate the following three principles:

1. Pronunciation instruction is embedded within the curriculum as a whole.
2. Pronunciation is taught as an integral part of second language instruction via grammar, reading, writing, and listening.
3. The curricular component adapts to student priorities and their desire to communicate effectively in English in their academic, personal, and professional lives.

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EFL Learners' Perspectives on Using AI Translation Applications

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Abstract

This study aimed to 1) explore EFL learners' experiences and perceptions of using AI translation applications and 2) assess the impact of AI translation applications on EFL learners' language skills. The sample consisted of 66 fourth-year English major students, selected using the Krejcie and Morgan sample size table and simple random sampling, and 10 representatives for an interview. The instruments used to collect the data were a questionnaire and semi-structured interviews, examined and approved by three experts based on the Index of IOC. Quantitative data were analyzed using descriptive statistics and qualitative data were analyzed using content analysis. The findings of this study revealed that most EFL learners agreed about the experiences and perceptions with using AI translation applications were "I find AI translation applications easy to use." ($M = 3.83$, $S.D. = 1.09$ Agree), followed by "I feel that AI translation applications are essential for language learners." ($M = 3.68$, $S.D. = 1.29$ Agree), and next were "The interface of AI translation applications is user-friendly." ($M = 3.67$, $S.D. = 1.20$ Agree), respectively. When considering each item, most EFL learners agreed that AI translation applications were easy to use, essential for language learners, and user friendly. Regarding the impact of AI translation applications on EFL learners' language skills, they agreed that AI translation applications helped them understand cultural nuances in language and complex sentences, and learn new expressions. Semi-structured interviews with representatives raised concerns regarding AI's academic language overuse. Overusing AI translation systems may impair independent writing development, but improve grammar and vocabulary. AI tools improve language proficiency, save time, and increase efficiency. However, overuse may hinder critical thinking and deeper learning. Users were also worried that overusing AI for comprehension and vocabulary would hurt their natural language skills.

Keywords: AI applications, EFL learners, perspectives, translation

Introduction

Application-related technology continues to change and is vital to today's society. Self-learning apps have benefited from changes in application technology. Owing to their importance in daily life, apps are essential to learning. English is one of the most widely used languages for jobs, markets, tourism, discourse, and international connectivity (Lan et al., 2020). EFL learners face unique challenges such as limited exposure to authentic language use, difficulties in understanding nuanced expressions, and the need for continual practice to achieve fluency. To achieve mastery of the English language, pupils acquire proficiency in speaking, listening, reading, and writing (Grabe & Stoller 2002).

The use of AI applications in EFL classrooms has increased in recent years as technology plays an increasingly important role in language teaching. There is growing evidence that AI applications can provide valuable support to EFL learners, helping them develop their language skills and increasing their effectiveness in learning English (Vorobiev et al., 2016).

English as a foreign language is an important subject for students worldwide as it provides them with many opportunities to communicate and engage with others worldwide. In recent years, the use of technology, particularly artificial intelligence (AI), has become increasingly common in EFL classrooms, to make learning experiences more immersive and effective. AI-powered applications, such as language learning software, chatbots, and voice recognition systems, have the potential to improve the teaching and learning process for EFL learners, thereby increasing their awareness and motivation to learn. Research has shown that AI technology can provide learners with constructive feedback in real time, helping them improve their English learning efficiency (Jiang 2022; Lee et al. 2023).

There are many translation applications that EFL learners can use in the classroom to improve their English language skills effectively. For example, Google Translate and Chat GPT are popular among EFL learners, in conjunction with their additional learning both inside and outside the classroom. This type of tool leverages state-of-the-art AI applications to satisfy various requirements. From personal to professional and academic uses, as AI continues to advance, this translation tool will undoubtedly become more complex. It has a higher accuracy and is more convenient to use. Therefore, communication and understanding can be improved at a global level.

As mentioned above, although AI translation applications are increasingly integrated into language learning, there is a paucity of research examining the specific perspectives of EFL learners concerning their experiences and perceptions of these tools, especially in relation to language acquisition and practical application. Many studies emphasize the technological efficiency of these applications, often neglecting their pedagogical implications for learners. The function of artificial intelligence (AI) in personalized learning in education is thoroughly examined (Kumar, 2023). This study contributes by examining EFL learners' perspectives, highlighting the influence of AI translation tools on their learning strategies, proficiency development, and engagement with the target language. This work connects AI's technical progress with its practical use in EFL settings, offering insights for educators, developers, and researchers to improve AI tools for enhanced language learning outcomes.

Literature review

1. AI translation Technologies

The origin of translation tools can be traced back to the mid-20th century when the first rule-based machine translation (MT) systems were developed, as discussed in Gaspari's historical overview. These early systems faced challenges with output quality, leading to the evolution of data-driven approaches in the mid-1990s and eventually transitioning to neural systems to improve translation quality and popularity among users and professional translators. In the realm of software development, the concept of end-to-end translators, such as ORIGIN-Transcoder, has emerged to convert code from one language to another, with a shift from rule-based to neural-based algorithms to enhance efficiency and reduce manual intervention. Furthermore, translator tools have significantly impacted education by bridging language barriers and enhancing writing skills, with advanced features powered by artificial intelligence and machine learning algorithms such as Google Translate and Microsoft Translator (Gaspari, 2024).

2. AI Translation Applications in EFL Contexts

There is an increasing amount of research into ways to use machine translation to help students read and write more successfully (Sefton-Green et al., 2016; Carrier, 2018; Reza, 2020). Using a translator while studying a foreign language can help pupils write more fluently. Improve communication skills and reduce errors. (Fredholm, 2019; Lee, 2020). In the educational setting under study, students learning English as a foreign language (EFL) who use AI translation technologies for language acquisition get various advantages. These include increased precision in terminology, enhanced communication efficacy, and fewer blunders. It is important investigating how AI translation apps that adapt to individual needs can help EFL students learn. The potential influence of developing technologies increases as confidence in them grows.

3. Theories in Language Learning and Translation

Encompass conceptual frameworks that explain how people acquire new languages and translate texts from one language to another. These theories can be broadly categorized based on different perspectives. The translation theory plays a crucial role in language learning and translation. Understanding translation theory is essential to preserving meaning across languages. Various translation theories, such as those by Walter Benjamin, Eugene Nida, and Itamar Even-Zohar, emphasize different aspects of equivalence, value preservation, and the translator's aim in the translation process. Nida and Taber (2004) examined shifts from the perspective of meaning. In their terms, changes caused by the lexis result in meaning changes. The nature of translating involves “reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and second in terms of style.” Jakobson (2004) introduced translation as: intralingual translation or rewording, which is an interpretation of verbal signs by means of other signs of the same language interlingual translation or translation proper, which is an interpretation of verbal signs by means of some other language intersubstitutive translation or transmutation—an interpretation of verbal signs by means of signs of nonverbal sign systems. He goes even further to describe translation from one language into another as “substitut[ing] messages in one language not for separate code-units but for entire messages in some other language.” The knowledge of these learning theories and translation can help learners and translators avoid mistakes.

3.1 Technology Acceptance Model (TAM) and the Application in Language Learning

This study applied the Technology Acceptance Model (TAM) to analyze student attitudes towards smartphone translators in EFL writing, highlighting factors influencing perceived usefulness, intention to use, and actual usage behavior. (Charles, 2024). Currently, there are many tools available for students to learn. However, the rapid growth of various technologies has required both teachers and students to adapt continuously to new technological advancements (Veiga & Andrade, 2021). Some technologies flourish and are adopted by many, whereas others fail (Rogers 1995). Technology Acceptance Model (TAM) was first developed by Davis (1985) and then expanded into TAM 2 by Venkatesh and Davis (2000). The TAM uses a series of factors within a model to predict student acceptance of a specific type of technology. The attitude decreases if the learner does not believe that technology will help complete the task. Perceived ease of use is the amount of work that the user will exert to complete a task. Even if the user understands that the task can be completed effectively using technology, it requires little effort. The learner needs to believe that it is easy to use, because if a user does not think that they are less apt to have a positive attitude towards it (Venkatesh & Davis, 2000). Result demonstrability (RD) is the last external factor in TAM2, reflecting how effectively technology helps learners achieve their goals and comprehend their functionality. The concept of RD appears frequently in the literature, with some studies expressing positive views (Almusharraf & Bailey, 2023; Chung, 2020; Kim & Han, 2023) and others raising concerns about its implications (Chung, 2020; Lee & Lee, 2021).

3.2 Cognitive Load Theory and AI Translation

CLT distinguishes between three types of cognitive load: 1) *Intrinsic Load*: The inherent difficulty of the content or task; 2) *Extraneous Load*: The load imposed by the way information is presented or by unnecessary tasks; and 3) *Germane Load*: The load associated with processing, constructing, and automating schemas (mental models). Ideally, digital learning environments should support learners' cognitive processes by reducing the consumption of cognitive resources, while promoting retention and meaningful learning (Bates et al., 2020). However, because learning is impossible without engaging cognitive resources, educational interventions should focus on optimizing the overall cognitive effort attributed to making learning more efficient (Eitel et al., 2020; Sweller & Chandler, 1991), their relationship with usability perception, and self-regulated learning while students learn with the AI book. In this pursuit, it aims to contribute to the knowledge on systematically differentiating between cognitive load types. Specifically, Ko-Januchta (2022) discusses how students learn in digital contexts in higher education.

4. The Impact of AI Translation Applications on EFL Learners' Language Skills

AI is used in translation and language learning. EFL students use AI to acquire important language skills and increase their motivation to learn English (Haristiani 2019). Studies have shown that EFL students' English proficiency improves through AI translation applications (Wang and Petrina 2013). This suggests that AI has a positive and inspirational influence on EFL students' language-learning experiences (Jiang 2022; Hong et al., 2016; Kim et al., 2019; Guo et al. 2022). Technology plays an important role in enhancing English language learning, particularly by increasing

motivation and expertise (Kim 2016). Moreover, technology has made learning more engaging and accessible outside of the classroom. These findings suggest that the introduction of technology, including translation tools, into language education can help EFL students have effective and satisfying learning experiences. To maximize the potential of AI, the focus should be on optimizing AI integration by tailoring it to individual needs and meeting the needs of diverse EFL students as technology continues to advance rapidly.

5. Previous Studies on EFL Learners Using AI Translation Applications

Previous studies have extensively explored the impact of artificial intelligence (AI) translation tools on English as a Foreign Language (EFL) learners. Research has shown that integrating AI tools, such as Google Translate (Wael Alharbi, 2023) and DeepL Machine Translation (Laksana, 2024), in EFL classrooms can significantly enhance students' translation accuracy, fluency, and overall learning experience. Additionally, studies have highlighted EFL learners' positive attitudes towards AI-enabled MT systems, indicating their reliance on such tools for various language-related challenges (Alharbi, 2023; Laksana, 2024). Furthermore, the strategic integration of AI applications, such as Elsa Speak, has been found to improve EFL learners' pronunciation skills in higher education settings (Al-Shallakh, 2024). These findings collectively emphasize the potential of AI technologies to support EFL learners in overcoming linguistic barriers and enhancing their language-learning processes.

Research Objectives

1. To explore EFL learners' experiences and perceptions with using AI translation applications
2. To assess the impact of AI translation applications on EFL learners' language skills

Research Questions

1. What are the experiences and perceptions of EFL learners regarding AI translation applications?
2. How do AI translation applications impact EFL Learners' language skills?

Methodology

1. Research Design

This research is a survey study using questionnaires to explore EFL learners' experiences and perceptions of using AI translation applications and to assess the impact of AI translation applications on EFL learners' language skills to collect data in research.

2. Samples

The sample in this study consisted of 66 fourth-year English students in the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, in the first semester of the academic year 2024, selected using Krjcie and Morgan's sample size table and simple random sampling.

3. Instruments and Procedures

The research instrument was a mixed-methods process that involved a satisfaction questionnaire and semi-structured interviews. The questionnaire comprising 40 items was used to collect quantitative data. The questionnaire's face validity was examined and approved by three experts based on the Index of Item-Objective Congruence (IOC) ranging from 0.60-1.00. Semi-structured interviews with ten questions used to collect qualitative data were validated by three experts based on the Index of Item-Objective Congruence (IOC).

4. Data Collection

Data collection was a mixed-methods process that involved a satisfaction questionnaire and semi-structured interviews as follows:

The first part involved quantitative data collection related to satisfaction assessment, focusing on a total sample of 66 individuals divided into two parts: Section 1 explored the experiences and perceptions of English learners using AI translation applications through 20 questions, and Section 2 evaluated the impact of these applications on EFL learners' language skills through a total of 20 questions. Responses were assessed using a 5-point Likert scale, with the following options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The third section presented additional opinions from the sample group regarding the use of translation technology in conjunction with learning.

The second part focused on qualitative data collection through interviews, emphasizing the opinions of a sample group of ten individuals. The interviews consisted of 10 questions regarding the use of translation technology in learning, divided into two sections: Section 1 EFL Learners' Experiences and Perceptions of Using AI Translation Applications and Section 2 Impact of AI Translation Applications on EFL Learners' Language Skills.

5. Data Analysis

Quantitative data were analyzed using descriptive statistics consisting of percentage, mean, and standard deviation, whereas qualitative data were analyzed through content analysis. The interpretation of the collected data was as follows:

Mean Range		Degree of Use
4.51 – 5.00	mean	Strongly Agree
3.51 – 4.50	mean	Agree
2.51 – 3.50	mean	Neutral
1.51 – 2.50	mean	Disagree
1.00 – 1.50	mean	Strongly Disagree

Results

Table 1

EFL Learners' Experiences and Perceptions

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
1	I find AI translation applications easy to use.	3.83	1.09	Agree
2	AI translation applications save me time when translating texts.	3.50	1.41	Neutral

Table 1 (*Continued*)

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
3	I trust the translations provided by AI translation applications.	3.17	1.27	Neutral
4	AI translation applications help me understand difficult vocabulary.	3.50	1.39	Neutral
5	I use AI translation applications regularly for my language studies.	3.35	1.44	Neutral
6	The interface of AI translation applications is user-friendly.	3.67	1.20	Agree
7	AI translation applications provide translations that are contextually accurate.	3.38	1.37	Neutral
8	I feel confident using AI translation applications for academic purposes.	3.08	1.52	Neutral
9	AI translation applications enhance my learning experience.	3.20	1.41	Neutral
10	I would recommend AI translation applications to other EFL learners.	3.20	1.37	Neutral
11	AI translation applications help me with grammar and sentence structure.	3.24	1.30	Neutral
12	I rely on AI translation applications for translating entire texts.	3.00	1.44	Neutral
13	AI translation applications are accurate in translating idiomatic expressions.	3.09	1.24	Neutral
14	AI translation applications are helpful in learning new languages.	3.14	1.35	Neutral
15	The translations provided by AI translation applications are reliable.	3.24	1.22	Neutral
16	AI translation applications are effective tools for language practice.	3.23	1.37	Neutral
17	I feel that AI translation applications are essential for language learners.	3.68	1.29	Agree
18	Using AI translation applications has improved my translation skills.	3.41	1.26	Neutral
19	AI translation applications provide culturally accurate translations.	3.12	1.20	Neutral

Table 1 (*Continued*)

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
20	I find it easy to verify the accuracy of AI translations.	2.89	1.33	Neutral
Total (n=66)		3.30	1.32	Neutral

From table 1, it showed that exploring EFL Learners' Experiences and Perceptions with Using AI Translation Applications mean was at Neutral level ($M=3.30$, $S.D.=1.30$). When considering each item, EFL learners had the most experiences and perceptions with using AI translation applications were "I find AI translation applications easy to use." ($M = 3.83$, $S.D. = 1.09$ Agree), followed by "I feel that AI translation applications are essential for language learners." ($M = 3.68$, $S.D. = 1.29$ Agree), and next were "The interface of AI translation applications is user-friendly." ($M = 3.67$, $S.D. = 1.20$ Agree), respectively.

Table 2

The Impact of AI Translation Applications on EFL Learners' Language Skills

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
1	Using AI translation applications has improved my vocabulary.	3.23	1.23	Neutral
2	My understanding of grammar has improved through using AI translation applications	3.32	1.23	Neutral
3	AI translation applications have enhanced my reading comprehension skills.	3.24	1.22	Neutral
4	My writing skills have improved due to using AI translation applications.	3.05	1.19	Neutral
5	AI translation applications help me to construct sentences correctly.	2.92	1.36	Neutral
6	Using AI translation applications has made me more confident in speaking.	2.97	1.40	Neutral
7	My listening skills have improved through using AI translation applications.	3.12	1.30	Neutral
8	AI translation applications provide useful feedback on my language usage.	3.02	1.20	Neutral
9	My overall language proficiency has improved with the help of AI translation applications.	3.17	1.35	Neutral

Table 2 (*Continued*)

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
10	AI translation applications have helped me to learn new expressions.	3.33	1.11	Neutral
11	AI translation applications assist me in understanding complex sentences.	3.35	1.22	Neutral
12	I have become more accurate in my translations using AI translation applications.	3.30	1.20	Neutral
13	AI translation applications help me to avoid common language mistakes.	3.24	1.24	Neutral
14	My understanding of different language contexts has improved with AI translation applications.	3.27	1.37	Neutral
15	AI translation applications help me to learn and remember new words.	3.24	1.34	Neutral
16	I feel that AI translation applications contribute to my language learning success.	3.18	1.30	Neutral
17	AI translation applications help me to understand cultural nuances in language.	3.36	1.30	Neutral
18	Using AI translation applications has improved my pronunciation.	3.14	1.26	Neutral
19	AI translation applications have increased my interest in learning languages.	3.12	1.38	Neutral
20	AI translation applications help me to communicate more effectively in English.	3.21	1.15	Neutral
Total (n=66)		3.19	1.26	Neutral

From table 2, it showed that assessing the impact of AI translation applications on EFL learners' language skills mean was at Neutral level ($M=319$, $S.D.=1260$). When considering each item, EFL learners had the most experiences and perceptions with using AI translation applications were “AI translation applications help me to understand cultural nuances in language.” ($M = 3.36$, $S.D. = 1.30$ Neutral), followed by “AI translation applications assist me in understanding complex sentences.” ($M = 3.35$, $S.D. = 1.22$ Neutral), and “AI translation applications have helped me to learn new expressions.” ($M = 3.33$, $S.D. = 1.11$ Neutral), respectively.

Semi-Structured Interview

This interview is a part of this research titled "EFL Learners' Perspectives on Using AI Translation Applications," which aims to explore the experiences and opinions of learners regarding the use of AI translation apps in learning English. In addition, it assessed the impact of these applications on learners' language skills.

Section 1: EFL Learners' Experiences and Perceptions with Using AI Translation Applications

Q1. Can you describe your first experience of using an AI translation application?

Summary: Overall, most users reported positive experiences with AI translation apps, particularly in terms of speed, convenience, and novelty. However, some users mentioned that while the tool is generally helpful, they face challenges with translation quality and ease of understanding certain translations.

Q2. How frequently do you use AI translation applications in language learning?

Summary: Most users frequently rely on AI translation applications, often using them daily or during class to help with vocabulary, comprehension, and sentence structure. Some users occasionally use apps depending on their need to translate unfamiliar words or phrases.

Q3. What motivated you to start using the AI translation applications?

Summary: Many users rely on AI translation applications regularly, often using them daily or during class for vocabulary, comprehension, and sentence structure assistance. Some users occasionally use apps, depending on their need to translate unfamiliar words or phrases.

Q4. How would you describe the ease of use of the AI translation applications?

Summary: Overall, the ease of use of AI translation applications revolve around accuracy, context, idiomatic expressions, input quality, and dependency on internet connectivity. While some users find these tools valuable, the potential for mistranslation and lack of natural phrasing remain significant concerns.

Q5. What are the main advantages of using AI translation applications during the learning process?

Summary: Overall, while many users consider AI translation applications generally accurate for simple tasks, concerns about reliability, particularly in complex languages, persist. To achieve better results, users emphasize the importance of providing clear inputs and cross-verifying translations with other resources.

Section 2: Impact of AI Translation Applications on EFL Learners' Language Skills

Q1. What are the main disadvantages or limitations of AI translation applications?

Summary: Overall, AI translation applications are viewed positively for their ability to enhance reading comprehension, support difficult vocabulary, and assist with pronunciation. While they facilitate understanding and learning, users express caution regarding potential overreliance on the academic language style of AI.

Q2. How do you perceive the accuracy and reliability of the translations provided by AI applications?

Summary: AI translation applications are generally perceived as beneficial for enhancing translation skills by providing suggestions, improving grammar, and enriching vocabulary. However, there is caution regarding potential over-reliance, which could hinder translation development. Overall, users reported a notable improvement in their translation capabilities thanks to these tools.

Q3. How do you compare AI translation applications to traditional translation methods or human translators?

Summary: AI translation applications enhance language proficiency by improving vocabulary, grammar, comprehension, and communication skills. They save time, increase their learning efficiency, and provide practical support for real-life language use. However, the overuse of AI translation tools might impede deeper learning and critical thinking skills; therefore, balance is crucial.

Q4. Have you experienced any technical issues or bugs when using AI translation applications?

Summary: AI translation applications are effective in providing feedback, particularly for identifying errors and suggesting improvements in vocabulary and grammar. However, some users point out that feedback can sometimes lack details and accuracy. Overall, while feedback from AI tools is beneficial for learners in enhancing their language skills, more comprehensive corrections may be necessary for deeper learning.

Q5. Overall, how satisfied are you with the AI translation applications that you have used?

Summary: AI translation applications are generally considered beneficial for improving comprehension, supporting vocabulary acquisition, and assisting pronunciation. However, users are cautioned about the risk of becoming overly dependent on AI's academic language style, which could affect their natural language skills.

Discussion

The findings of the research on "EFL learners' perspectives on using AI translation applications" give vital insights into both the experiences and perceptions of learners, as well as the impact of these applications on language abilities, as follows:

Section 1: EFL learners' experiences and perceptions

Overall, the statistics show that EFL learners have a positive attitude toward AI translation tools, particularly their simplicity of use, importance in language acquisition, and user-friendliness. The average Agree score, such as ($M = 3.83$) for the statement "I find AI translation applications easy to use," emphasizes the ease for users who can access the program on smartphones and PCs, allowing learners to rapidly comprehend and utilize the app even if they lack technical skills. This is reinforced by the findings of Sefton-Green and Carrier (2019), who indicated that employing translation software in the classroom can improve learners' understanding of the linguistic context and translation efficacy.

Section 2: Effects on Language Skills

An evaluation of the impact of AI translation software on language abilities presents a more nuanced view. According to the research, these tools can greatly help people understand cultural nuances, complex sentences, and new expressions. For

example, learners reported that "AI applications help them grasp cultural subtleties in language" ($M = 3.36$ Neutral), since translation applications provide examples of sentences used in various settings, helping learners to see how to use language effectively in cultural contexts. Prati's (2020) "Cross-Cultural Intelligent Language Learning System" (CILS) research demonstrates that using AI into language instruction can dramatically improve language abilities and cultural understanding. This approach tailors the learning experience to individual learners' various backgrounds, increasing engagement and enhancing intercultural communication skills. Similarly, this conclusion is consistent with Chen and Wang's (2019) research, which found that AI translation tools considerably aid in understanding complicated sentences and new expressions, contributing positively to overall language ability.

Semi-Structured Interview

Section 1: EFL Learners' Experiences and Perceptions with Using AI

Translation Applications

Most users of AI translation applications report positive experiences in terms of speed and convenience. However, they also face challenges regarding translation quality and understanding in certain cases. Users frequently use the app to help with vocabulary and sentence structures. Although they recognize the value of these tools, there are concerns about their accuracy, especially with complex translations. Users emphasize the importance of providing clear input and cross-verifying translations with other resources for better results. The main limitations revolve around accuracy, context, and reliance on internet connectivity.

Section 2: Impact of AI Translation Applications on EFL Learners'

Language Skills

AI translation applications are generally viewed as enhancing reading comprehension, vocabulary support, and pronunciation assistance. Users appreciate the tools for improving writing skills, grammar, and vocabulary but express caution about potential over-reliance on AI, which could hinder independent writing development and critical thinking. Although these applications are effective in providing feedback and suggestions, some users note that feedback can lack detail and accuracy, indicating the need for more comprehensive corrections. Overall, while users find AI translation tools beneficial, they are mindful of the risk of becoming overly dependent on AI academic language style, which may affect their natural language skills.

Recommendations

1. Implications

This study explored the experiences of EFL students using AI translation applications. It was found that students generally found the apps easy to use and helpful in developing language skills, especially vocabulary, reading, and writing skills. However, there are concerns regarding the accuracy of the idiomatic and contextual translations.

Although AI can aid in learning, overreliance on it may pose issues. Students recommend using AI alongside traditional learning methods to maximize their language development.

2. Further Studies

Recommendations for further studies on EFL Students' Experiences using AI translation applications are summarized as follows:

1. Promote the Use of Technology in Education: Create opportunities for students to use translation apps and other user-friendly learning apps to support language development. Emphasize the use of technology as a supplementary tool for learning rather than the main method.

2. Improve Language Skill Development: Organize activities that focus on enhancing various skills, such as vocabulary, reading, and writing by incorporating these apps into the learning process. This will help ensure steady and clear progress in language proficiency.

3. Address Translation Accuracy Limitations: Teach students about the limitations of translation apps, especially in translating idioms and contexts, to avoid misunderstandings during communication. In addition, it encourages students to verify the translations for accuracy.

4. Reduce overreliance on AI: Encourage students to use technology as a learning aid while still focusing on traditional methods of skill development, such as conversation, writing, and reading, without relying too much on AI.

5. Blend traditional learning with technology: Teachers use translation apps and AI alongside traditional learning methods, such as classroom teaching and exercises, to enhance the overall effectiveness of language skill development for students.

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English Research Title (Times New Roman, 14 points, bold, centered with initial caps)

one-line space

Author or Researcher / Advisor (12 points, centered with initial caps)

Department(s), faculty (s), affiliation(s), city(s), country(s) and e-mail address (10 points, left aligned)

one-line space

Abstract (Times New Roman, 14 points, bold, left aligned)

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one-line space

Keywords (14 points, bold):,, (3-5 words)

one-line space

Introduction (14 points, bold, left aligned)

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Research Objectives (14 points, bold, left aligned)

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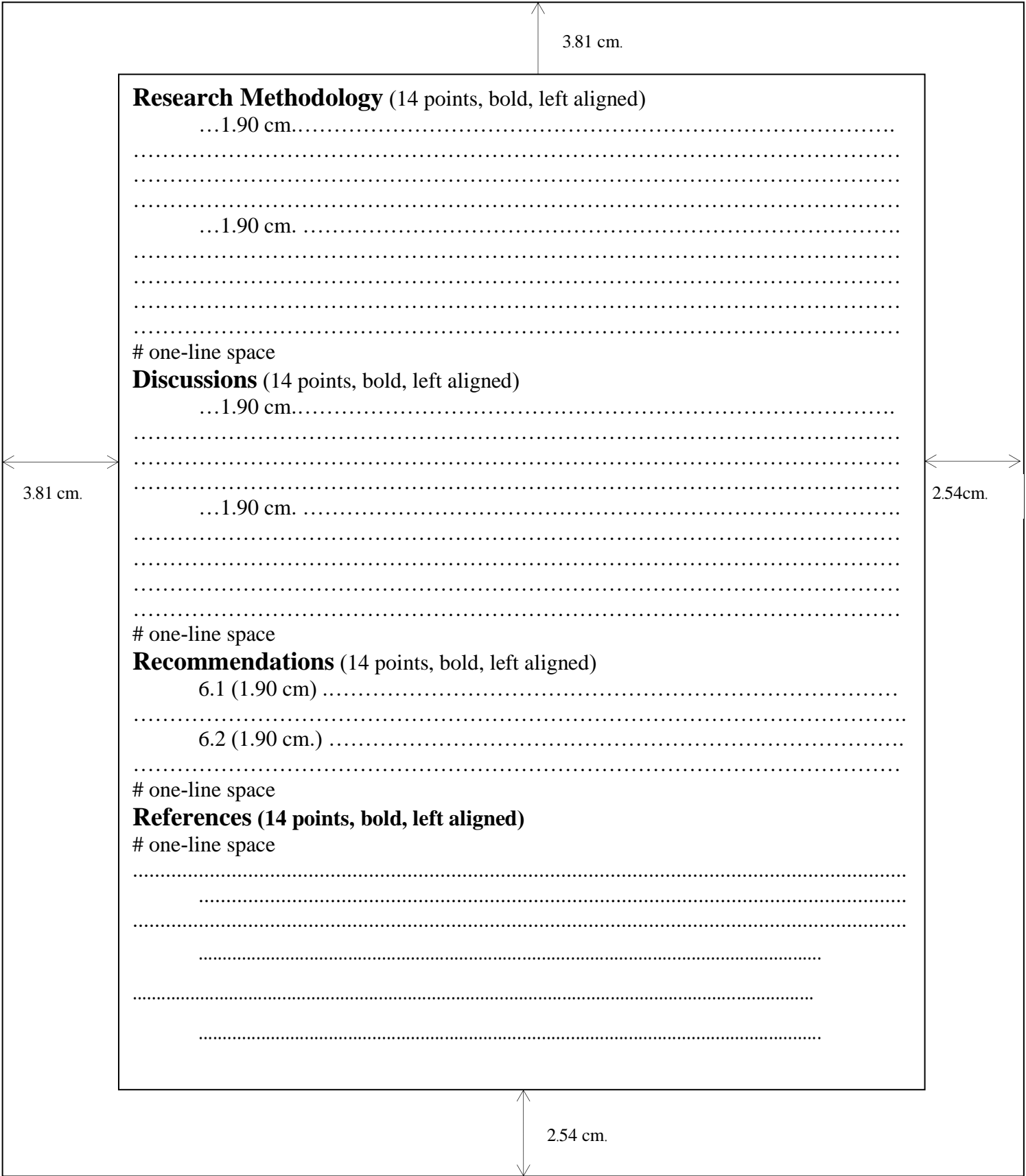
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4. Research Results (14 points, bold, left aligned)

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Research Methodology (14 points, bold, left aligned)

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Discussions (14 points, bold, left aligned)

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Recommendations (14 points, bold, left aligned)

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6.2 (1.90 cm.)

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References (14 points, bold, left aligned)

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2.54 cm.

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