

Genre Analysis: PEDAGOGICAL IMPLICATIONS IN PRACTITIONER-ORIENTED ENGLISH LANGUAGE TEACHING JOURNALS

Rationale

Building from Coss & Hwang (2024) and Montgomery (2023), this analysis reviews the pedagogical implication (PI) sections in three Q1 practitioner-oriented English Language Teaching journals.

- The selected journals state in their mission / description statements that supporting research-informed practices within the ELT profession is central to their ethos.
- Educators may be more likely to frequent journals that are practitioner-focused.
- Accessible, salient, and actionable pedagogical implications will help bridge research and praxis divides as educators will be able to identify and adapt the study implications to their own situated teaching environments.

Research Questions

- What are common phrases in signaling pedagogical implications sections?
- What is the accessibility, saliency, and actionability of pedagogical implications in practitioner-oriented journal articles? How do these scores compare to those found by Coss & Hwang (2024)?
- What are the rhetorical moves within high scoring pedagogical implication sections in practitioner-oriented journals?

Coss, M. D., & Hwang, H.-R. (2024). Issues with pedagogical implications in applied linguistics research: A mixed-methods systematic evaluation. *Research Methods in Applied Linguistics*, 3(1), 100094. <https://doi.org/10.1016/j.rmap.2023.100094>

Montgomery, D. P. (2023). "This study is not without its limitations": Acknowledging limitations and recommending future research in applied linguistics research articles. *Journal of English for Academic Purposes*, 65, 102191. <https://doi.org/10.1016/j.jeap.2023.102191>

Mission / Description Statements



"TESOL Journal (TJ) is a refereed, practitioner-oriented electronic journal based on current theory and research in the field of TESOL. TJ is a forum for second and foreign language educators at all levels to engage in the ways that research and theorizing can inform, shape, and ground teaching practices and perspectives."



"ELT Journal is a quarterly publication for all those involved in English Language Teaching (ELT), whether as a second, additional, or foreign language, or as an international Lingua Franca. The Journal links the everyday concerns of practitioners with insights gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology. ELT Journal aims to provide a medium for informed discussion of the principles and practice which determine the ways in which English is taught and learnt around the world. It also provides a forum for the exchange of information and ideas among members of the profession worldwide"



"TESL-EJ aims to support ESL & EFL instructors and researchers around the world through articles that are applicable to their teaching and their student's learning. Consequently, we strive to publish articles with information that is relevant to a wide range of educational contexts. We do not publish contributions that are only relevant to a single country"

Data Sample

15 empirical articles from each journal were selected, totaling **45 articles**.

The selection was systematic. Each journal had 3 different issues publish in 2025.

The first five empirical articles per issue were selected.

All conceptual papers were disregarded and, following Coss & Hwang (2024) recommendation, articles focused on instrument validation were also discarded.

Methods

- Using coding rubrics from Coss & Hwang (2024), a number was assigned for saliency and actionability of the article's PI.
- Each individual PI received an actionability score as some articles reported several PIs. There was a total of **88 PIs**. Examples were pulled from select articles.
- For the accessibility, the article was recorded as open-access or not.
- Scores were compared with those reported by Coss & Hwang (2024).
- The most common markers of PIs were recorded.
- Two PIs that had been coded as highly actionable were analyzed for rhetorical moves.

Article Topics



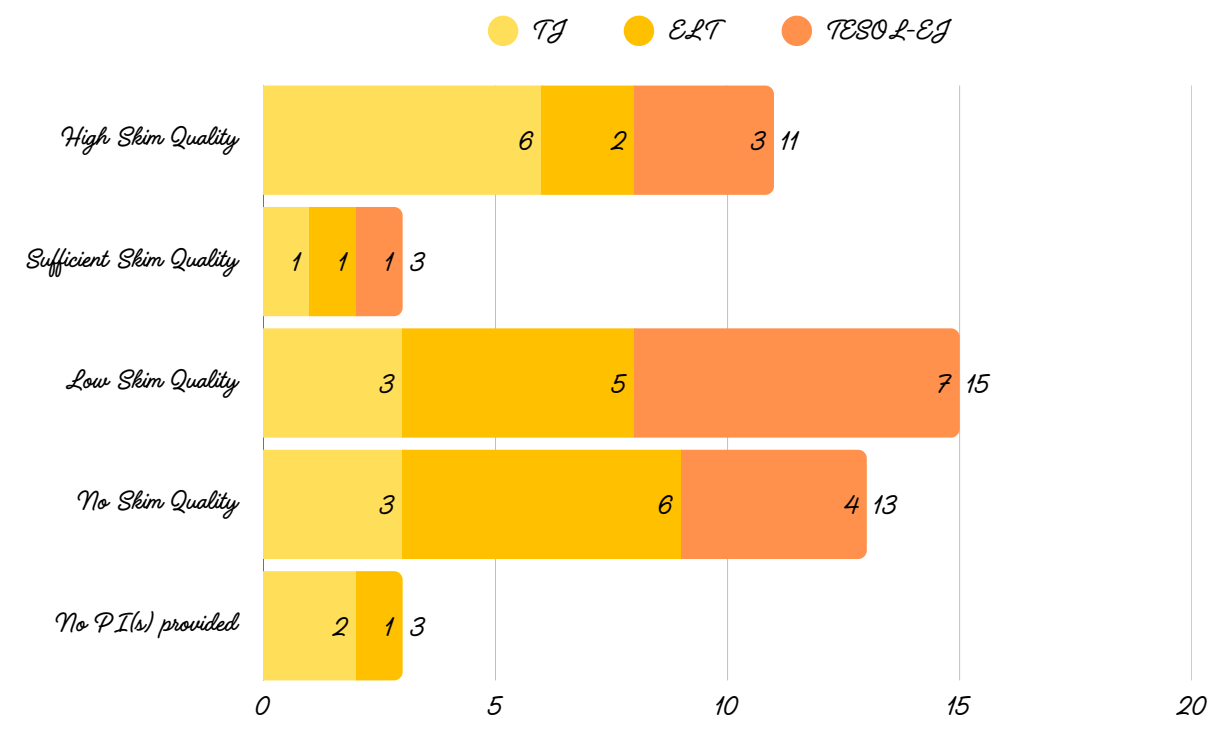
Interpretation

All three journals foreground practitioners and practice. Some go as far to say that the journal is a network between members - membership that includes classroom educators. In framing the importance of educators and the impact research can have on classroom practice, all three journals indicate that articles are meant to inform classroom teaching and provide recommendations for practice.

Saliency

Score	Score interpretation
4 High skim quality	PI(s) in separate, labeled section with salient signals and transitions
3 Sufficient skim quality	PI(s) in separate, labeled section without salient indicators (i.e., buried in paragraphs)
Low skim quality	PI(s) in non-dedicated, non-labeled section (e.g., Discussion, Conclusion) with salient signals and transitions
No skim quality	PI(s) in non-dedicated section without salient signals or indicators (e.g., mid-paragraph sentence in Conclusion section)
0 No PI(s) provided	

Rubric from Coss and Hwang (2024) - adapted from Montgomery (2023)



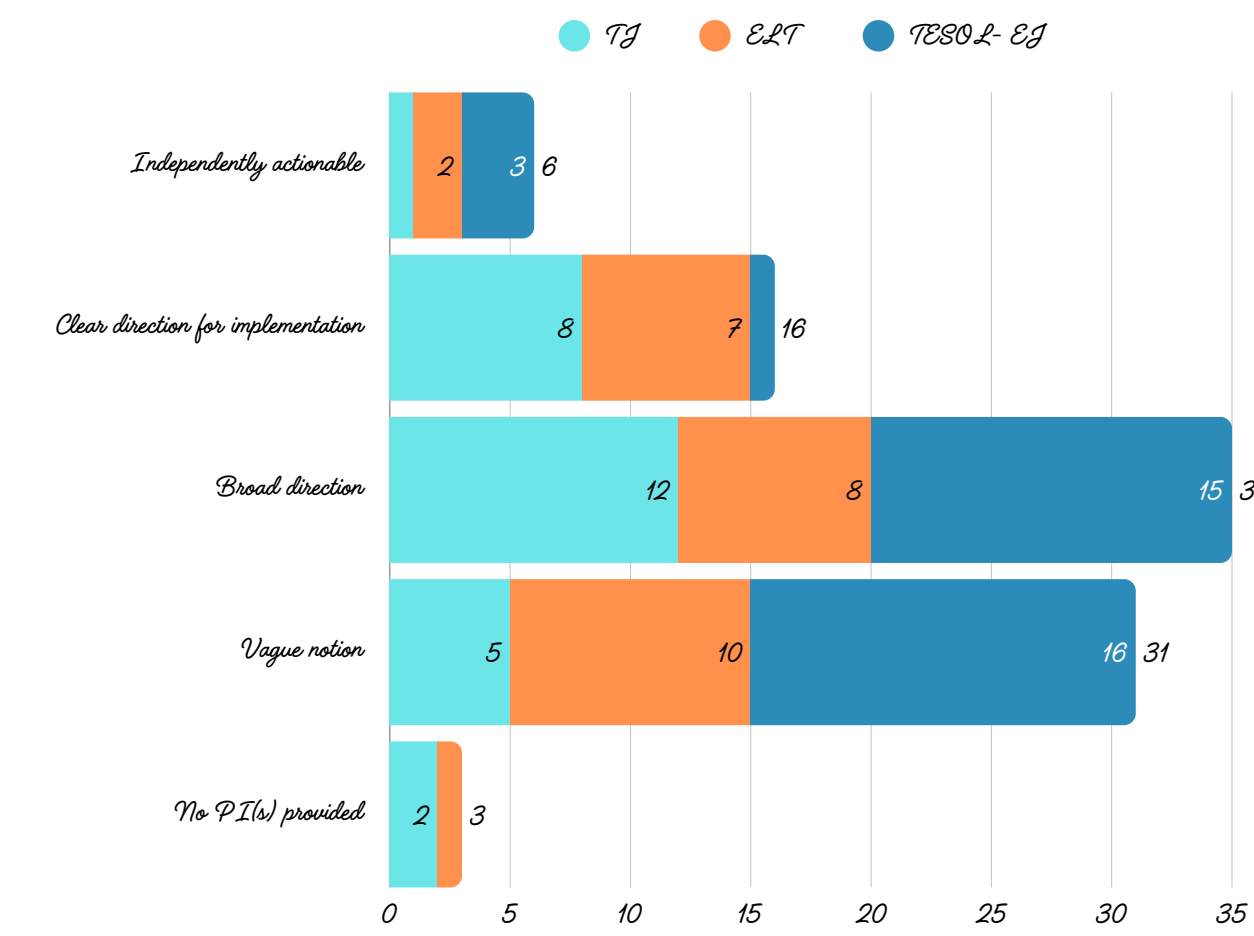
Examples of Salient PIs

- 4 - PEDAGOGICAL IMPLICATIONS [section head]: "Based on the findings, several actionable recommendations can enhance the effectiveness of the EAC strategy and support beginner teachers in their professional development."
- Impofu, N. 2025. "Language Teaching in Content Subjects: Post-Initial Teacher Education Narratives of South African Beginner Teachers." *TESOL Journal* 16, no. 4, e70070. <https://doi.org/proxy.cj.msu.edu/10.1002/tej.70070>
- 3 - DISCUSSION & PEDAGOGICAL IMPLICATIONS [section head]: "Importantly, these insights can guide foreign language instructors, materials developers, and language testers in designing pedagogical approaches, instructional materials, and assessment tools that address the critical roles of WM and syntactic parsing in reading performance across different proficiency levels."
- Mahabian, A., Shahzadi, M., & Monadeh, A. (2025). Does reading performance vary according to available working memory capacity and syntactic parsing skills? *Teaching English as a Second Language Electronic Journal* (TESL-EJ), 28(4). <https://doi.org/10.5557/tej.281102>
- 2 - DISCUSSION [section head]: "These insights deepen the understanding of gamification's role in fostering grit and suggest practical implications for integrating game-based learning in EFL online classrooms to enhance both short-term engagement and long-term perseverance"
- Pirandoko, L. A., Amalia, S. N., Ulfah, B., & Noorystuti, N. A. (2025). Fostering L2 grit in online gamified language learning: the role of self-efficacy, critical thinking, learning satisfaction, and gamification in Indonesian EAP courses. *Teaching English as a Second Language Electronic Journal* (TESL-EJ), 29(2). <https://doi.org/10.5557/tej.291145>
- 1 - CONCLUSION [section head]: "It is my hope that the presented design principles function as guideposts along the way for future EFL teachers, researchers, and students."
- Waring, A. (2025). Contextualizing dialogic teaching through educational design research: Evolving teaching principles with EFL teachers and students. *Teaching English as a Second Language Electronic Journal* (TESL-EJ), 28(4). <https://doi.org/10.5557/tej.281123>

Actionability

Score	Score interpretation
4 Independently actionable	Provides actionable descriptions of one or more pedagogical procedures with concrete activity/application examples and other useful details.
	Does not require highly specific background knowledge, further reading, or external resources to understand and implement
3 Clear direction for implementation	Provides clear direction for one or more pedagogical procedures (e.g., well-known activity names) and some or limited detail
	Requires background knowledge (e.g., familiarity with named activities or concepts) and/or external resource consultation to implement
2 Broad direction	Names or identifies one or more pedagogical procedures without further explanation or details, sometimes referring generally to the article's content (e.g., "as described previously")
	Requires searching within and likely beyond the article to identify or infer actionable applications
1 Vague notion	Provides vague general statement (e.g., "teachers should keep X in mind when teaching")
	Topics introduced (e.g., working memory) would require substantial additional learning to transform into actionable pedagogical procedures
0 No PI(s) provided	

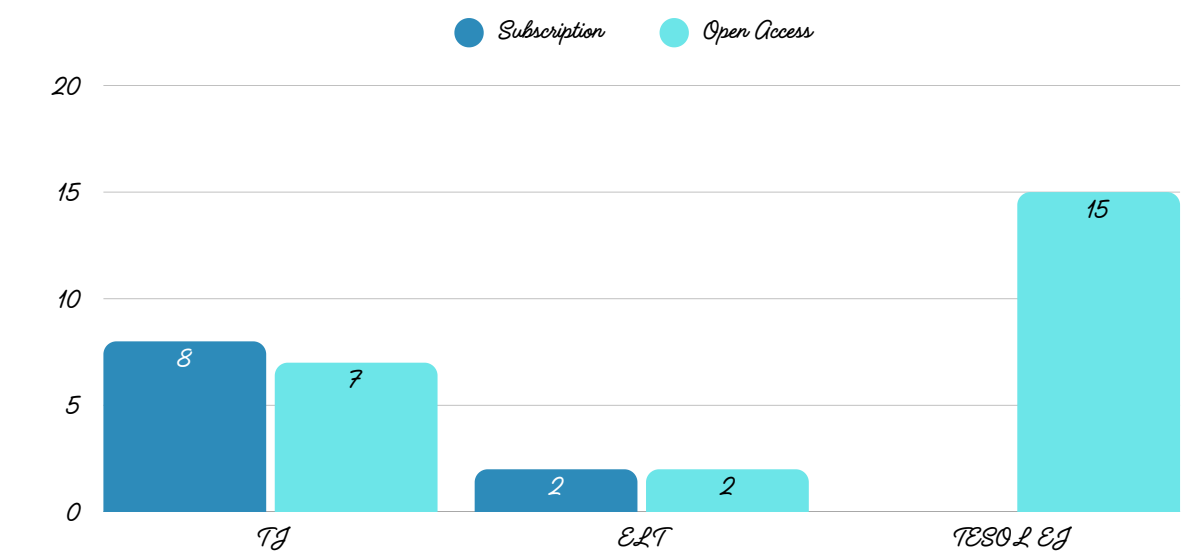
Rubric from Coss and Hwang (2024)



Examples of Actionable PIs

- 4 - One crucial implication for English language teachers is the importance of recognizing and leveraging refugee-background students' unique backgrounds, experiences, and aspirations by integrating them into classroom activities and projects. For example, students can share and celebrate their heritage and personal experiences through presentations such as 'show-and-tell' activities (see Park 2023 for concrete examples). Likewise, 'story-telling' activities can encourage students to connect their personal narratives to learning and foster empathy and understanding among group members. Additionally, student-led projects such as 'share-your-expertise' can provide opportunities for students with diverse backgrounds and experiences to showcase their hidden talents and strengths.
- 3 - For students who struggled with how to tell their stories, another implication is related to project guidance and prompt design. In this storytelling project, in order to allow ELLs to share their stories and experiences freely with autonomy, researchers intended to provide broad themes and a few key words for journal prompts. Some students who struggled with not being certain about what to write and how to write it could have benefitted from more guidance and scaffolding from their instructors. Future implementations could offer more specific open-ended questions related to the weekly theme to assist students in brainstorming or outlining their stories. Further, allowing ELLs to discuss and generate topics they are interested in talking about could also be beneficial to motivate them and help them feel more comfortable sharing their stories.
- 2 - Based on the findings of this study, we can offer the following advice to teachers, administrators, and curriculum developers.
- Firstly, video dubbing should be considered for pronunciation teaching because it can help improve pronunciation and listening skills and increase students' motivation for learning pronunciation.
- Secondly, when applying this technique in teaching pronunciation to young learners, teachers should pay attention to learner challenges and provide assistance so that the technique can be used at maximum effectiveness and flexible enough to be applied in different contexts. Furthermore, understanding the nature of video dubbing will help teachers be more confident in using it.
- 1- This has implications for teachers regarding topic selection. They must make assessments concerning whether the perceived benefits of introducing particular topics justifies the potential risk of triggering adverse emotional reactions among students.
- Lachlan Jackson, Belinda Kennett. Critical language pedagogues in Japan: enhancing student receptivity. *ELT Journal*, Volume 79, Issue 1, January 2025, Pages 12-21. <https://doi.org/proxy.cj.msu.edu/10.1016/j.elj.2024.04.004>

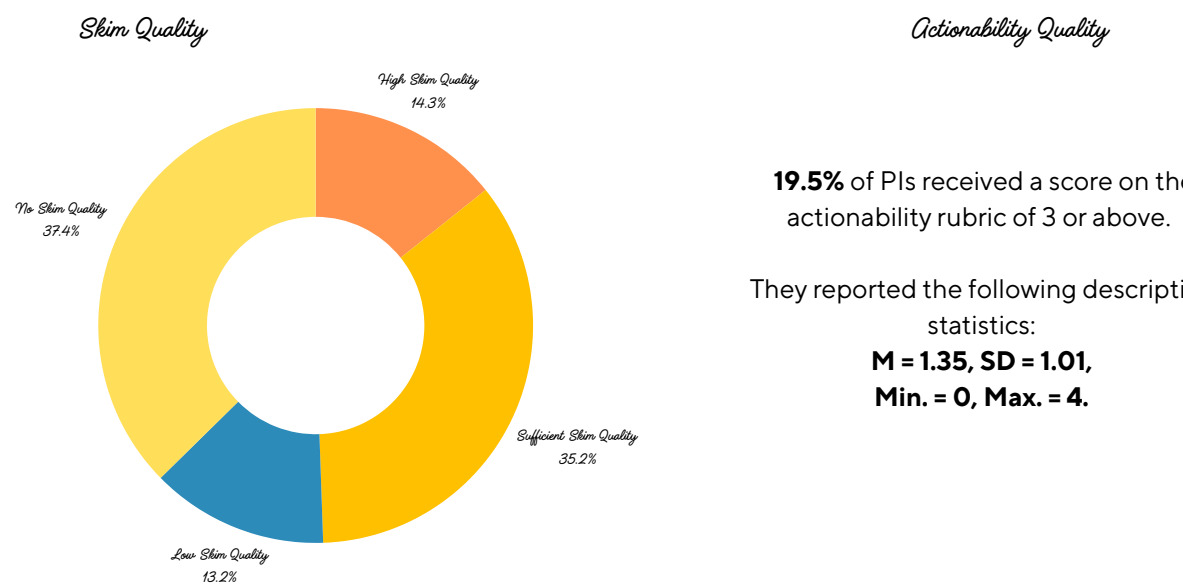
Accessibility



Out of the 45 studies, 35 were open access. However, the difference between journals is highly varied as TESOL EJ is 100% open - access compared with ELT's 13.3% open access of the sampled articles.

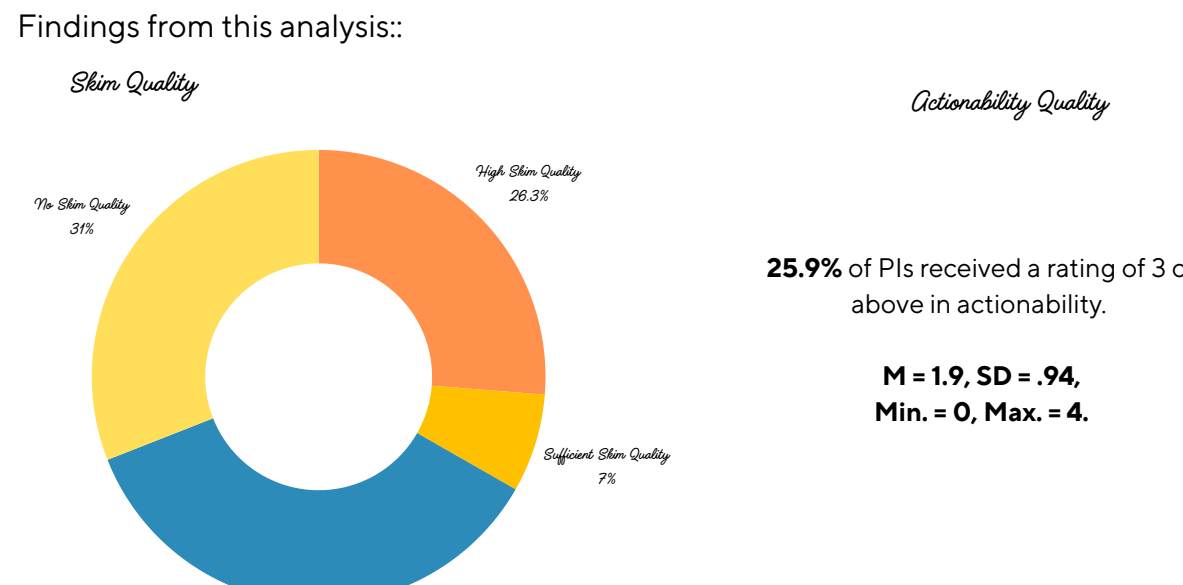
Comparison with Coss & Hwang (2024)

Coss & Hwang (2024) reported the following descriptive statistics:



19.5% of PIs received a score on the actionability rubric of 3 or above.

They reported the following descriptive statistics:
M = 1.35, SD = 1.01, Min. = 0, Max. = 4.



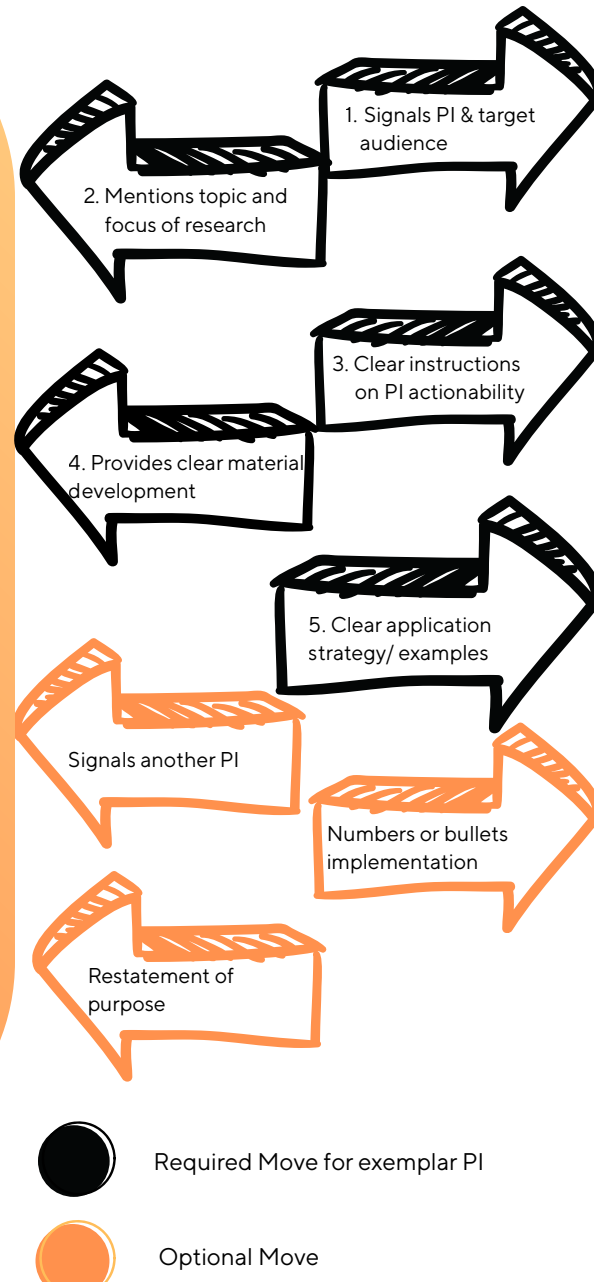
25.9% of PIs received a rating of 3 or above in actionability.

M = 1.9, SD = .94, Min. = 0, Max. = 4.

Though less salient, PIs in practitioner-oriented journals were rated higher in actionability. However, the actionability rating was still relatively low with almost 1/4 of all of PIs receiving a score of 2 or less - indicating those PIs have low informativeness for practitioners.

Exemplar Pedagogical Implications and their rhetorical moves

This study suggests some practical implications for educators, teachers, and policymakers regarding the use of FC (flipped classroom) to enhance student outcomes and reduce learning anxiety. First, video lessons as part of preparatory tasks can enhance students' understanding of reading question types, strategies, and tips. Educators or teachers should integrate high-quality instructional videos into pre-class activities. Videos should be carefully selected (e.g., official videos published by British Council or IDP Education) to ensure the validity and reliability of the content) and have appropriate length. Short quizzes should be designed for each video so that the students have a purpose of watching the videos and for the teachers to check students' understanding and track their work while preparing at home. Besides, teachers should structure learning activities to include both preparatory tasks for vocabulary building and interactive class activities that reinforce vocabulary usage. The tasks could include introduction of new vocabulary and activities associated with learning and remembering the new words. This ensures comprehensive vocabulary acquisition and reduces learning anxiety.



- PEDAGOGICAL IMPLICATIONS (Section Head) Given these findings, educators should incorporate the Frayer Model into their curriculum to improve students' word ownership, vocabulary retention, and ability to use words meaningfully in contexts. Below is a step-by-step guide on how to implement the Frayer Model in reading classes.
- Select and introduce vocabulary words. Choose key academic vocabulary from the reading material, such as high-frequency words. Have students rate their familiarity with each word before instruction.
 - Explain the Frayer Model and its purpose. Provide students with a Frayer Model template and model how to complete the organizer using a sample word, thinking aloud as you go.
 - Guide students in completing the Frayer Model. Before reading, work as a group to fill in initial definitions, characteristics, and examples/non-examples. During reading, students update their Frayer Models when they encounter words in context. Encourage students to note new characteristics, synonyms, or connotations they discover. Facilitate peer discussion to enhance word understanding. After reading, students refine their entries and apply their vocabulary knowledge. Use follow-up activities such as sentence construction with the new vocabulary, class discussions using the words in context, and writing prompts requiring the use of target vocabulary in new contexts.
 - Continue to reinforce learning through application. Monitor students' use of vocabulary in informal and formal discussions and writing assignments over time, encouraging them to apply their new vocabulary.

Common Signals of Pedagogical Implications



The results of this study have important implications for ...
Our study suggests three main implications for ...
There are several implications from this study that can be ...
The findings lead to several actionable, practical implications for ...
This has meaningful implications for ...
Based on the findings, several actionable recommendations can ...