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**Journal of Teaching Persian to
Speakers of Other Languages**



An Investigation into Research Methodology and Research Orientation of the Studies Published in Journal of Teaching Persian to Speakers of Other Languages

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ABSTRACT

The research methodology and research orientation of the studies published in the realm of teaching Persian to the speakers of other languages (hereafter TPSOL) have seldom been reported. That said, the purpose of the present study was to investigate the research methodology and research orientation of the papers published between 2012 and 2015 in TPSOL journal. Moreover, the study aimed to investigate the relationship between the research methodology and research orientation of the papers published in this journal. To this end, 58 papers were extracted from TPSOL journal and analyzed by the help of two categorical frameworks. We used *MAXQDA* 10 to do the analyses. The results of the study revealed that both qualitative and quantitative research methodology enjoyed a fair attention in the papers published in TPSOL; however, not all types of qualitative methodologies were practiced in the papers. Moreover, the results showed that no study enjoyed the principles of mixed methods methodology. The findings also showed that there existed discrepancies among the research orientations of the research studies published in TPSOL. Given that, the highest attention has been paid to learning and learner orientations and the least attention has been paid to teacher and assessment orientations.

Keywords: research orientation, research methodology, *MAXQDA* 10, TPSOL

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1. Introduction

It is believed that second language teaching/learning is a multidisciplinary phenomenon (Riazi & Candlin, 2014) encompassing different research methodologies to investigate its angles from various perspectives and paradigms such as positivist and constructivist ones. The adoption of an appropriate methodology is utmost important for a project (Sahragard, 2004) to yield sound results. The invention of different research paradigms may root in the effort of human beings “to change and develop our understandings and reduce illusion” (Sayer, 1992, p. 252). However, due to the differences existing in the definition of knowledge, not all scholars agree on the perspective shown by Sayer. Bachman (2006), for instance, believes that there are various ways associated with what we call understanding; consequently, researchers employ different methodologies and approaches to conduct research studies. What Bachman (2006) condemns is that since the definitions of understanding are different, so are the ways to reach it. This can be called as a reason for which different research methodologies appear to language teaching/learning research.

The two main research methodologies are called quantitative and qualitative. In the course of explanation, it is worth differentiating between bottom-up (inductive) and top-down (deductive) approaches to research methodology. In the latter approach, which is also called theory-driven approach, the hypotheses of the research are formulated based on the theoretical framework. It is like a waterfall in which theory produces hypothesis, then, observation is started, and finally the confirmation of the theory is made. As Riazi and Candlin (2014) state, “deductive research will either strengthen the theory by verifying the hypothesis or weaken its exploratory power if the evidence and analysis do not support the hypothesis” (p. 136). On the other hand, the inductive research methodology which is also called data-driven resembles a “hill climbing” path in which the starting point is observation which creates patterns. From the obtained patterns, the researcher formulates tentative hypotheses to propose a theory. Combining these two approaches to each other, a new research methodology can emerge:

the mixed methods approach. The third methodological movement was led by the paradigm debate originating between qualitative and quantitative research (Teddlie & Tashakkori, 2010). We discuss the three research paradigms in the following paragraphs.

The origin of the quantitative research can be sought in positivism. The followers of this school of thought, as Ary, Jacobs, Sorensen, and Walker (2014) state, “believe that general principles or laws govern the social world as they do the physical world that through objective procedures researchers can discover these principles” (p. 25) and probably use them to improve their understanding about human behavior. Fishman (2010) admits that the explanatory research which follows the principles of quantitative research seeks to find the degree of variation among different variables to compare and contrast them either by each other or by other variables. However, the critics argue that “the complexity of human behavior is so great and so manifold that *Erklärung* [the term for exploratory research in German] is essentially impossible with respect to it” (Fishman, 2010, p. 13).

Qualitative research methodology, however, puts its focus on the meanings which each phenomenon may bring for specific person (Ary et al., 2014). In the words of Denzin and Lincoln (2000), “qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible” (p. 4). That said, the qualitative research seeks to reach a narrative report to show social reality experienced by people. To do so, as Richards (2009) states, qualitative research is locally situated, participant oriented, holistic, and inductive to tap upon the utmost meanings set out by people.

As the “paradigm war” went on, a new research methodology was introduced into language teaching/learning research: the mixed method research. As the name suggests, mixed methods research has combined the principles of both qualitative and quantitative methodologies. In this way, as the proponents claim, the dependability of the research improves (Ary et al., 2014). However, it should be noted that, as Creswell (2008) declares, mixing qualitative and quantitative methodologies will not always result in mixed

methods research. According to Ary et al. (2014) “it involves the use of both approaches in tandem so that the overall strength is greater than either quantitative or qualitative” (p. 26). The mixed methods research attempts to bridge the gap between the two poles of positivism and constructivism (Hanson et al. 2005; Johnson & Onwuegbuzie 2004; Riazi & Candlin, 2014).

Due to the nature of various types of research studies, researchers have opted to select different research methodologies which are appropriate for their studies. Different research methodologies are resulted from how knowledge is defined and how the necessary procedures may be called upon (Riazi & Candlin, 2014). That said, if we can investigate the trends of using different research methodologies, we can, then, obtain the philosophy behind using each research methodology in each interval (Richards, 2009). We can, then, draw a map of the research methodologies used in L2 teaching and learning to bridge the gaps existing in the field of applied linguistics.

Teaching Persian to speakers of other languages is flourished due to the fact that the students of other countries who come to Iran for continuing their studies in different realms of science need to learn Persian. The need for finding and establishing good teaching methodologies ask for research in TPSOL. This led to the emergence of a journal which specifically focuses on TPSOL. That said, the purpose of the present study was to explore the trends of the research methodology in the papers published in TPSOL journal. Moreover, the study was an attempt to investigate the research orientation of the papers published in this journal. In this study, the research orientation means that we were interested in finding the focus of the research studies published in TPSOL journal with respect to different modes of research including teaching, learning, and assessment.

2. Literature Review

In this section, we have summarized research studies which have been done to investigate the research methodology of the published papers in different applied linguistics journals. Benson, Chik, Gao, Huang, and Wang (2009) believed that language related journals showed more preference for

qualitative research by the change in the millennium in comparison to early 1990s. Given that, Magnan (2005) argued that “our discipline now embraces a variety of qualitative methods as accepted, or even preferred, methods of inquiry” (p. 315).

In one of the earliest studies, aiming at exploring the research methodology of the papers published in applied linguistics journals, Lazarazon (2000) analyzed the papers published in four applied linguistics journals namely, *Language Learning*, *Modern Language Journal*, *Studies in Second Language Acquisition*, and *TESOL Quarterly* in a seven-year-period from 1991-1997. She selected her research methodology as the one which was in line with that of Thomas (1994). According to Thomas (1994), the researchers are trying to quench the desire of the editorial policy when they are designing their research methodology. Lazarazon (2000) investigated the research papers which reported first hand results. The results of her study showed that 10% of the published papers in the above mentioned journals had qualitative research methodology, 2% of the published papers were partially qualitative (it reminds us of mixed methods methodology; however, at that time, it was not common to call these research methodology as mixed methods) and 88% quantitative.

In a comparative study, Yihong, Lichum and Jun (2001) investigated the research methodology in the published papers of Chinese journals and that of the Western countries. Through using a categorical framework, they divided the research studies into quantitative, qualitative and non-empirical research. The results of their study made them declare that there was “a shift toward the qualitative direction” (p. 7). The results of their study also indicated that from the mid-1990s there was a growth in the percentage of conducting qualitative studies, showing that qualitative studies approached the quantitative ones in terms of research conduction.

Focusing on qualitative research in language teaching and learning journals from 1997 to 2006, Benson et al. (2009) gathered data in relation to the published papers of ten journals. Benson et al. followed Yihong et al.’s (2001) framework and used a three-category-framework including

quantitative, qualitative and non-empirical research methodology. The results of their study showed that 22% of the total published papers were qualitative. The findings of their study showed that there were considerable variations among different journals with respect to publishing qualitative studies. Moreover, the approach analysis of the research methodology showed that a trend of methodological eclecticism was in process in the qualitative papers published in different applied linguistics journals.

In 2009, Richards conducted a study to investigate the trends of qualitative research in language teaching. He analyzed the papers published in 15 applied linguistics related journals. The description of some exemplary papers and quality in qualitative research were also considered. He summarized his research results in different aspects. The results showed that the qualitative studies have been characterized by less confrontational orientation and their attention is more on theoretical debates. Moreover, the results of the study showed that “the most significant movement to emerge from qualitative research generally is a shift towards mixed methods research” (Richards, 2009, p. 167).

To address the main purposes of the study which were to examine the research methodology and research orientation of TPSOL papers, we reviewed the related definitions to find theoretical underpinnings for designing the frameworks. We used the definitions proposed by Ary et al. (2014) for each of them. According to Ary et al., basic interactive studies are those research studies which seek how participants perceive events, processes and activities. They define case study as a kind of research which investigates the characteristics of an individual, a group, or even a program to reach a detailed description of the entity. Content analysis, as Ary et al. state, is to use some sort of records to investigate a phenomenon or an event. Ethnography is also placed under the category of qualitative research methodology which “is an in-depth study of naturally occurring behavior within a culture or social group” (Ary et al., 2014; p. 55). Grounded theory is to derive a theory about a phenomenon inductively and through collecting and analyzing a particular setting. Finally, the last sub-category we

investigated in the published papers in the TPSOL journal was phenomenological methodology which taps upon the perceptions of the participants about the experience they gain in the process of doing an activity.

We also categorized quantitative research methodology in the framework. The quantitative studies were divided into non-experimental and experimental research (Ary et al., 2014). As Ary et al. define it the “experimental research involves a study of the effect of systematic manipulation of one variable(s) on other variable” (p. 28). The main feature of experimental studies is the random selection of the participants. It is, however, very difficult to have true experimental research due to many interfering factors. The other category of quantitative study is non-experimental research which includes ex post facto, correlational, and survey research. The ex post facto study so much resembles an experiment. However, it should be noted that the researchers do not manipulate the independent variable. For the purpose of correlational research, the researcher gathers information from different participants on different variables to investigate the probable relations which may exist among them. It is worth noting that “both ex post facto and correlational research investigate relationships between variables” (Ary et al., 2014, p. 28); however, the featured distinction between them is that in ex post facto the researcher has at least two groups and investigate the effect of one variable, but in correlational research the researcher deals with one group of participants while investigating different variables. Survey studies refer to the investigations benefiting from questionnaires and interviews to collect information about individuals or groups.

The other focus of this study was on the research orientations of the papers published in TPSOL. To draw a framework, we narrow down the scopes of the applied linguistics journals focusing on second/foreign language teaching/learning. In so doing, we reached six categories. These categories are shown below:

- *Teaching orientation*: studies focusing on the process of teaching L2. The methods, techniques, and activities which are used in L2 classrooms to promote teaching aspects.
- *Material orientation*: studies highlighting the materials used in L2 teaching. Analyzing the materials is also placed under this research orientation. Moreover, the investigation on how to produce new materials for L2 classrooms based on different criteria is within this realm of research orientation.
- *Assessment orientation*: as the name suggests for itself, the description for assessment orientation studies can be related to the investigation focusing on the assessment and evaluation of L2 learners in the process of learning L2.
- *Learning orientation*: the studies focusing on the process of learning and the cognitive aspects of learning. Furthermore, how learning in different situations may have effect on L2 learning is categorized under learning oriented research.
- *Learner orientation*: the studies focusing on how learners' traits can impact learning and teaching process. One example is to study the personality traits of L2 learners and draw correlation with other factors of L2 learning.
- *Teacher orientation*: the studies which are seeking the teacher aspect of L2 learning. To put it in another way, teacher education is an aspect of teacher oriented research focusing on how to prepare teachers for L2 teaching.

Reviewing the above mentioned studies, we can specify some gaps. First, the focus of these papers was on qualitative and quantitative research methodology and that of mixed methods methodology is ignored in many of them. Second, the research orientation is not paid a fair attention. Besides, the relationship between research methodology and research orientation was not researched. Given that, in this study we aimed to investigate the research methodology and research orientation of the papers published in TPSOL journal. Furthermore, we sought to investigate the relationship between

research methodology and research orientation of the papers published in TPSOL between 2012 and 2015. We relied on *MAXQDA* 10 to collect data and analyze them which brought more agreement in the data obtained. Owing to this, the following research questions were posed:

1. What kinds of research methodologies and research orientations have been used in the research papers published in TPSOL journal?
2. What is the relationship between the research methodology and research orientation of the papers published between 2012 and 2015 in TPSOL journal?

3. Method

3.1. The Corpus

In order to investigate the trends of the research methodology and research orientation of the research studies in the realm of TPSOL, we examined the research methodology and research orientation of the papers published in the journal of Teaching Persian to Non-Persian Speakers published at Imam Khomeini International University, Qazvin, Iran. To do so, we extracted 58 papers from the website of the journal at *jplt.journals.ikiu.ac.ir*. These papers were published in this journal during 2012-2015 in four volumes and 10 issues. They were all of the papers published in this journal. Two sections of the extracted papers which had a significant role in our study were introduction and methodology. The reason for their significant role was that through scrutinizing the introduction section we understood what the orientation of the study was. Moreover, through examining the methodology section we came up with the research methodology each study addressed.

3.2. The Research Methodology Framework

We designed a framework to categorize the research methodology of different studies published in TPSOL journal. With this purpose in mind, we reviewed the literature to reach a comprehensive framework. With respect to research methodologies of the published papers, we yielded three main categories including qualitative, quantitative, and mixed methods. We, then,

categorized qualitative research into six sub-categories including phenomenological, grounded theory, ethnography, content analysis, case study, and basic interpretive study.

3.3. Data Analysis Procedures

We used *MAXQDA* 10 to analyze the research methodology and research orientation of the papers published in *TPSOL* journal. What *MAXQDA* 10 provided for us were the qualitative, quantitative, and relational aspects of research methodology and research orientation of the papers published in *TPSOL* journal. We added our two frameworks (one for research methodology and the other for research orientation) as codes to *MAXQDA* 10. Then, by codifying the sections which were in relation to different categories we obtained the information for analyzing the papers. For instance, an investigation with the title of “a many-facet rasch measurement of basic among Farsi-native speaking raters toward essays, written by non-native speakers of Farsi” (Esfandiari, 2015) was codified as

Research Orientation ➡ **Assessment**

Research Methodology ➡ **Quantitative; non-experimental**

The process was done over the 58 papers. For the matter of inter-coding reliability, the inter-coder agreement was calculated. For this purpose, 24% of the papers (n = 14) were codified by another coder. One feature of *MAXQDA* 10 is that the researchers can easily calculate inter-coder agreement. The inter-coder agreement between the two coders were 85%; showing a high correlation between how coders codified the papers for their research methodology and their research orientation.

4. Results

The first research question of this study was “what kind of research methodologies and research orientations have been used in the research paper publish in *TPSOL* journal?” To address this question we investigated the research papers for their research methodologies and research orientations once qualitatively and the other time quantitatively. Figure 1 shows that with regard to research methodology, most of the papers were conducted as non-

experimental, ex post facto. However, the research studies including qualitative methodology used content analysis more than other research methodologies. Other research methodologies, as can be seen in Figure 1 are basic interpretive studies in the qualitative studies and survey and correlational on quantitative methodology. It can also be seen through Figure 1 that no research study in TPSOL journal enjoyed phenomenological, grounded theory, ethnography, or case studies. We can also see no research methodology practicing the principles of experimental and mixed methods research conducted in TPSOL journal. With respect to research orientations of the published papers in TPSOL, the results of *MAXQDA* 10 code system show that there was a fair attention to different research orientations such as teaching, material, learning, and learner. However, two of the research orientations including teacher and assessment ones were paid a very little attention.

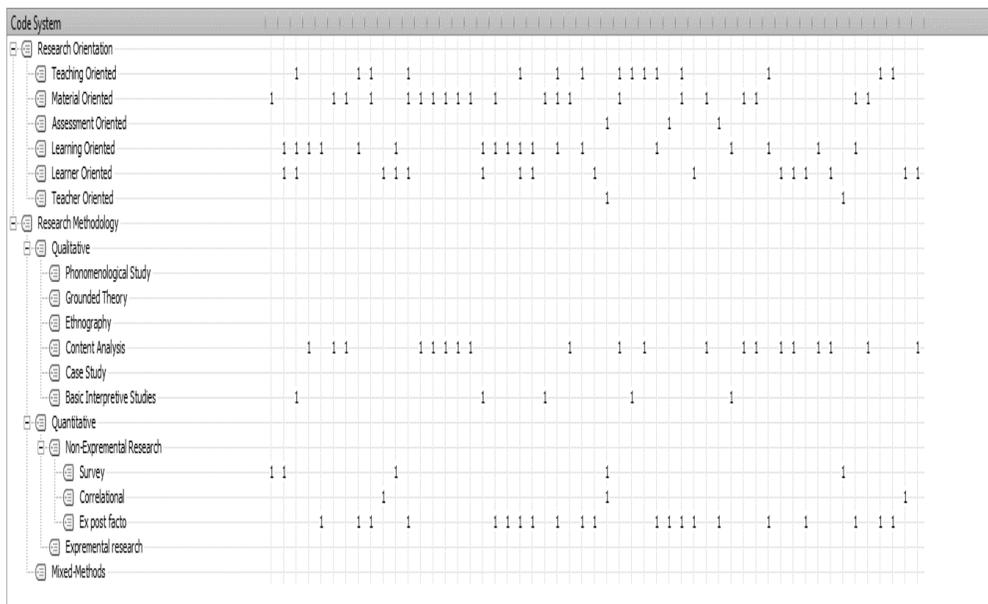


Figure 1. Research methodology and research orientation of the published papers in TPSOL

To answer the first question quantitatively, we categorized the papers published in each year under its document group and analyzed the obtained result in percentage. We had four document categories for four years (Doc. 1 = 2012; Doc. 2 = 2013; Doc. 3 = 2014; Doc. 4 = 2015). Table (1) indicates

the results of research orientations of the published papers in TPSOL with regard to the percentage of occurrence in each year.

Table 1

Research Orientations of the Published Papers in TPSOL

Research Orientation	2012	2013	2014	2015	Total
Teaching Orientation	10%	12%	8%	12%	13%
Materials Orientation	15%	12%	15%	15%	14.25%
Assessment Orientation	0	5%	0	5%	2.5%
Learning Orientation	51%	55%	36%	30%	43%
Learner Orientation	41%	38%	41%	40%	40%
Teacher Orientation	0	5%	5%	0	2.5%

Table 1 provides evidence in support of Figure 1. As can be seen in Table 1, a fair attention has been paid to research orientations such as learner and learning orientations with the total percentage of 40% and 43% respectively by the TPSOL researchers. Attention was also paid, although in less fair manners, to teaching and material orientations (13% and 14.25%, respectively). However, the least attention has been paid to teacher and assessment orientations (2.5% for each of them) by the researchers of TPSOL between 2012 and 2015. In Table 2, we also show that some research methodologies have been used in the research studies published in TPSOL more than the other ones.

Table 2

Research Methodologies of the Published Papers in TPSOL

Type of Research	Methodology	2012	2013	2014	2015	Total
Qualitative	Phenomenological	0	0	0	0	0
	Grounded Theory	0	0	0	0	0
	Content Analysis	45%	27%	43%	40%	38.75
	Case Study	0	0	0	0	0
	Basic Int.	10%	25%	5%	0	10%
Quantitative	Survey	15%	5%	10	10%	10%
	Correlational	8%	5%	0	10%	5.75
	Ex Post Facto	22%	38%	42%	40%	35.5%
Mixed Methods		0	0	0	0	0

It can be seen that between 2012 and 2015, 51% of the papers published in TPSOL enjoyed quantitative research methodology and 49%

qualitative, without any occurrence of mixed methods research methodology. Examining each research methodology, we found that there was not a fair distribution among different research methodologies. That said, in the qualitative research methodology, most of attention has been paid to content analysis studies (total = 38.75%) and 10% of the research used basic interpretive studies. It is noted that no study has been conducted with other categories. For the quantitative studies, however, we observed distribution of research methodologies, although not equal, among the three types. The most attention has been paid to ex post facto studies (35.5%) and the least to correlational studies (5.75%). Finally 10% of the quantitative studies belonged to survey studies.

The second research question of the study was “what is the relationship between the research methodology and research orientation of the papers published between 2012 and 2015 in TPSOL journal?” We used *MAXQDA* code relation to address the question. Figure 2 is the result of this code relation investigation.

The circles in Figure 2 show the relations between different research orientations and research methodologies. The bigger the circles, the larger the relationship between the research orientation and research methodology, clarifying the research orientation of a study when using a specific research methodology. Figure 2 indicates that there were three strong relationships between research orientation and research methodology of the published papers in TPSOL which were “material orientation and content analysis”, “teaching orientation and ex post facto”, and “learning and ex post facto.” Moreover, less strong relationship can be seen between “learner orientation and ex post facto”. The information we obtained in this regard can be very useful to show which research orientation was used with which research methodology to address different aspects and purposes of conducting research in the realm of TPSOL.

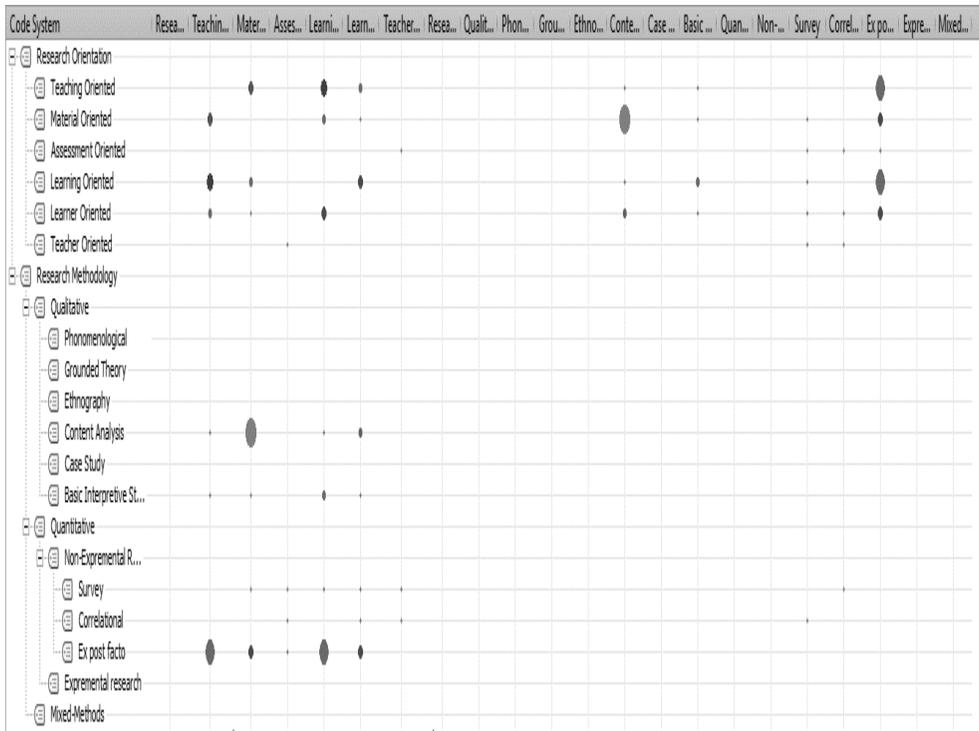


Figure 2. The code relation between research methodology and research orientation of the published papers in TPSOL

5. Discussion

This study was an attempt to investigate the research methodology and research orientation of the papers published in TPSOL journal between 2012 and 2015. Moreover, we sought to understand the relationships existing between research methodology and research orientations of these papers. Based on the qualitative and the quantitative analyses we did, we addressed the two research questions of the study. The first research question was posed to address the research methodology and research orientation that the researchers used in their studies published in TPSOL. The results of the present study showed that both qualitative and quantitative research methodologies were practiced in the papers published in TPSOL between 2012 and 2015 (Figure1 and Table 2). However, no study revealed the use of mixed methods in this journal (Figure 1). In the course of analysis, we found

that learning and learner orientations were considered in the papers published in TPSOL with higher percentage in comparison to teacher, teaching, material, and assessment orientations (Table 1). Different explanations can be provided for the obtained results.

The constraints made by the journals can be an explanation for the results we obtained in this study (Ortega & IberriShea, 2005). The limitations imposed by the journals may lead the researchers to follow them to quench the journals' desires for the purpose of final publication. More often than not, the journals propose special issues and require the researchers to move their academic contributions to these subjects. Scrutinizing the scopes of TPSOL journal, we found that the policy of the journal is to lead researchers to conduct more studies about learners and learning processes, supporting the results and the argument we made in this regard.

Furthermore, sometimes, due to the nature of TPSOL which is a newly established field of study in Iran, the researchers are required to focus on some aspects which have more research immediacy. This means that the pressure which the people in charge of TPSOL felt, made them ask for more studies relating to learners and learning process. However, the tendency to have both qualitative and quantitative research studies in TPSOL shows that the researchers working in the field of TPSOL saw themselves in a less rigid boundary to conduct their studies. The growing percentage of qualitative methodology which is to some great extent equal to the number of quantitative research studies indicates that there is an openness to research methodology in TPSOL field.

One more explanation for the obtained results with regard to research methodology is the tension existing between cognitive/mentalistic and social/contextual perceptions of language learning (Firth & Wagner, 1997). This distinction underlies the struggles between qualitative and quantitative research methodologies. According to Benson et al. (2009) the Western researchers due to being influenced by Chomskyan approaches to language teaching and learning believe that language learning and teaching depend very much on the psychological traits of the individuals. That said, to study

learning and teaching processes, they need to use quantitative methodology in their research studies to be able to generalize their outputs.

The community of practice which has influenced the TPSOL researchers in conducting research studies is another argument for the obtained results. According to Hoadley (2012), community of practice can be defined as “a community which shares practices” (p. 288). Based on community of practice theory activities conducted by individuals are influenced by the interaction among them. Having this in mind, it can be considered that since the larger number of studies published in TPSOL addressed learning and learners orientations by the earlier researchers, the following researchers are convinced to do more research about these research orientations.

The second research question of the study addressed the relationship between research methodology and research orientation. The results obtained from *MAXQDA* 10 code relation (see Figure 2) showed that there were strong relationships among “material orientation and content analysis”, “teaching orientation and ex post facto”, and “learning and ex post facto.” This shows that the researchers of TPSOL had the tendency to follow ex post facto methodology to experiment new methodology in teaching Persian to non-Persian speakers. Moreover, it is clear that material analysis is done through content analysis methodology.

The findings of this study indicated that there was no research study using mixed methods methodology to address its research focus. The reason for this result can be traced to the nature of TPSOL. This field of study is a new one in Iran and due to this reason the research methodology for conducting research in this field is not that much complicated to require mixed methods methodology. One reason to justify our claim is the topics these papers involved. The topics did not require the researcher to conduct mixed methods studies. Moreover, as the principles of mixed methods studies are new even to applied linguistics, it is still far from research fashion to be used as a research methodology in TPSOL.

6. Conclusions and Implications

The focus of the current study was on the research methodology and research orientation of the papers published in TPSOL journal. Moreover, the research aimed at exploring the relationship between the research methodology and research orientation of the papers published in this journal. In the course of analysis, we found that both qualitative and quantitative research methodologies were practiced in the papers published in TPSOL journal. However, we noted that different types of qualitative studies were not equally practiced in the papers. For instance, the results showed that no research study has been conducted in TPSOL which benefits from phenomenological and ethnographical research methodology.

The findings of this study lead us to bear some implications. First, some of the research orientations such as assessment and teacher ones have been paid little attention. These research orientations have got important roles in L2 teaching and learning. For instance, the assessment orientation is an ongoing process (Brown, 2007) which has effects on L2 teaching and learning. That said, it is highly important for the TPSOL researchers to consider all research orientations in their studies. We propose some implications for the TPSOL journal below:

1. Even though the qualitative research methodology is paid a fair attention in TPSOL journal, the different types of qualitative methodology are not equally used and practiced. For example, case studies are so much important in improving L2 learning and teaching programs, so it is very helpful if the scopes of the journal require TPSOL researchers to conduct case studies along with other types of qualitative methodology such as ethnography and phenomenology.
2. Since the Persian learners are from different nations, it will be very useful if the journal publishes special issues with the aim of investigating Persian learning and teaching by different cases. Consequently, more comprehensive teaching methods and materials can be produced.

3. Assessment as an important angle of education should not be ignored in TPSOL. The results of this study showed that there were not significant numbers of research studies focusing on assessment in TPSOL. Special issues can be also devoted to assessment in TPSOL.
4. Mixed methods study has the feature of being more reliable and valid due to the data triangulation. In this regard, TPSOL journal should encourage TPSOL researchers to utilize mixed methods methodology in their forthcoming research studies.

Since there is just one TPSOL journal in Iran dealing with learning and teaching Persian language to the speakers of other languages, we were not able to compare and contrast between different journals. In addition to that, since the TPSOL journal has been published since 2012, we did not have a lot of papers to analyze. Future studies may examine the research methodology and research orientation of the papers published in TPSOL journal with those of other languages such as teaching Chinese to the non-Chinese speakers etc. From a discursive perspective, the papers published in TPSOL can be subject to many discourse analysis studies such as rhetorical move analysis, appraisal studies, and genre analysis.

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