Appendix

List of Research Articles Used for the Analysis

International corpus

In1	Monteiro, K., & Hirano, E. (2020). A periphery inside a semi-periphery: The uneven participation of Brazilian scholars in the international community. *English for Specific Purposes, 58*, 15–29. https://doi.org/10.1016/j.esp.2019.11.001
In2	Stapleton, P., & Kin, B. L. K. (2019). Assessing the accuracy and teachers' impressions of Google Translate: A study of primary L2 writers in Hong Kong. *English for Specific Purposes 56*, 18–34.
In3	Cheng, W., Lam, P. W. Y., Kong, K. C. C. (2019). Learning English through workplace communication: Linguistic devices for interpersonal meaning in textbooks in Hong Kong. *English for Specific Purposes 55*, 28–39. https://doi.org/10.1016/j.esp.2019.03.00 4
In4	Write, H. R. (2019). Lexical bundles in stand-alone literature reviews: Sections, frequencies, and functions. *English for Specific Purposes 54*, 1-14. https://doi.org/10.1016/j.esp.2018.09.001
In5	Trippe. J., & Berk, M. B. (2019). A prosodic profile of American aviation English. *English for Specific Purposes 53*, 30–46. https://doi.org/10.1016/j.esp.2018.08.006
In6	Thiele, C., Mooshammer, C., Belz, M., Rasskazova, O., & Birkholz, P. (2020). An experimental study of tongue body loops in V1-V2-V1 sequences. *Journal of Phonetics, 80*. https://doi.org/10.1016/j.wocn.2020.100965
In7	Krivokapić, J., Styler, W., & Parrell, B. (2020). Pause postures: The relationship between articulation and cognitive processes during pauses. *Journal of Phonetics, 79*. https://doi.org/10.1016/j.wocn.2019.100953
In8	Lohmann, A., & Conwell, E. (2020). Phonetic effects of grammatical category: How category-specific prosodic phrasing and lexical frequency impact the duration of nouns and verbs. *Journal of Phonetics, 78*. https://doi.org/10.1016/j.wocn.2019.100939
In9	Schönhuber, M., Czeke, N., Gampe, A., & Grijzenhout, J. (2019). Infant perception of VOT and closure duration contrasts. *Journal of Phonetics, 77*. https://doi.org/10.1016/j.wocn.2019.100916
In10	Chen, A. C.-H., & Tseng, S.-C. (2019). Prosodic encoding in Mandarin spontaneous speech: Evidence for clause-based advanced planning in language production. *Journal of Phonetics, 76*. https://doi.org/10.1016/j.wocn.2019.100912
In11	Siegel, J. (2020). Effects of notetaking instruction on intermediate and advanced L2 English learners: A quasi-experimental study. *Journal of English for Academic Purposes, 46*. https://doi.org/10.1016/j.jeap.2020.100868
In12	Anderson, T., Alexander, I., & Saunders, G. (2020). An examination of education-based dissertation macrostructures, *Journal of English for Academic Purposes, 45*. https://doi.org/10.1016/j.jeap.2020.100845
In13	Dugartsyrenova, V. A. (2020). Supporting genre instruction with an online academic writing tutor: Insights from novice L2 writers. *Journal of English for Academic Purposes, 44*. https://doi.org/10.1016/j.jeap.2019.10083 0
In14	Miller, J. (2020). The bottom line: Are idioms used in English academic speech and writing? *Journal of English for Academic Purposes 43*. https://doi.org/10.1016/j.jeap.2019.100810
In15	Poole, R., Gnann, A., & Hahn-Powell, G. (2020). Epistemic stance and the construction of knowledge in science writing: A diachronic corpus study. *Journal of English for Academic Purposes 42*. https://doi.org/10.1016/j.jeap.2019.100784
In16	Zhang, H., Wu, J., & Zhu, Y. (2020). Why do you choose to teach Chinese as a second language? A study of pre-service CSL teachers' motivations. *System, 91*. https://doi.org/10.1016/j.system.2020.102242
In17	Wen, X., & Piao, M. (2020). Motivational profiles and learning experience across Chinese language proficiency levels. *System, 90*. https://doi.org/10.1016/j.system.2020.102216
In18	Ryan, J., & Granville, S. (2020). The suitability of film for modelling the pragmatics of interaction: Exploring authenticity. *System, 89*. https://doi.org/10.1016/j.system.2019.102186
In19	Durbahn, M., Rodgers, M., & Peters, E. (2020). The relationship between vocabulary and viewing comprehension. *System, 88*. https://doi.org/10.1016/j.system.2019.102166
In20	Liu, Y-T., & Tseng, W-T. (2019). Optimal implementation setting for computerized visualization cues in assisting L2 intonation production. *System, 87*. https://doi.org/10.1016/j.system.2019.102145

Amnuai, W. (2025). A comparison of citations in the discussion sections of English research articles written by international and Thai writers. *MEXTESOL Journal, 49*(2).

Thai corpus

Th1	Sompakdee, P., & Danvivath, U. (2020). Developing English for tour guides material: Khmer sanctuary guides. *Humanities, Arts and Social Sciences Studies, 20*(1), 42-64. https://doi.org/10.14456/hasss.2020.3
Th 2	Suvarnamani, S. (2017). A study of grammatical and lexical errors in descriptive writing of first year arts students at Silpakorn University. *Humanities, Arts and Social Sciences Studies, 17*(2), 42-64. https://doi.org/10.14456/sujsha.2017.3
Th 3	Phonhan, P., Phusawisot, P., & Praphan, P. (2016). The effects of theme-based instruction for reducing Thai undergraduate students' descriptive writing apprehension. *Humanities, Arts and Social Sciences Studies, 16*(2), 73-92. https://doi.org/10.14456/sujsha.2016.23
Th 4	Chanprasert, C., & Wichadee, S. (2015). Exploring language learning anxiety and anxiety reducing strategies of the first-year students taking a foreign language course. *Humanities, Arts and Social Sciences Studies, 15*(1), 131-156. https://so02.tci-thaijo.org/index.php/hasss/article/view/33289
Th 5	Srisongkhram, W. (2015). The effects of learning styles and other psychological variables on predicting to students' academic achievement based on learning evaluation method in adolescent problem and guidance class. *Humanities, Arts and Social Sciences Studies, 14*(3), 1-26. https://so02.tci-thaijo.org/index.php/hasss/article/view/25942
Th 6	Kanokpermpoon, M. (2019). Thinking skills in practice: A case study of an English curriculum at a Thai university. *LEARN Journal, 12*(2), 49-63. https://so04.tci-thaijo.org/index.php/LEARN/article/view/205068
Th 7	Jitpraneechai, N. (2019). Noun phrase complexity in academic writing: A comparison of argumentative English essays written by Thai and native English university students. *LEARN Journal, 12*(1), 49-63. https://so04.tci-thaijo.org/index.php/LEARN/article/view/168582
Th 8	Chansopha, N. (2018). The use of international business management collocations by Thai EFL speakers. *LEARN Journal, 11*(1), 87-109. https://so04.tci-thaijo.org/index.php/LEARN/article/view/135872
Th 9	Rimkeeratikul, S. (2016). Communication apprehension in L2 among MA students majoring in English in Bangkok, Thailand. *LEARN Journal, 9*(2), 14-21. https://so04.tci-thaijo.org/index.php/LEARN/article/view/102644
Th 10	Tunskul, T., & Piamsai, C. (2016) The English Oral Reading Fluency Test: Relationships to comprehension and test takers' attitudes. *LEARN Journal, 9*(1), 25-44. https://so04.tci-thaijo.org/index.php/LEARN/article/view/102660
Th 11	Jhaiyanuntana, A., & Nomnian, S. (2020). Intercultural Communication Challenges and Strategies for the Thai Undergraduate Hotel Interns. *PASAA, 59*, 204-235. https://www.culi.chula.ac.th/Images/asset/pasaa_journal/file-6-79-og4yae046128.pdf
Th 12	Kampittayakul, T. (2018). The role of translanguaging in improving Thai learners' interactional competence in Dyadic English as a foreign language tutorial sessions. PASAA, 56, 80-111. https://files.eric.ed.gov/fulltext/EJ1224429.pdf
Th 13	Huadhom, N., & Trakulkasemsuk, W. (2017). Syntactic analysis of online tourism slogans: Frequency, forms and functions. *PASAA, 53,* 182-213. https://files.eric.ed.gov/fulltext/EJ1153680.pdf
Th 14	Kuama, S., & Intharaksa, U. (2016). Is online learning suitable for all English language students? *PASAA, 52*, 53-81. https://files.eric.ed.gov/fulltext/EJ1134684.pdf
Th 15	Kongsom, T. (2016). The impact of teaching communication strategies on English speaking of engineering undergraduates. PASAA, 51, 38-69. http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/3912/2657
Th 16	Sritrakarn, N. (2020). Using the SFL genre-based approach to improve Thai learners' writing of an explanation. *The New English Teacher, 14*(1), 56-77. http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/3912/2657
Th 17	Wiboonwachara, L. (2019). Effects of question-based activities on critical thinking of 2nd year English major students. *The New English Teacher, 13*(2), 12-23. http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/3504/2363
Th 18	Boonkongsaen, N. (2019). Reasons for frequent and infrequent use of vocabulary learning strategies by Thai EFL. *The New English Teacher, 13*(1), 49-63. http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/3499/2235
Th 19	Swatevacharkul, R. (2017). The effects of self-directed learning on the English reading comprehension ability of MBA students. *The New English Teacher, 11*(1), 96-119. http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/1719/1763
Th 20	Kanoksilapatham, B. (2015). Assessment of TV vocabulary instruction broadcast in Thailand nationwide. *The New English Teacher, 9*(2), 108-126. http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/720/1499