MOVE ANALYSIS OF HIGHLY CITED SCOPUS ENGLISH LANGUAGE TEACHING JOURNAL ARTICLES

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Abstract: Producing quality research articles requires researchers to have a comprehensive understanding of move analysis, a structural approach that uses moves and steps to effectively present arguments and findings. Despite extensive research on move analysis structures, there remains a gap in frameworks addressing the move-step structures across all sections of highly cited research articles, particularly in the field of English Language Teaching (ELT). This study seeks to fill this gap by analyzing the structural patterns of move-step sequences in ELT research articles, providing a practical framework for novice researchers. Employing a multi-framework approach, Hyland's (2000) model was used for Abstracts, Swales' (2004) for Introductions, Cotos' (2017) for Methods, and Moreno and Swales' (2018) for Results and Discussion sections. A corpus of 30 highly cited ELT research articles indexed in Scopus was analyzed. The findings reveal that specific moves, such as presenting background, reporting the research method and results are consistent across Abstracts, and topic generalization, indicating a gap, and announcing present research across Introductions. Similarly, the Method sections exhibit two dominant moves: contextualizing study methods and describing the study, while the Results and Discussion sections highlight four key moves, including reporting background information, presenting and highlighting results, and interpreting and explaining results. This research underscores the importance of recognizing conventional and optional moves in crafting high-quality articles. The proposed framework is expected to serve as a comprehensive guide for novice researchers in producing impactful and well-structured ELT research articles, contributing to the field's scholarly discourse.
Keywords: *ELT research article; move analysis; research framework*

INTRODUCTION

English language teaching is a growing field of research, with many publications every year (Seraj et al., 2024). Among these many publications, some articles stand out because of the many researchers who cite them. Highly cited articles are considered essential and valuable by researchers because a higher citation often indicates a high impact, higher quality, and greater recognition within the academic community (Bornman & Mark, 2013; Davis, 2019; Magnus & McAleer, 2020). According to Hyland (2004), the most cited articles often emphasize the importance of understanding structural moves in articles, especially in English Language Teaching (hereinafter referred to as ELT). A clear and systematic article structure can make it easier for other researchers to review and analyze research articles (Bonifacio, 2019; Hyland, 2000; Qian, 2023; Saidi & Talebi, 2021). However, analyzing the article is still difficult because no widely recognized framework describes the structure (Pratiwi et al., 2019; Saidi & Talebi, 2021). Although many researchers have developed their frameworks, many still have difficulty presenting their findings convincingly and coherently (Amnuai, 2019). As a result, research often produces different structures and frameworks, which causes variations in the interpretation of the article structure and its quality assessment (Cheng & Khoo, 2021; Hart & Annear, 2020; Subedi & Subedi, 2023).

In this case, move analysis is a method that can be used to study the structure of academic texts based on the rhetorical function of each part (Pratiwi et al., 2021; Putri et al., 2021; Swales, 1981, 1990). In the context of ELT, move analysis helps to understand how writers construct their arguments and present their research effectively (Pratiwi et al., 2021; Yoon & Casal, 2020). Move

analysis in research articles can help identify common patterns and differences in rhetorical structures, improving the quality of academic writing in this field (Hilmi & Afifi, 2021; Hyland, 2000; Putri et al., 2021).

Medicine (Fryer, 2012; Huang, 2014; Li-Juan et al., 2009; Zekrati, 2015), Engineering (Kanoksilapatham, 2015; Koutsantoni, 2006; Maswana et al., 2015; Yunping Ye, 2019; Musa et al., 2015; Qurratuâ et al., 2022), Forestry (Nasirizadeh et al., 2022), Agriculture (Shi & Wannaruk, 2014), Applied Linguistics (Wannaruk & Amnuai, 2016; Alamri, 2020; Kurniawan et al., 2019; Pho, 2008; Hashemi, 2019; Leila, 2022), and Psychology (Mei Yang, 2022; Moyetta, 2016). Several studies in the field of ELT have also been conducted to examine the rhetorical structure in certain sections of research articles, for example Abstract (Kaya & Yagiz, 2020; Zulfa & Kurniawan, 2020; Kholili, 2022), Introduction (Sirijanchuen & Gampper, 2018; Rochma et al., 2020), Method (Arsyad et al., 2024), Discussion (Massoum, 2019; Asari et al., 2018; Wuttisrisiriporn & Tangkiensirin, 2020). Overall, these studies show variations in interpreting the structure of research articles in ELT. However, one of the weaknesses of the existing studies is that they generally only focus on a particular section. Therefore, in contrast to the existing studies, this study analyzes ELT articles as a whole, which is interrelated from the abstract to the conclusions comprehensively. Moreover, none of the previous studies schematically examines the rhetorical structures of high impact journals.

Therefore, from the background above, this study aims to employ a combination of the existing frameworks to analyze the entire sections of the research article. By analyzing the most cited articles in Scopus, it is expected that patterns can be identified that can be used as guidelines for other researchers. This framework is not only useful for ELT researchers but can also be applied in other research fields that have similar needs to understand the rhetorical structure in research

By considering the things that have been explained in the previous section, the following research question is formulated: What moves and steps are conventionally used in highly cited Scopus-indexed journal articles on English Language Teaching (ELT)?

To address these questions, this study used a descriptive qualitative method to analyze the moves and steps in ELT research articles published in Scopus-indexed international journals. The data used in this study are ELT research articles with a

Research related to move analysis in journal articles has been conducted to examine the rhetorical structure of research articles, for example in the fields of Biochemistry (Davis, 2020; Kanoksilapatham, 2005; Darabad, 2016), high citation rate in Scopus. The framework used is to adapt a previously existing model; namely, the abstract section adapts to Hyland (2000), the introduction adapts to Swales (2004), the method adapts to Cotos (2017), and the result discussion and conclusions adapt Moreno and Swales (2018)

METHOD

We applied a descriptive qualitative approach in this study to describe the move and step analysis results on international journal articles and demonstrate the credibility of the analysis results. The corpus selected for review in this study consisted of 30 ELT research articles indexed by Scopus. The number of articles selected followed previous studies conducted by Wannaruk and Amnuai (2016) and Alamri (2020), in which the selection of these 30 articles aims to obtain a high-quality research sample and represent the most significant English Language Teaching research. These articles were selected from reputable ELT journals to ensure significant research representation. The Scopus Database search was conducted using Scopus-specific filters such as article document type, journal source type, English language used, and sorting by number of citations, which then resulted in 50 ELTRAs with the highest number of citations. The initial database was filtered again to select the -30 most frequently cited ELTRAs.

In the present study, we analyzed each section of the article by combining the existing framework, namely the Abstract section using the Hyland (2000) model, the Introduction using Swales (2004) model, the Method using Cotos (2017) model and the Results and Discussion & Conclusions using Moreno and Swales (2018) model. Hyland's (2000) and Swales' (2004) models were chosen because they are the most frequently used models to analyze the rhetorical structure in the abstract and introduction sections. Meanwhile, Cotos (2017) and Moreno and Swales (2018) frameworks are used because they are comprehensive. They used scientific and social humanities articles as experimental data in their study. Thus, this framework is more flexible in collaborative primary research, comparing the theoretical structure of scientific and social humanities articles.

This research was carried out by analyzing the presence move in each section of each article, which was then explained through percentages. Then, the result of presence of steps in each section was described through percentages with categorization by the study of Kanoksilapatham (2005). Based on this approach, moves and steps that appeared in more than 60% of the articles were categorized as conventional. Conventional means that the move is frequently used or frequently appears in the majority of articles analyzed. In contrast, moves and steps that appeared in less than 60% of the articles were categorized as optional.

RESULT AND DISCUSSION

The following is an explanation of the results found, along with tables showing the frequency of steps in each section of ELTRAs.

The abstract section

An abstract is a concise form of an article that has an impact on convincing readers about the quality of the article (Kaya & Yagiz, 2020). The abstract highlights essential points and entices the reader to read further (Hyland, 2000). It is not intended to provide a complete picture but rather to provide a summary that can influence the reader's decision about the article's worthiness. The analysis results in the Abstract section are shown in Table 1.

Table 1. *Abstract moves of ELTRAs (Hyland, 2000)*

Move-Step	Number of Occurrences	Percent (%)	Status
Move 1. Introduction	26	86.7	Conventional
Move 2. Purpose	16	53.3	Optional
Move 3. Method	24	80	Conventional
Move 4. Result or Product	27	90	Conventional
Move 5. Conclusion	5	16.7	Optional

Based on the analysis results presented in Table 1, 3 moves appear most frequently in the corpus abstract section. First, Move 1 (Introduction) has a percentage of more than 60% or conventional status. According to Hyland (2000), the Introduction in the abstract section contains a brief introduction that presents the background of the research or shows the author's understanding of the topic or issues being studied. This can be seen in Data 1.

Data 1 #M1 (Introduction)

"Language assessment literacy (LAL) is a critical field for researchers, scholars, or anyone interested in improving the language teaching environment." (ELTRAs-2)

Second, moves with a more than 60% percentage are Move 3 (Method). This move includes information about the experimental design applied, the procedure, the sample population selected, or the instrument used for data collection. This can be seen in Data 2.

Data 2 #M3 (Method)

"Semi-structured interviews were used as the data collection method for this qualitative study." (ELTRAs-2)

Third, Move 4 (Result or Product) has a conventional status. The result or product in the abstract section presents the main results concisely to help readers understand the research results. This can be seen in Data 3.

Data 3 #M4 (Result or Product)

"The results provided insights into how the inadequate academic and professional testing background of teachers hindered their performance in conducting assessment-related tasks and contributed to their limitations in the use of assessments to improve teaching." (ELTRAs-2)

These results are similar to previous research conducted by Zulfa and Kurniawan (2020) on the Abstract sections of ELTRAs. Based on the frequency of their occurrence, Move 1 (Introduction), Move 3 (Method), and Move 4 (Product) fall into the conventional category. In contrast, Move 2 (Purpose) and Move 5 (Conclusions) are categorized as optional, with an occurrence percentage of less than 60%.

As a comparison, Zulfa and Kurniawan (2020) analyzed a corpus consisting of 120 ELT Research Article abstracts taken from 6 Sinta levels, which covered 12 journals (10 abstracts each), using

AntMover. Meanwhile, this study analyzed a corpus consisting of 30 highly-cited ELT Research Articles comprehensively. Based on the findings from both previous and current research, it can be concluded that the moves most frequently appearing in the Abstract sections of ELTRAs indexed by Scopus are M1 (Introduction), M3 (Method), and M4 (Results or Product).

This indicates that most ELT Research Articles published in international journals indexed by Scopus include only brief information about the Introduction, Methods, and Products in their abstracts, and do not include information about the

moves categorized as optional (Purpose and Conclusions). From these findings, it can be concluded that some authors choose to state the purpose or conclusions implicitly or integrate them into other sections, such as the background or results.

The introduction section
The introduction aims to explain the research logically and convince the reader to read the entire article (Swales & Feak, 2004). The analysis results in moves and steps in the Introduction section are shown in Table 2.

Table 2. *Introduction moves of ELTRAs (Swales, 2004)*

Move-Step	Number of Occurrences	Percent (%)	Status
Move 1. *Establishing a territory (citations required)*			
1. Topic generalizations of increasing specificity	30	100	Conventional
Move 2. *Establishing a niche*			
1A. Indicating a gap or	20	66.7	Conventional
1B. Adding to what is known	2	6.7	Optional
2. Presenting positive justification	5	16.7	Optional
Move 3. *Presenting the present work (citations possible)*			
1. Announcing present research descriptively and/or purposively	27	90	Conventional
2. Presenting RQs or hypotheses	15	50	Optional
3. Definitional clarifications	8	26.7	Optional
4. Summarizing method	15	50	Optional
5. Announcing principal outcomes	1	3.3	Optional
6. Stating the value of the present research	4	13.3	Optional
7. Outlining the structure of the paper	4	13.3	Optional

After analyzing 30 ELTRAs, the results show that 3 Moves appear most often in the Introduction section. First, Move 1 - Step 1 (Establishing a territory - Topic generalizations of increasing specificity) is a move-step with a conventional status or a percentage of more than 60%. This move-step introduces the research topic gradually from a general topic to a narrower specification. This can be seen in Data 4.

Data 4 #M1S1 (Establishing a territory - Topic generalizations of increasing specificity)

"Foreign language acquisition is influenced by affective factors, which include not only positive emotions but also negative emotions (MacIntyre & Vincze, 2017; Nakamura, 2018), among which boredom, as the quote above implies, is a negative psychological and emotional experience, which, if ignored, can have severe consequences, ranging from retreating from

daily activities to becoming clinically depressed (Macklem, 2015)." (ELTRAs-1)

Second, move steps with a more than 60% percentage are Move 2 Step 1A (Establishing a niche - Indicating a gap). This move step indicates that there is a gap in the existing literature. Although there has been a lot of relevant research, there has not been much research that examines the problem in depth. This can be seen in Data 5.

Data 5 #M2S1A (Establishing a niche - Indicating a gap)

"Previous studies on kirogi mothers have focused on their educational practices in the discourse of globalization (Cho, 2005; Koo, 2007; Lee & Koo, 2006), on the marital separation between kirogi fathers and kirogi mothers (Choi, 2006) and on the kirogi phenomenon as an extended form of studying abroad (Cho, 2002; Kim, 1998; Son, 2005).

However, no previous study has focused on gender roles and the personal narratives of kirogi mothers' life stories despite the importance of mothers' roles in this phenomenon. Taking a discourse analytic approach to the narratives of two kirogi women, I explore how these kirogi mothers experience shifts of identity and construct their experiences of transformation." (ELTRAs-24)

Third, Move 3 Step 1 (Presenting the presenting work - Announcing present research descriptively and/or purposively) is a move-step with conventional status. This move-step provides an overview of the purpose of the study conducted in an informative and structured manner. This can be seen in Data 6.

Data 6 #M3S1 (Presenting the presenting work - Announcing present research descriptively and/or purposively)

"The present study, therefore, aims to address the importance of the socio-economic dimensions in learning EFL among young learners. Apparently, EFL learning is not limited to taking place within formal classrooms, as has been often assumed in the literature. As part of a larger longitudinal project investigating how various contextual factors - including parental and familial factors, peer-group and social relationship factors, and community factors - affect young learners' English learning, this study focuses on the influence of parental SES factors. One may predict that young learners are particularly vulnerable to parental and familial behaviors and attitudes. Based on a cross-sectional component of the longitudinal data, the study aims to examine how parents' SES and their behaviors and beliefs about English education relate to their children's English acquisition at the early

stages of their English language learning, and how such relationships may differ across different grade levels." (ELTRAs-5)

These results are similar to Sirijanchuen and Gampper's (2018) research on ELTRAs in the Introduction section. Their research shows that the most frequently appearing move-steps are M1S1 and M2S1A. Rochma et al. (2020), which uses the Swales and Feak (2004) framework, shows that Establishing a territory - Making topic generalizations and Establishing a niche - Indicating a gap is the most frequently appearing move-step.

From the results of a comparison of previous research and current research, it can be concluded that the moves that most frequently appear in the Introduction section of ELTRAs are M1S1 (Establishing a territory - Topic generalizations of increasing specificity), M2S1A (Establishing a niche - Indicating a gap), and M3S1 (Presenting the presenting work - Announcing present research descriptively and/or purposively). This proves that most ELTRA authors in the Introduction section indexed by Scopus tend to discuss research topics gradually from general topics to narrower specifications, research gaps, and an overview of the objectives of the research conducted in an informative and structured manner.

The method section
The method is an explicit bridge between the literature review and the newly obtained results. It includes details about the development of procedural steps, is factual, and provides sufficient specifications for replication studies (Cotos, 2017). The analysis results in moves and steps in the Method section are shown in Table 3.

Table 3. *Method moves of ELTRAs (Cotos, 2017)*

Move-Step	Number of Occurrences	Percent (%)	Status
Move 1. *Contextualizing study methods*			
1. Referencing previous works	1	3.33	Optional
2. Providing general information	15	50	Optional
3. Identifying methodological approach	14	46.7	Optional
4. Describing the setting	16	53.3	Optional
5. Introducing the subjects	26	86.7	Conventional
6. Rationalizing pre-experiment decisions	14	46.7	Optional
Move 2. *Describing the study*			
1. Acquiring the data	17	56.7	Optional
2. Describing the data	7	23.3	Optional
3. Delineating experimental/study procedures	24	80	Conventional
4. Describing tools	5	16.7	Optional

Move-Step	Number of Occurrences	Percent (%)	Status
5. Identifying variables	1	3.33	Optional
6. Rationalizing experiment decisions	4	13.3	Optional
7. Reporting incrementals	2	6.7	Optional
Move 3. *Establishing credibility*			
1. Preparing the data	5	16.7	Optional
2. Describing data analysis	14	46.7	Optional
3. Rationalizing data processing/analysis	6	20	Optional

After analyzing 30 ELTRAs, the results show that 2 move-steps appear most often in the method section. First, Move 1 Step 5 (Contextualizing Study Methods - Introducing the Subjects) is a conventional move-step with a percentage of more than 60%. This move-step aims to introduce the subject, which includes basic information about who the study's object is. This can be seen in Data **7.**

Data 7 #M1S5 (contextualizing study methods - introducing the subjects)

> "The participants were 61 male and 147 female (N = 208) students enrolled in various English programs (TEFL, English Language and Literature, and English Translation) at different academic levels (BA, MA, and PhD) with a range of self-perceived proficiency levels (beginner, intermediate, and advanced), ranging in age from 18 to 51." (ELTRAs - 1)

Second, a move-step with a more than 60% percentage is Move 2 Step 3 (Describing the study - Delineating experimental/study procedures). This Move-Step explains how the experimental steps are completed by providing a detailed description of the various actions in the research step by step. This can be seen in Data 8.

Data 8 #M2S3 (Describing the study - Delineating experimental/study procedures)

> *"*As for outcome measures, two English assessments were employed for this study. The assessments included a listening and reading/writing measure as well as a speaking measure: (a) Listening and reading/writing measure (Cambridge ESOL tests) The Cambridge Young Learners' English Tests (YLE) were administered for all participating fourth and sixth grade students (the Starters and Movers levels were used for these students, respectively) and the Cambridge Key English

Test (KET) was administered for all participating eighth graders Both the YLE and KET contain three sections: a listening section; a reading/writing section (testing mostly reading skills with minimum writing skills such as spelling and simple writing at the word level for the YLE and at the simple phrase/sentence level for the KET); and a speaking section … (b) Speaking measure (storytelling based on a wordless picture book) The focus group students' speaking abilities were individually assessed by a picture-describing narrative task using a wordless picture book …" (ELTRAs-5).

In previous research, Loan and Pramoolsook (2015) discussed move analysis in the Method section using the Chen and Kuo (2012) and Lim (2006) models. The results of their research showed that the moves that most often appeared in their study were Move 1 (Introducing the Method Chapter), Move 2 (Describing methods and steps in data collection), and Move 3 (Delineating methods of data analysis), while the rest were optional.

From the results of the comparison of previous and current research, it can be concluded that the move-steps that most often appear in ELTRAs in the Method section are M1S5 (Contextualizing Study Methods - Introducing the Subjects) and M2S3 (Describing the study - Delineating experimental/study procedures). This proves that most authors of ELTRAs in the Method section indexed by Scopus tend to discuss basic information about the research subjects and the experimental or study procedures conducted.

The result, discussion, and conclusion section
The results and subsequent sections are essential related stages of research articles in which authors present their findings and attempt to establish their significance (Yang & Allison, 2003). The analysis results in moves and steps in the RnD and Conclusion section are shown in Table 4.

Table 4. *RnD moves of ELTRAs (Moreno and Swales, 2018)*

Move-Step	Number of Occurrences	Percent (%)	Status

Move 1. *Announcing (function)*			
1. Announcing (sub)sections	9	30	Optional
2. Announcing or referring the reader to external sources	1	3.3	Optional
3. Announcing moves, steps or propositional meaning	2	6.7	Optional
Move 2. *Background information*			
1. Re-stating key features of the current study	14	46.7	Optional
2. Reporting background information with citations	20	66.7	Conventional
3. Providing background information without citations	14	46.7	Optional
Move 3. *Summarizing or restating key results*			
1. Presenting results neutrally	29	96.7	Conventional
2. Contrasting with other results in the study	10	33.3	Optional
3. Highlighting results	24	80	Conventional
Move 4. *Commenting on key results or other features*			
1. Establishing the meaning of results	23	76.7	Conventional
2. Comparing with previous research	8	26.7	Optional
3. Explaining results or discussing effects	28	93.3	Conventional
4. Making predictions	8	26.7	Optional
5. Reacting to results or other features	5	16.7	Optional
Move 5. *Evaluating the current study or other research or practice*			
1. Pointing out negative features or limitations of the current study	14	46.7	Optional
2. Evaluating the state of knowledge or practice in broad terms	3	10	Optional
3. Stating the contribution of the current study	7	23.2	Optional
4. Pointing out positive features of the current or proposed study	6	20	Optional
5. Noting specific gaps in knowledge or deficiencies in other research or practice	3	10	Optional
Move 6. *Drawing implications*			
1. Making recommendations for future research or practice	19	63.3	Conventional
2. Suggesting the applicability of results or usability of outcomes	11	36.7	Optional
3. Hypothesizing for future research	3	10	Optional
Move 7. *Elaborating (function)*			
1. Justifying what is stated in a neighboring proposition	1	3.3	Optional
2. Exemplifying what has been stated in a previous proposition	7	23.3	Optional
3. Clarifying what has been stated in a previous proposition	1	3.3	Optional

After analyzing 30 ELTRAs, the results show that 4 move-steps appear most often in the method section. First, Move 2 Step 2 (Background Information - Reporting background information with citations) is a conventional move-step or has a percentage of more than 60%. This move-step serves to report background information supported by citations. This can be seen in Data 9.

Data 9 #M2S2 (Background Information - Reporting background information with citations)
"In the specific Chinese context where this study was conducted, the parents predominantly attributed one's success in learning English to effort. Under this belief system, as mentioned above in Stevenson and Stigler (1992), one can

predict that parents tend to defer making decisions about their children's abilities or success in learning English until the higher grade levels." (ELTRAs-5)

Second, a move-step with a more than 60% percentage is Move 3 Step 1 (Summarizing or restating key results - Presenting results neutrally). This move-step serves to present the key research results briefly and neutrally. This can be seen in Data 10.

Data 10 #M3S1 (Summarizing or restating key results - Presenting results neutrally)

"As one can see from Figures 3-5, contrary to the hypothesis that students with higher income backgrounds would perform better than those with lower income backgrounds across grade levels, during the elementary school years, the students' YLE scores did not seem to differ substantially by parental income levels. In fact, among the fourth grade students, a one-way ANOVA and a series of post-hoc analyses indicated that the two lowest income groups of students performed slightly better than students coming from the other two higher income families (F(3, 189)=7.31, p < .001, η 2 =.10)." (ELTRAs-5)

Third, Move 3 Step 3 (Summarizing or restating key results - Highlighting results) is a move that has conventional status. This move-step serves to emphasize certain results that are considered important by the author. This can be seen in Data 11.

Data 11 #M3S3 (Summarizing or restating key results - Highlighting results)

"As mentioned above, the present study was motivated to address the importance of incorporating socio-economic dimensions to better understand and theorize SLA. By examining parental SES and children's EFL learning, the current study can suggest at least the following three SES-related factors that seem to be closely related to learners' second/foreign language learning: (1) resource availability and/or access to learn the target language (TL); (2) beliefs about the success of learning the TL; and (3) the role or status of the TL in a given context" (ELTRAs-5)

Fourth, a move-step with a more than 60% percentage is Move 4 Step 1 (Commenting on key results or other features - Establishing the meaning of results). This Move-step serves to provide an explanation of the meaning of the main research results. This can be seen in Data 12.

Data 12 #M4S1 (Commenting on key results or other features - Establishing the meaning of results)

"The first factor is the extent to which a learner can obtain or have access to resources to learn and to use the TL. As we found in the present study, high SES parents more than likely are able to provide their children with more direct assistance towards learning the TL (e.g., paying for private tutoring) and a home environment that is considered educationally favorable (e.g., buying more books at home)." (ELTRAs-5)

Fifth, Move 4 Step 3 (Commenting on key results or other features - Explaining results or discussing effects) is a move-step with conventional status. This Move-step serves to provide a more detailed explanation of the research results or discuss the effects that arise from these results. This can be seen in Data 13.

Data 13 #M4S3 (Commenting on key results or other features - Explaining results or discussing effects)

"In the case of the current study on EFL, such differences were already found at an early stage of their children's English learning. The schools that children attend, which are often determined by the learners' and parents' SES, may also lead to different levels of resource availability to teach the TL as well. Schools in affluent areas are more likely to have additional resources for teaching the TL (e.g., having the most recent technological learning tools) and more trained teachers with a high command of the TL." (ELTRAs-5)

Sixth, a move-step with a more than 60% percentage is Move 6 Step 1 (Drawing implications - Making recommendations for future research or practice). This Move-step serves to provide suggestions or recommendations based on the research results that have been discussed. This can be seen in Data 14.

Data 14 #M6S1 (Drawing implications - Making recommendations for future research or practice)

"In the horizon of technology, the world is upgrading day-by-day, and automation in every filed is a welcome one. Therefore, here are some recommendations to ensure that future researches have to be conducted with the

interconnections of Digital English and Education 4.0 for Industry 4.0. There is a need to conduct future research in this area, which will enlighten the real scenario of the fourth industrial revolution and its one of the challenges of a lack of digital culture, training and knowledge." (ELTRAs-11)

In this study, the rhetorical patterns identified in the analysis of 30 ELT articles reveal similarities with previous research, such as those found by Nadoushan (2012) and Yang & Allison (2003). (Reporting Results) and (Commenting on Results) consistently emerge as dominant moves, both in this study and in current research. This highlights the importance of reporting and analyzing results in the RnD & Conclusion section as key elements that enhance the clarity and strength of the research arguments. However, there is a notable difference in the use of (Deductions from the Research), which was more prominent in previous studies compared to this one.

This study also highlights other significant steps that appear more frequently, such as M3S1 (Presenting results neutrally), M4S1 (Establishing the meaning of results), M4S3 (Explaining results or discussing effects) , and M6S1 (Making recommendations for future research). These elements indicate a shift in focus among ELT article authors toward practical applications of research findings and efforts to provide clearer contributions to the development of knowledge and professional practice. This difference may be attributed to evolving academic and professional demands in the ELT field, where authors increasingly emphasize the practical benefits of their research for readers.

Thus, while there are elements consistent with previous research, such as the focus on reporting and commenting on results, this study also reveals new dynamics in the rhetorical structures of ELT articles.

CONCLUSION

Research on rhetorical structures in English Language Teaching (ELT) research articles shows variation in the interpretation of article structures due to the lack of a widely accepted framework. Although various studies have attempted to analyze the rhetorical structures of different parts of an article, these studies tend to focus on a single part. Therefore, the main purpose of this study is to analyze the entire ELT article using a combination of existing frameworks.

In conclusion, the findings reveal that certain moves and steps are consistently present across articles, confirming their conventional status, while others appear less frequently and are considered optional. In total, twelve conventional moves appear in the ELT articles, and these have been arranged according to the suggested move pattern. However, this study has certain limitations, particularly in terms of the data size, which is limited to 30 ELT research articles. This constraint affects the scope of the analysis and the potential for generalizing the findings. Therefore, future research could focus on further developing the existing framework to achieve greater consistency with the rhetorical structures commonly found in highly cited ELT research articles. This research could involve analyzing a larger and more diverse corpus, including articles from various subfields within ELT, such as language skills teaching, material development, or technology in education.

Additionally, using a more diverse set of databases, such as Web of Science or ProQuest, could provide further insights into the differences in rhetorical structures between articles indexed by Scopus and other academic platforms. This could also help identify whether significant differences exist in the rhetorical patterns of articles from various sources or types of research. By addressing these limitations, future research will make a greater contribution to the understanding of academic writing practices and assist researchers and writers in constructing research articles that align more closely with international standards.

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