Swales' CARS Model (1990)

Annotation Manual

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Introduction

The purpose of this manual is to offer comprehensive guidelines for annotators tasked with identifying and segmenting the moves and steps of Swales' Create a Research Space (CaRS) model in introduction section of research articles (RA). By following these instructions, annotators can achieve consistent and precise annotation. Beyond its primary use as an annotation tool, this manual can serve as a valuable resource for educators who teach academic writing, specifically Swales' CaRS Model (1990), to novice writers. Instructors can use the guidelines to help students understand and apply the rhetorical moves of introduction when they produce or craft academic writing projects. Moreover, this manual can be used as a self-study resource for writers aiming to improve their writing skills in crafting the introduction sections of research articles. Whether you are an annotator, teacher, or writer, this manual provides the essential insights needed to navigate and apply Swales' model effectively.

Structure of the Manual

The structure of this manual is as follows: In Section 1, I define the moves and steps based on their communicative goals and provide concrete examples[1] for each step. In Section 2, I outline the rules for segmentation. Lastly, in Section 3, I include a checklist for annotators. The appendix 1 includes a fully annotated introduction from the UAM Corpus Tool[2] as an example of the annotation.

Section 1: Annotation of Moves and Steps:

NB: The moves are not necessarily in order.

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[1] All examples are taken from a corpus of 80 papers published in various journals of language and linguistics. The introduction sections of these papers were selected chronologically based on the structure of the paper. The numbers at the end of each example correspond to the list of references in the appendix 2.

[2] The UAM CorpusTool was applied for annotation of Swales' CaRS model. It is suitable for annotating text corpora, ideal for linguistic studies or creating training sets for statistical language processing. http://www.corpustool.com/

<u>Move 1: Establishing a Territory</u>

The research territory, or broad topic, is the background needed to understand and conduct the research being investigated. Your aim is to explain the current state of knowledge in the field and answer the following issue of move 1: "Why is this general research area important?"

Move 1, Step1: Claiming Centrality (CC)

In this step, the author asks the discourse community (i.e. the audience of the paper) to accept the importance, impact, and centrality of the research topic in the field.

❖ Sentences with linguistic markers indicating the significance of the study, such as adjectives like "important," "vital," or nouns like "importance," "essence," etc., are annotated in this step.

    ✓ *Example Analysis:*

*"The researchers have stressed **the importance** of understanding academic writing ..."*

    ✓ *Example Analysis:*

*As the **demand** and participation in English-medium higher education increase, so does the expectation for students to have academic literacy skills. Hence, it is **necessary** to understand academic writing improvements that are made in academic literacy classes[1].*

❖ The segments showing the interest, popularity, growing attention, and usefulness of the topic in the field (e.g., "Recently, there has been a lot of interest in …" or "Many studies have focused on …") are annotated in this step.

    ✓ *Example Analysis:*

*Teaching English has **become a widely researched** and discussed priority in education, and it is in the joint **interest** of stakeholders and policy makers to reach the most effective outcomes[2].*

    ✓ *Example Analysis:*

*As learner expectations of the learning context are rooted in beliefs that are informed by national belonging, as well as in previous experience (Horwitz, 1987), **many studies have focused** on the linkage between beliefs and cultural membership (De Costa, 2011; Horwitz, 1999; Pan & Block, 2011), and between beliefs and*

instructional approaches or new learning environments (Amuzie & Winke, 2009; Johnson, 1994; Loewen et al., 2009)[3].

✓ *Example Analysis:*

Researchers and teachers have successfully implemented flipped learning in different courses from various disciplines and areas, requiring skills practice or mere recitation of content. For example, flipped learning has been incorporated in algebra, biology, computer programming, engineering, information and communications technology (ICT), medical education, and multimedia production[4].

Move 1, Step 2: Making Topic Generalizations (MTG)

It provides statements about the current state of knowledge, consensus, and description of phenomena.

❖ Any definitions of the topics within the field without in-text citation are regarded as "making topic generalization."

✓ *Example Analysis*

English for Specific Purposes (ESP) is a method of language teaching in which the practical needs (e.g. occupational or academic) of a group of learners shape the primary focus of the course. ESP, as a general term, may be used to refer to English for Academic Purposes (EAP) and to English for Occupational Purposes (EOP)[5].

✓ *Example Analysis*

Writing is different to speaking, which is more spontaneous, and unlike the relatively spontaneous speech act, the monitored and somewhat detached activity of writing involves strategic options and choices[6].

[3]NB 1: However, if the definition of the topics is accompanied with in-text citation[4], annotate it as the step of reference to items of previous research. (See below)

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[3] NBs in this section give instructions on how to annotate the overlapping steps or the hybrid or embedded steps.

[4] In-text citation refers to both integral and non-integral citations. When citing the work of others, the author can use integral citation (mentioning the author's name within the sentence) or non-integral citation (citing the author's name in parentheses only).

✓ *Example Analysis*

*Writing is a way of connecting individuals with each other in ways that carry particular special meanings, and the process of writing is a rich collection of elements (**Hyland, 2003**)[7].*

❖ All segments setting the context or background knowledge about the topic are annotated in this step (MTG).

✓ *Example Analysis*

"Standardized high-stakes exams have been widely used in China to assess learners' English proficiency and play as the key gatekeeper for their academic development. The National Higher Education Entrance Examination, known as Gaokao in Chinese, is taken annually by millions of high school graduates across China. As the major gatekeeper, Gaokao is the most visible and important exam in China which predominately determines whether a high school graduate is able to continue his/her higher education in a prestige university (Qi, 2007). For most provinces in China, the current structure of Gaokao can be described as "3+X." The 3 refers to the three compulsory subjects that each testee needs to take, namely Chinese, Mathematics, and English. The X differs according to the testee's disciplinary choice. For testees pursuing the Humanities stream, the subjects in the X are History, Politics, and Geography; whereas for the Sciences stream, the subjects in the X are Physics, Chemistry, and Biology. In sum, most testees need to take six subject exams in Gaokao in total.[8]"

✓ *Example Analysis*

"In Malaysia, the teaching and learning of Mandarin as a foreign language at public universities started around the 1970s. The classes at that point were conducted on a small scale by limited number of teachers. The number of higher institutions and private language centers which offer Mandarin classes, however, increases greatly in the early 21st century. In 2013, for example, Mandarin is offered as a proficiency course in all 20 public universities in Malaysia. At University Technology MARA (UiTM), Malaysia, for example, approximately eight thousand students enroll in Mandarin courses every semester at the main campus alone. Most Mandarin as a second language courses today inherit the general objectives to equip learners with basic communication skills of the language. In Malaysia, a common feature of all

Mandarin as a foreign language courses is the ethnicity of the students. A majority of them are Malay while relatively few others are Indian, aborigine, and of mixed ethnicity.[9]"

✓ *Example Analysis*

Large-scale standardized English as a second language (ESL) tests are widely used around the world to measure language proficiency of candidates who wish to work or study in English-speaking environments. One well-known language proficiency test is the International English Language Testing System (IELTS), which is widely used in Australia, Canada, New Zealand, the UK, and the USA. IELTS is an international high-stakes test of English language proficiency which is jointly owned by three test batteries: The British Council, University of Cambridge ESOL Examinations, and the International Development Program of Australian Universities and Colleges (IDP), now known as IDP: IELTS Australia. The test consists of two modules: General Training module and Academic module. Each module includes four parts: Listening, Reading, Writing, and Speaking. Test takers can take the same Listening and Speaking modules, whereas they are administered different reading and writing modules depending on whether they choose to take either general or academic versions of the test. There are a variety of tasks and response types within each part which measure all four language skills. The general module of IELTS measures the language proficiency of those test-takers who want to work in English language environments, migrate to English-speaking countries, intend to study at below degree level, or generally undertake non-academic training activities. The academic module of IELTS, however, measures the degree to which test-takers can study or receive training in English at graduate and undergraduate levels. IELTS provides a score for each module and the test scores of each test component are averaged and rounded to generate an Overall Band Score (One big segment which is setting the context: Making topic generalization)[10].

Move 1, Step 3: Reviewing Items of Previous Research (RIPR)

In this step, the author relates what has been found on the topic and who found it.

❖ All segments with in-text citations are considered as "reviewing the items of previous research."

✓ *Example Analysis*

Fosnot and Perry (2005) *described constructivism as being applicable to education by postulating some distinctive practices. They believe that in constructivism, the learning outcome is not the result of development, but it is development. Also, they maintained that disequilibrium, which is a component of constructivism, facilitates learning and reflective abstraction is the driving force of learning. The last typical practice proposed by Fosnot and Perry (2005) is that dialogue within a community engenders further thinking* ***(p. 34)[11]***.

NB 2: However, sometimes, claiming centrality and reviewing the items of the previous research overlap. Therefore, in this regard, the step is annotated as a claiming centrality. (See below)

✓ *Example Analysis*

However, it ***has recently become popular*** *and viable to carry out research into stakeholder attitudes since it is very* ***important*** *to have a dialogue between parents and teachers* ***(Linse 2011, Nikolov and Djigunović 2011)[12]***.

✓ *Example Analysis*

Due to the ***significance*** *of pragmatic knowledge in the flourishing of interactive language ability of language learners,* ***many research studies have been centered*** *upon speech acts comprehension and production* ***(Biesenbach-Lucas, 2007; Byon, 2004; Cohen & Shively, 2007; Felix-Brasdefer, 2007; Matsumura, 2001, 2003; Rose, 2000; Trosborg, 1995)[13]***.

NB 3: If the reference to previous literature is also used to establish the niche, the span is regarded as one of the steps of move 2. (See below)

✓ *Example Analysis*

Writing has been the focus of most research attention at this level of studies ***(Ädel, 2010; Cheng, 2008; Flowerdew, 2015)***, ***but no research to our knowledge has focused o****n the teaching and learning of academic spoken discourse, even less on spontaneous spoken communicative events[14].*

✓ *Example Analysis*

Despite this importance, ***a few researchers have examined*** *L2 comprehension of conversational implicatures* ***(Bouton, 1988, 1994a, 1994b, 1999; Holtgraves, 1998, 1999; Keenan, 1978; Roever, 2006, 2010; Tagouchi 2002, 2005, 2007)[15]***.

Move 2: Establishing a Niche

The niche is the rationale behind your research. It helps your audience see how your work connects to the literature, pointing out the open gaps or problems in existing knowledge that need further investigation and the novelty of your research[5]. The following issue needs to be addressed in move 2: "What specific problems or gaps in the current knowledge does this research aim to address?"

Move 2, Step 1A: Counter-Claiming (CC) {Something is wrong}

The author indicates that something is wrong or needs correction in existing research. In this step, the author refutes previous research by presenting a counterclaim or a counterargument.

 ✓ *Example Analysis*

I argue that *Hidden Markov Models are unsuited to the task …*

Move 2, Step 1B: Indicate a gap (IG) {Something is missing}

The author highlights what is missing in the research and develops the research problem around a gap or understudied area of the literature.

 ✓ *Example Analysis*

Nonetheless, despite the fact that such units are ubiquitous in higher learning institutions in Malaysia, ***little is known about*** *their effectiveness[16].*

 ✓ *Example Analysis*

To date, no studies *have empirically investigated the rhetorical structure of the introductions of applied linguistics PhD theses[17].*

Move 2, Step1C: Raise a question or make an inference (RQ) {Something is unclear}

The author highlights something that is unclear and needs additional investigation. This involves presenting key questions about the consequences of gaps in prior research that will be addressed in the current research.

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[5] Thanks to a colleague who raised this comment, the researchers may explore something new that has not been previously addressed in the literature, thereby indicating the novelty of their research. This should be categorized under Move 1, Step 1b, as it highlights a gap.

✓ *Example Analysis*

*Despite prior observations of the behavior in ..., **it remains unclear** why do some single mothers choose to avoid...."*

Move 2, Step1D: Continue a tradition (CT) {Adding something}

The author extends or adds to existing research, building on previous studies. For example, one could state, "Consequently, these factors need to be examined in more detail...."

✓ *Example Analysis*

*Bearing these in mind, it seems that gaining the ability to observe all these disciplinary and generic conventions requires much more effort and awareness. This becomes even more difficult when one writes in a language other than his/her mother tongue where interference from their first language can add to the complexity of the issue. Thus, **more studies are needed** to raise writers' awareness about these aspects of RAs[18].*

NB 4: Distinguishing between Step 1C and Step 1D can sometimes be challenging. If the author identifies vagueness or ambiguity in the literature during the review (using indicators such as "unclear," "vague," or "lack of agreement among scholars"), or if the author raises a rhetorical question inferring a gap, this step is categorized as Step 1C: RQ. Conversely, if the author explicitly states that they are extending existing research, it falls under Step 1D: CT. Examples of indicator markers for this step include phrases like "Following someone's work," "More research is needed," "The previous studies have focused on X, but not on Y," or "To expand that theory." (See the examples below)

✓ *Example Analysis*

*Not only have **the findings been inconsistent** but conclusions regarding the impact of cognitive ability on one language have not necessarily generalized to the other language of the tested participants (Lonigan, Lerner, Goodrich, Farrington, & Allan, 2016; Tse & Altarriba, 2014)[19].* (Step 1c: RQ due to inconsistencies in the findings of previous studies).

✓ *Example Analysis*

***It is important to conduct more research on this issue** and critically analyze current practices, role assignments, and expectations which impact on the professional*

development of TAs as pre-service/novice teachers[20]. (<u>Step 1d: CT due to the emphasis on the need for more research).</u>

<u>Move 3: Occupying the Niche</u>

In this move, the author turns the identified niche into the research space that they aim to fill and outlines how their research respond to the gap. The following issue should be addressed in move 3: "How do your research objectives and/or methods address the identified gap?"

Move 3, Step 1A: **Outlining the Purpose (OP)**

This step includes one, two, or all of the following:

1. Hypothesis
2. Research questions
3. Aims of the study

✓ *Example Analysis*

*"**The main objective** is to identify whether cultural content has been incorporated in newer editions with the purpose of answering to globalized needs and which skill is preferably used to do so.[21]"* <u>(Aims of the study)</u>

✓ *Example Analysis*

The objective of this research *is to prove the effectiveness of an adaptation of the teaching-learning cycle pedagogical model in a course on conference academic discourse for a group of PhD students.* (Aims of the study). *In order to meet this objective, we pose **two research questions**: Q1. Are doctoral students aware of the multimodal characteristics of the DS genre and their influence on interpersonal relations? Q2. Can a scaffolded critical thinking approach help them in their learning and use of this genre?[22]*<u>(Stating Research Questions)</u>

✓ *Example Analysis*

It could be assumed that, *by serving the aforementioned pragma-communicative aims, the use of the English language on the English-mediated university websites reflects the realities of the Circles of English, as well as the cultural, educational, and socio-economic realities[23]*<u>(Stating Hypothesis of the research)</u>

Move 3, Step 1B: Announcing Present Research (APR)

The author describes the research in the current article.

❖ All the segments explaining the <u>methodology</u> of the research and the rationale for choosing that methodology are annotated in this step.

 ✓ *Example Analysis*

*"This study uses **a checklist** designed by the author to analyze the cultural content of six language textbooks.[24]"*

 ✓ *Example Analysis*

 "This paper describes three separate studies conducted in 2005 to 2008 ..."

 ✓ *Example Analysis*

"It was out of necessity that my TAs and I made the decision to launch this action research within undergraduate-level English language courses. During our initial meetings before the semester, the TAs could not help but openly express their frustration at their previous TA experiences and/or concerns about being my TA. Since I was new to the university and had never had the luxury to hire TAs at my previous institutions, I myself did not know much about how to use TAs or what to do about their apprehensions. After our initial distress passed, we felt an overwhelming desire to make our experiences in the courses better for our students and for ourselves. Coupled with this desire was my unsettling awareness that researchers and institutions have not heretofore closely inspected the experiences of TAs in this context. In mutual pursuit of an enriched experience, we agreed that we would carry out an action research project in which we, as both teachers and researchers, observe each other, take notes in class, and engage in considerable discussion (Borg, 2013; Burns, 2005)[25]." <u>(The rationale for choosing that methodology)</u>

 ✓ *Example Analysis*

"After that, the methodology followed will be explained. To do so, the research questions, the sample, and the instruments will be detailed. Then, the data obtained from the Vocabulary Learning Strategies questionnaire (adapted from Schmitt 1997) are presented, administered to two groups of year 9 secondary school learners from Extremadura (a CLIL group and a mainstream EFL [English as a Foreign Language] group). These data are examined, looking at the difference in the selection of vocabulary learning strategies between both groups[26]."

❖ If there is a span referring to the <u>structure of the research</u>, such as the methodology applied in the study, even if it includes the citation, it refers to move 3, the step APR.

✓ *Example Analysis*

"The model is based on character-level recurrent neural networks (RNNs), which have recently seen much success in a number of morphological prediction tasks (Faruqui et al. 2016; Kann and Schütze 2016).[27]"

✓ *Example Analysis*

"For the purposes of this paper, barriers refer to problems students encounter in the learning process, whereas challenges are the problems they face when attending their oral English classes[28]."

NB 5: Any decisions related to the methodology or structure of the research fall under the step of "Announcing Present Research". Conversely, suppose rationales are about selecting the topic (rather than a specific methodology). In that case, they pertain to one of the steps of move 1 or move 3 (eg: if they refer to the implication(s) of the study, the span is segmented for move 3, Announcing Principal Findings) (See below).

✓ *Example Analysis*

"In this study, L2 production has been chosen instead of overall L2 proficiency because it is assumed to represent learners' implicit knowledge of the foreign language, which is commonly referred to as procedural knowledge due to the processes engaged in the development and use of non-declarative knowledge stores. Moreover, L2 production is operationalized in writing (opinion essays) because it is believed to be easier to measure compared to oral production."[29] <u>(The rationales for choosing the structure of the research; in this case choosing specific terminologies: Move 3: Announcing the present research).</u>

✓ *Example Analysis*

"According to Dörnyei and Scott (1997), this strategy refers to the use of an existing word that sounds similar to the intended one. Hence, the speaker compensates for a lexical item whose form he/she is unsure of with a word (either existing or non-existing) that sounds more or less like the target item. By using "similar sounding word" strategy, a learner attempts to achieve the communication goal with insufficient

knowledge."[30] (The author brings the rationales for choosing the selected topic based on previous studies: Move 1: Reviewing the items of previous research).

    ✓ *Example Analysis*

"Studying the language of tourism from an SFL point of view is justified by the fact that SFL is a broad framework for text analysis, an evaluative tool which helps us to understand the construction of texts. SFL provides us with a comprehensive view of the systems deployed in the language of tourism for the purpose of meaning-making (The author brings the rationales for choosing the selected topic: Move 1: Making topic generalizations). *This can, in turn, lead the tourist text developers to design brochures potentially capable of affecting a greater number of clients.[31] "* (Referring the implication of the study: Move 3: Step of Announcing the principal findings).

Move 3, Step 2: Announcing Principal Findings (APF)

The author presents a brief, general summary of key findings, such as, "The findings indicate...," or "The research suggests four approaches to...."

❖ The segments regarding the underlined implications of research findings, even if it includes the citation, are annotated in this step. For mentioning the implications of the study, the author may use the linguistics indicators of modality (e.g., may, might, could, probably, maybe, likely…)

    ✓ *Example Analysis*

*"Further, **the findings of the study might** play a great role in showing the state of today's human mind. Thus, this study tries to make Bangladeshi people in particular and people of the world in general feel and realize that nowadays we have broken up our relationship with our best and unique companion — book"[32].*

    ✓ *Example Analysis*

*"Addressing this gap, **this study offers** a contextualized account of emergent writing practices in the adult L2 classroom. Moreover, understanding the developmental process **provides practitioners** a platform upon which to build their lessons and pedagogical approaches, as well as design appropriate assessments to track print literacy gains"[33].*

✓ *Example Analysis*

*"Furthermore, **the results of the study could** provide an assurance on the efficiency of the framework as a useful tool for text analysis"[34].*

NB 6: Often the indicators of modality can confuse you about distinguishing between the steps of "Outlining the Purpose" and "Announcing the Principal Findings." For the former, this is due to the hypothesis of the study, and for the latter, it is due to the implications of the study. In such cases, annotate the step as "Announcing Principal Findings" (implications of the study) unless the author explicitly formulates a conditional sentence (if, then), a research question, or a hypothesis of the research (e.g., we suppose that …). (See below)

✓ *Example Analysis*

*"Therefore, **if** there is a modification in the way language is conceived and this resonates with the vocabulary learnt, **could it be** that CLIL also affects the way learners learn vocabulary?"[35]* (hypothesis)

✓ *Example Analysis*

*"Due to the close connection between lexical bundles and formulaic frames, **we suppose that** combining the functional analysis with the variability examination **might uncover** some ignored properties of lexical bundles."[36]* (hypothesis)

✓ *Example Analysis*

*"**It is hypothesized** that Thai ELF learners show some forms of deviations in the three suffixes owing to both linguistic and functional causes."[37]* (hypothesis)

Move 3, Step 3: Indicating RA Structure (IRS)

It states how the remainder of the paper is organized.

✓ *Example Analysis*

*"**The article is divided as follows**: **Section 2** presents the theoretical background to this line of investigation. This includes a general introduction to its central tenets, and a general presentation of CL and Langacker's CG. **Section 3** exemplifies Langacker's explanatory descriptions of the relationship between construal patterns and grammatical tense and aspect categories in English. Next, **Section 4** discusses Jarvis' conceptual transfer hypothesis."[38]*

At the end of this chapter, I recap the content by providing you with a decision tree for step identification.

Decision Tree for Step Identification

Move 1: Establishing a Territory

o *Does the text highlight the importance or centrality of a research topic?*

▪ *Yes* ➡ *Annotate as **Step 1: Claiming Centrality**.*

▪ *No* ➡ *Proceed to next question.*

o *Does it provide general statements or definitions about the topic?*

▪ *Yes* ➡ *Annotate as **Step 2: Making Topic Generalizations**.*

▪ *No* ➡ *Proceed to next question.*

o *Does it review prior research using citations?*

▪ *Yes* ➡ *Annotate as **Step 3: Reviewing Items of Previous Research**.*

Move 2: Establishing a Niche

o *Does the text identify a gap, counterclaim, question, or tradition?*

▪ *Yes* ➡ *Choose the appropriate step:*

▪ ***Step 1A**: Counterclaim (Highlight something wrong)*

▪ ***Step 1B**: Indicate a Gap (Highlight something missing)*

▪ ***Step 1C**: Raise a Question (Highlight ambiguity or vagueness)*

▪ ***Step 1D**: Continue a Tradition (Build on existing work)*

Move 3: Occupying the Niche

o *Does the text outline research objectives, questions, or hypotheses?*

▪ *Yes* ➡ *Annotate as **Step 1A: Outlining the Purpose**.*

▪ *No* ➡ *Proceed to next question.*

o *Does it describe the current study's methods or structure?*

▪ *Yes* ➡ *Annotate as **Step 1B: Announcing Present Research**.*

▪ *No* ➡ *Proceed to next question.*

o *Does it summarize key findings or implications?*

▪ *Yes* ➡ *Annotate as **Step 2: Announcing Principal Findings**.*

   o *Does it explain the structure of the article?*

     ▪ ***Yes*** ➙ *Annotate as* ***Step 3: Indicating RA Structure***.

Section 2: Segmentation

Identify the Segments:

The segmentation protocol involves <u>breaking down moves into relevant steps</u> based on their <u>communicative function</u>, following explicit rules to ensure clarity, consistency, and systematic segmentation of each step.

NB: Don't leave any parts unannotated.

General Segmentation Rules

1. Segment Span:

Each segment should consist of <u>at least one complete sentence</u>. Do not segment steps before the termination of a sentence in order to maintain semantic integrity.

2. Continuation of Segments:

For the sake of textual cohesion, if the following sentence semantically completes the previous one <u>within the same step,</u> include it in the same segment and continue the segment until there is a clear shift in moves or steps.

3. Segment Termination:

Terminate a segment when there is a clear shift in moves or steps.

Specific Segmentation Rules

Rule 1: Categories with Hierarchical or Chronological Indicators (Frame markers[6], cf. Hyland)

This instruction suggests treating categories split by "first," "second," "then," "later," "finally," etc., as one segment. These categories are often seen in steps, such as making topic generalizations, reviewing research items, or indicating paper structures.

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[6] Frame markers refer to discourse acts, sequences or stages (See Hyland, 2005, p. 49).

✓ *Example Analysis*

*" This article is structured as follows. **First**, I will provide a review of the current literature associated with self-mention in academic writing in English and in computer-mediated discourse in section 2. **Then**, I will introduce and discuss the present study with its research questions, corpus, methodology, and results, and provide a detailed discussion of the major findings in section 3. **Finally,** the article will be concluded with a summary of the results in section 4."[39]*

✓ *Example Analysis*

*"**One** problem is the issue of sample-dependent statistics, that is, the person parameters depend on the selection of items and item parameters depend on the sample (Embretson, 1996). **Another** limitation of CTT is that the data should be continuous and normally distributed[40]."*

Rule 2: Argumentation Indicators

❖ Sentences accompanied by argumentation indicators like "because," "hence" "so," "therefore," etc., are considered one segment.

✓ *Example Analysis*

*"As the demand and participation in English-medium higher education increase, so does the expectation for students to have academic literacy skills. **Hence**, it is necessary to understand academic writing improvements that are made in academic literacy classes[41]."*

Rule 3: Indicators Showing Exemplification (Code glosses[7], cf. Hyland)

❖ All the indicators of examples like "for instance", "for example", and "to exemplify" at the beginning of the subsequent sentence are considered as the continuous of the previous segment.

✓ *Example Analysis*

*"However, it is not evident that an early start of learning foreign languages is an advantage in and of itself (Nikolov and Djigunović 2011). **For instance**, Hanušová*

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[7]Code glosses Elaborate propositional meaning Namely, e.g., such as; in other words (See Hyland, 2005, p. 49).

*and Najvar (2005) investigated the long-term effects of an early start by examining university entrance exam language test scores. **They** found no evidence of any relationship between test score results and the start of language learning (Hanušová and Najvar 2005: 209–210)."[42]*

✓ *Example Analysis*

*"For some, ELF is conceptualised as an umbrella term to refer to a language function (Friedrich & Matsuda, 2010; House, 2003), while for others it is becoming a new variety (Jenkins, Modiano, & Seidlhofer, 2001; Seidlhofer, 2009) and focus on the characteristics of a certain group of speakers using English to communicate in an international setting. **As an example**, we can refer to two projects in Europe, VOICE (Vienna-Oxford International Corpus of English), led by Barbara Seidlhofer, and ELFA (English as a Lingua Franca in Academic Settings), led by Anna Mauranen, which are dedicated to investigating the nuances and common traits of English used by non-natives."[43]*

Rule 4: Anaphoric and Cataphoric[8] References

All anaphora and cataphora indicators can continue the segment (e.g. <u>pronouns</u>, e.g. <u>lexical cohesion</u>, e.g., <u>ibid</u>[9], or e.g., <u>the former, the latter</u>) unless the move or step differs.

✓ *Example Analysis*

"In other words, the main concern of the present study is whether EFL learners are able to transfer their explicit knowledge (metalinguistic knowledge) to implicit

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[8] Anaphoric references refer back to a word previously mentioned, while cataphoric references point forward to a word that will be mentioned later.
Anaphora (referring back to something previously mentioned):
Example: Sarah was excited about her new job. She couldn't wait to start on Monday. (In this example, "She" refers back to "Sarah.")

Cataphora (referring forward to something mentioned later):
Example: When he finally arrived, John was exhausted from the long journey. (Here, "he" refers forward to "John.")

[9] Ibid. is an abbreviation for the Latin word ibīdem, meaning "in the same place", commonly used in an endnote, footnote, bibliography citation, or scholarly reference to <u>refer to the source cited in the preceding note or list item</u>.

*knowledge **or L2 production**. **L2 production** is operationalised in writing (opinion essays) because it is believed to be easier to measure compared to oral production[44]."*

    ✓ *Example Analysis*

*In terms of syntax, hedged stance can be expressed by means of that-complement clauses (e.g. We hypothesize that…), in particular extraposed that-clauses (e.g. It is possible that…) (Hyland & Tse, 2005). **The latter** are preceded by a matrix it-clause which allows writers to express stance towards the content of the complement clause without revealing the source(s) of the claim (Hewings & Hewings, 2002).)[45]*

    ✓ *Example Analysis*

*Nevertheless, learning to speak English is not an easy task (Alharbi, 2015; Gani et al., 2015). It needs a lot of practice and strong willpower to keep practicing (Ghiabi, 2014; Halimah et al., 2018). **In line with this,** Leong and Ahmadi (2017) and Akhyak and Indramawan (2013) have said that speaking English is not easy because skills like pronunciation, grammar, vocabulary, fluency, and comprehension need to be mastered by the speakers[46].*

    ✓ *Example Analysis*

*"Based on previous studies, speaking is considered the most difficult of the four skills, accordingly there are some problems that are encountered both by the teacher and the students during teaching-learning speaking English in the classroom. **These** problems can result in the students having low ability in speaking English[47]."*

    ✓ *Example Analysis*

*"Furthermore, Halliday (1993) holds that written language is more lexically dense than spoken language and ―in much scientific writing, almost all the lexical items in any clause occur inside just one or two nominal groups‖ (Halliday, 1993: 84). Hence, nominal groups create most difficulty in processing because ―they consist of strings of lexical words without any grammatical words in between‖ (**ibid**.) (e.g. piston outlet lubrication oil temperature _the temperature of the lubrication oil that is used to cool the piston and which is measured at the outlet')[48]."*

Rule 5: Span Continuity and Connectivity

❖ Connectors (Transitions[10], cf. Hyland) and phrases between two sentences after a period should be annotated as a different segment unless they semantically complete the meaning of the previous sentence <u>within the same step.</u>

  ✓ *Example Analysis*

"As the <u>demand</u> and participation in English-medium higher education <u>increase</u>, so is the expectation for students to have academic literacy skills. **Hence**, <u>it is necessary</u> to *understand academic writing improvements that are made in academic literacy classes (**Move 1, claiming centrality step**). **Furthermore**, factors involved in the development of academic writing such as organisation of ideas, identifying audience for various genres and synthesising from multiple sources <u>are scarce</u> (**Move 2, indicating a gap step**). **Therefore**, this study aims to address this gap. **In particular**, it **first** <u>seeks to explore</u> how much impact the Academic Writing1 unit (AW hereafter) has upon the writing development of our ESL undergraduate students. **Secondly**, <u>it will examine</u> the transferability of skills to other academic units* (**Move 3, OP**)[49]*. "*

❖ Connectors between two sentences after a period (e.g., "however," "nevertheless," "yet," "but," "on the other hand," "besides," "conversely," "furthermore," "correspondingly," "additionally," etc.) or connectors like (e.g., "accordingly," "such," "in doing so," "in this regard/respect," "that's why," and "in other words") can <u>continue the span of the previous segment</u> , as long as they semantically complete the meaning of the previous sentence <u>within the same step</u>, unless there is a shift in the move or step.

  ✓ *Example Analysis of one span*

"Bunch, Kibler, and Pimentel (2012) emphasized the <u>importance</u> of understanding 'the use of language and literacy relevant to the challenges facing ELs in light of the [Common Core] Standards' (p. 3). **Such** *an understanding is <u>vital</u> in writing pedagogy that is geared towards helping adolescent L2 students learn the language conventions of academic written discourse."* (**One segment for Move 1, CC**)[50]**.**

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[10] Express relations between main clauses such as in addition; but; thus (See Hyland, 2005, p 49)

✓ *Example Analysis of one span*

"Language learning is generally believed to have wide ranging benefits on the child's personal, intellectual, educational development and future career prospects (Tekin 2015: 39). **Correspondingly***, Greek parents were reported to be aware of the benefits of multilingualism and have positive attitudes towards early start provided that learning materials are suitable to young learners and their specific age-related needs are taken into consideration (Griva and Chouvarda 2012: 10–11).* **However***, it is not evident that an early start of learning foreign languages is an advantage in and of itself (Nikolov and Djigunović 2011)"* **(One segment for Move 1, RIPR)**[51]**.**

✓ *Example Analysis of one span*

"Moreover, studies investigating learner strategies and good language learners reveal the benefits of metalinguistic skills such as treating language as a system and paying attention to form. **Furthermore***, some SLA researchers note the usefulness of explicit L2 knowledge"* **(One segment for Move 1, CC)**[52]**.**

✓ *Example Analysis of one span*

The general intention of the researchers in conducting the present study is summarized in the following research questions: 1. In what ways and through what resources are Graduation values realized in travel brochures? 2. Do the identified resources and patterns through which different values are graded serve any significant function in the context of tourism? 3. Are the frequencies of subsystems linked to the efficiency of the travel brochures, that is, to their power in attracting potential customers? ***(One segment for Move 3, OP)***[53]

✓ *Example Analysis of one span*

"This was supported by research done by Arifin (2017), who said that the two main factors that cause the emergence of problems in speaking EFL are factors to do with the lecturer and factors to do with the students. **Meanwhile***, Alharbi (2015) found three main factors causing the emergence of problems in teaching-learning speaking, namely: (i) the ability of the lecturers to teach, (ii) the methods used, and (iii) the students don't get enough or make enough opportunities to practice speaking English EFL both inside the classroom and out of it"* ***(One segment for Move 1, RIPR)***[54]**.**

✓ *Example Analysis of different spans*

*"Studies that focus on advancing teaching strategies, developing curriculum for teaching-learning EFL, and fostering the assessment processes are abundant (**Move 1, Making topic generalization**). **However**, studies that focus on learning about students' responses to teaching-learning basic reading and basic writing as well as how these two skills are connected in the minds of the students within the idea of English literacy are in short supply" (**Move 2, IG**)[55].*

✓ *Example Analysis of different spans*

*"Speaking is an <u>essential tool</u> for communicating Bahadorfar and Omidvar (2014) and (Maharani, 2016). Living in the era of globalization, being able to speak English becomes a <u>necessity</u> (Gani et al., 2015; Muslem, 2015) in order to be able to build social relationships (Al-Auwal, 2017) and to create good communications (Puspitasari & Hanur, 2016) with other people who come from different countries (Efrizal, 2012). **So** improving the ability to speak English is <u>very important</u> for Indonesian students who know that the ability to speak English well will make a big contribution to their communication skills (**Segment for Move 1, CC**). Nevertheless, learning to speak English is not an easy task (Alharbi, 2015; Gani et al., 2015). It needs a lot of practice and strong will-power to keep practicing (Ghiabi, 2014; Halimah et al., 2018). **In line with this**, Leong and Ahmadi (2017) and Akhyak and Indramawan (2013) have said that to speak English is not easy because skills like pronunciation, grammar, vocabulary, plus fluency, and comprehension need to be mastered by the speakers" (**Segment for Move 1, RIPR**)[56].*

✓ *Example Analysis of different spans*

*"In this study, it is specifically argued that listening and speaking are adjustable <u>essential skills for the students,</u> not only in the academic setting but also in the communicative setting (**Move 1, CC**). **Meanwhile**, reading and writing are essential skills that <u>need to be developed more</u> in an academic setting than in the communicative setting" (**Move 2, CT**)[57].*

✓ *Example Analysis of different spans*

*A review of the literature on evaluation (e.g., Nicol & Macfarlane Dick 2006, Rust et al. 2003, Sambell et al. 2013) also raises the researcher's awareness of <u>the importance of</u> understanding the students' own evaluation of their EFL writing performance as well as for the elaboration of evaluation procedures. (**Move 1, CC**). Nevertheless, in*

Thailand, both students and teachers seem to have <u>little previous experience</u> of evaluation procedures in the language classroom as the evaluation has traditionally been the teachers' exclusive privilege and obligation. **Besides***, <u>there has been no research</u> carried out on the conditions that govern adult learners' participation in evaluation* **(Move 2, IG)**[58]**.**

❖ Continue the span of a step as long as it remains <u>within the same step</u>, even if it results in a large segment.

   ✓ *Example Analysis of one large segment*

"Writing is a way of connecting individuals with each other in ways that carry particular special meanings, and the process of writing is a rich collection of elements **(Hyland, 2003)***. Specifically, Hyland (2003) points out the merits of genre-based writing, which unlike process approaches to writing, offers students "explicit and systematic explanations of the ways language functions in social contexts"* **(Hyland, 2003, p. 18)***. Genre-based writing is writing based on the assumption that the features of a similar group of texts depend on the social context of their creation and use* **(Hyland, 2003)***. It is based on the idea that members of a community are usually able to recognize similarities in texts they use on a frequent basis, and are able to draw on repeated experiences with such texts to read, understand and perhaps write such texts* **(Hyland, 2007)***. As such, genre-writing enables L2 users to use language to interpret communicative situations, combining language together with content and context.* **Kern and Schultz (2005)** *view L2 literacy, which is defined as the "reciprocal relationships among readers, writers, texts, culture and language learning"* **(Kern & Schultz, 2005, p. 382)***, as being a combination of social, cognitive and linguistic practices which differ according to situational and cultural contexts.* **Kern (2008)** *emphasizes the point that texts enable learners the opportunities to position themselves in relation to viewpoints and cultures, and to "make the connection between grammar, discourse, and meaning, between language and content, between language and culture, and between another culture and their own"* **(Kern, 2008, p. 380). (One large segment of Move 1, Step RIPR)**[59]**.**

Section 3: Annotation Manual Checklist

Move 1: Establishing a Territory	
Step 1: Claiming Centrality	-Annotate importance, impact, or centrality of the research topic. - Look for linguistic markers indicating significance.
Step 2: Making Topic Generalizations	- Annotate context or knowledge setting on the topic. - Look for definitions or generalizations without references.
Step 3: Reviewing Items of Previous Research	- Annotate references to prior research. - Identify in-text citations and references.
Move 2: Establishing a Niche	
Step 1A: Make a Counterclaim	- Annotate what is addressed as wrong or needing correction in the research.
Step 1B: Indicate a Gap	- Annotate what is missing in the research.
Step 1C: Raise a Question	- Annotate what is unclear in the literature.
Step 1D: Continue a Tradition	- Annotate what needs extension in the research.
Move 3: Occupying the Niche	
Step 1A: Outlining the Purpose	- Annotate hypothesis, research questions, or aims of the study.
Step 1B: Announcing Present Research	- Annotate methodology and rationales for choosing methodologies.
Step 2: Announcing Principal Findings	- Annotate all key findings and implications.
Step 3: Indicating RA Structure	- Annotate the organization of the paper.
Remarks	
1. The moves are not necessarily in order. 2. Don't leave any parts unannotated.	
Overlapping Span Rules	
NB 1: If the definition of the topics is accompanied with in-text citation, annotate it as the step of reference to items of previous research.	

NB 2: If claiming centrality and reviewing the items of the previous research overlap, annotate it as a claiming centrality.

NB 3: If the reference to previous research is also used to establish the niche, annotate it as one of the steps of move 2.

NB 4: If the author highlights ambiguity or lack of consensus or raises a rhetorical question inferring a gap, annotate as Step 1C (Raising Questions); if they explicitly build on existing research, annotate as Step 1D (Continuing a Tradition).

NB 5: If the segment discusses decisions about methodology or research structure, annotate it as Announcing Present Research. However, if it provides rationales for selecting the topic or mentions study implications, annotate under the relevant step in Move 1 or Move 3.

NB 6: If modality markers suggest either Outlining the Purpose or Announcing Principal Findings, default to Announcing Principal Findings unless the author explicitly states a hypothesis and research question.

General Segmentation Rules	
Segment Span	- Ensure that one segment is at least one complete sentence.
Continuation of Segments	- Continue the span of a step as long as it remains within the same step.
Segment Termination	- Identify a clear shift in moves or steps.

Specific Segmentation Rules	
Hierarchical/Chronological Indicators (Frame markers, cf. Hyland)	- Continue the span unless move/step changes. Examples: "first," "second," etc.
Argumentation Indicators	- Continue the span unless move/step changes. Examples: "hence," "consequently," "because" etc.
Indicators Showing Exemplification (Code glosses, cf. Hyland)	- Continue the span unless move/step changes. Examples: "for instance," "for example," etc.
Anaphoric/Cataphoric References	- Continue the span unless move/step changes. Examples: "such," "in this line," "demonstratives," etc.
Sentence Connectors (Transitions, cf. Hyland)	Continue the span unless move/step changes. Examples: "however," "nevertheless," "moreover," etc.

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Appendix 1:

Here, I have provided an example of a fully annotated introduction.

Example [60]:

In the domain of second language testing, testing language proficiency has always been a major issue regardless of any specific set of instructional materials, examinees educational and linguistic background. Testing specialists have always tested and tried various approaches to invent new procedures

for testing language proficiency because they are not satisfied with the existing instruments testing language proficiency. Spolsky (1973) stated that: "In searching for a test of overall proficiency, then, we must try to find some way to get beyond the limitations of testing a sample of surface features and seek rather tap underplaying linguistics competence" (p. 175).

To this end, Spolsky has offered two options: The first one is an interview which has been used continuously as a valid measure of language proficiency. But difficulties in administration and establishing the reliability of scoring limited its implementation. The second one is the reduced redundancy principle (RRP). The second option has been well-received by many professionals who have been trying to operationalize this principle through a variety of testing procedures: dictation, the noise test, partial dictation, cloze test, cloze elide, multiplechoice cloze, rational dictation cloze, and the C-Test (Klein-Braley, 1997). Naturally, languages are redundant. Based on RRP native speakers of languages can fix the missing parts of broken sentences, or they have the capability of understanding the meaning of a sentence without having whole information. This characteristic of the human verbal communication system decreases the possibility of making errors and permits communication where there is some interference in the communication channel (Spolsky, 1973).

According to Hughes (2003), native speakers of a language can cope well when this redundancy is reduced. For example, they can understand what someone is saying although there are noises in the environment that prevent them from hearing every sound that is made. Likewise, they can infer the meaning of the text of a newspaper that has been left outside in the rain, causing the print to become blurred. Because non-native speakers generally find it more difficult to cope with reduced redundancy, the deliberate reduction of redundancy has been used as a means of estimating foreign language ability. Learners' overall ability has been estimated by measuring how

well they can restore a reduced text to its original form. Tests that are constructed under the basis of the reduced redundancy principle (RRP) use authentic materials. Authentic materials are those which are not written for learning purposes. These authentic materials are damaged in some way and then examinees are asked to restore the materials. On the other hand, Klien-Barley (1985) believes that no language test is authentic, if what we mean by authentic is normal language in everyday use: normal language is not produced to be assessed. Therefore, the question of test authenticity cannot be solved directly.A large number of test developers and researchers (Baghaei, 2008a, 2008b, 2010, 2011, 2014; Eckes, 2006, 2011; Eckes & Baghaei, 2015; Eckes & Grotjahn, 2006; Forthmann, Grotjahn, Doebler, & Baghaei, 2020; Raatz, 1984, 1985) in the field of language testing confirmed that C-Test is a valid, reliable, economical, and easy to construct, but in the Afghan context of education, the utility, application, validity, and reliability of C-Test have not been researched so far. The purpose of this study is to build validity evidence for the C-Test as a measure of general language proficiency among Afghan students of English. English language proficiency tests used in Afghanistan are made with several components like listening, speaking, reading, writing, vocabulary, and grammar; therefore, they are time-consuming both to the examinees and the examiners. Examinees should spend 120 or 150 minutes doing all the items. And finally, it is difficult to score because it consists of a large number of questions. C-Test is an economic test of overall language proficiency with many advantages. It is not only easy to design but also to score and a variety of texts can be used to construct a complete test. Compared to the cloze test, C-Test is shorter and contains more deletions (items).

features='swales_moves;move_3;outlining_purpose' state='active'>Based on the stated problem the researcher formulated two general questions. They are as follows: Q1: Is the C-Test valid for measuring overall language proficiency among Afghan students of

English as a foreign language?

Q2: Is the C-Test reliable for measuring overall language proficiency among Afghan learners?

Language teachers do not have the expertise and time to write items for examinations. In fact, developing language tests is a very demanding task for teachers and many of them have not received any training for this

The family of reduced redundancy tests including C-Tests is very easy to develop and does not require much expertise. Thus, they can be very useful for language teachers (Coniam, 2008). For measuring general language proficiency, Afghans English teachers use teacher-produced tests.

According to Gronlund (1985), there are several salient differences between standardized tests and teacher produced test. Standardized tests are much more valid and reliable to the target test-takers as long as they are well constructed and the quality of test items on standardized tests is higher because each item is written by specialists. In contrast, the quality of a teacher-produced test is lower and with more uncertain reliability. Likewise, teacher-produced tests are full of problems since teachers are not skilled at principles of educational measurement (Popham, 2001). If the study shows that C-Test can

successfully be used in Afghanistan then it can be very useful in the Afghan English language teaching context as well as test developers, teachers, and learners.

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Appendix 2:

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