

ปริจเฉทวิเคราะห์ของบทความวิจัย ด้านการเรียนการสอนและการรับภาษา Genre Analysis of Research Article Abstracts in Language Education and Acquisition Research

ปวีรรต อิมสอาด (Pariwat Imsa-ard)¹

บทคัดย่อ

แม้ว่าการศึกษาปริจเฉทของส่วนต่าง ๆ ในบทความวิจัยด้านภาษาศาสตร์ประยุกต์และการเรียนการสอนภาษาจะได้รับความนิยมอย่างมาก แต่การศึกษาปริจเฉทวิเคราะห์ของบทความวิจัยในวารสารแนวด้านภาษาศาสตร์และการเรียนการสอนภาษาอังกฤษในประเทศไทยยังไม่ได้ได้รับความนิยม ทั้งนี้ งานวิจัยฉบับนี้ได้วิเคราะห์อัตถภาคและโครงสร้างชั้นจุลภาคของบทความวิจัยที่ตีพิมพ์ลงในวารสารแนวด้านการเรียนการสอนและการรับภาษาในประเทศไทย บทความที่ใช้ในการวิเคราะห์มาจากบทความวิจัยที่ตีพิมพ์ในวารสารดังกล่าวจำนวน 16 ฉบับ โดยอาศัยหลักการวิเคราะห์ตามกรอบแนวคิด 5 อัตถภาคของ Hyland (2000) และรูปแบบของ Swales and Feak (2009) จากการศึกษาพบว่า 2 อัตถภาคที่ได้รับความนิยมมากที่สุด คือ Purpose (วัตถุประสงค์) และ Product (ผลการศึกษา) ในขณะที่บางบทความวิจัยไม่พบ 3 อัตถภาคที่เหลือ (Introduction method และ conclusion) การวิเคราะห์ที่ตัวแปรจุลภาคพบว่า บทความส่วนใหญ่มีความยาวน้อยกว่า 150 คำ และใช้ Present Verb เป็นหลักในการรายงาน รวมไปถึงคำย่อในบางบทความ งานวิจัยฉบับนี้จะเป็นประโยชน์สำหรับนักวิจัยมือใหม่ที่ต้องการพัฒนาทักษะการเขียนบทความวิชาการและตีพิมพ์งานวิชาการในวารสารแนวด้านการเรียนการสอนและการรับภาษาต่อไป

คำสำคัญ: ปริจเฉทวิเคราะห์, บทความวิจัย, การเขียนบทคัดย่อ, อัตถภาควิเคราะห์

¹ Lecturer in ELT: Faculty of Education, Ramkhamhaeng University, Thailand
Email: pariwat.i@ru.ac.th

Abstract

Despite the fact that a number of studies have been investigated on different sections of Research Articles (RAs) in applied linguistics and language education, scant attention has been paid to the abstracts of the articles which have been published in some leading journals in language education in Thailand. To fill the gap, this paper analysed the move structure and the micro structure of the article's abstracts in language education and acquisition published in a leading journal in language education and acquisition in Thailand. The data employed in this paper consisted of sixteen abstracts published in the aforementioned journal. Importantly, Hyland's (2000) five-move framework and Swales and Feak's (2009) model were used as the framework for analysis. The findings revealed that two moves (purpose and product) were most-frequently included in the abstracts, while the other three moves (introduction, method, and conclusion) were not included in some abstracts. Concerning the variables, most of the abstracts contain less than 150 words and use present verbs and some acronyms whereas only few abstracts contain citations and 1st person pronouns. This study will be beneficial for novice scholars as it helps them to produce academic papers following the norms and develop research writing skills within the field of language education and language acquisition.

Keywords: genre analysis, research article, abstracts writing, move analysis

1. Introduction

In higher education, especially at the postgraduate level, students are required to complete their dissertation as one of the requirements for graduation. It is undeniable that English is one of the most significant and universal languages widely used throughout the world. Additionally, English language teaching at a postgraduate level in many countries, including Thailand, has paid more attention to English academic writing. In Thailand, an abstract in a dissertation is required to be written in both Thai and English. Moreover, postgraduate students in Thailand are encouraged to submit their research articles to high-indexed international journals to present their new ideas in the particular field of study before they can graduate. Thus, publication is one of the major channels that allow scholars and professionals to share and present their ideas and contribute to the research community. Furthermore, Yakhontova (2003) illustrates that publication allows researchers and professionals “to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world” (p. 14). Interestingly, Swales (1990) demonstrates that a scientific paper is not designed to be read but published. Therefore, research articles have become more necessary in the academic world.

Importantly, according to Kosasih (2018), an abstract is one of the significant components of a dissertation that allow readers to see the whole picture of the dissertation. Most readers initially look at the article’s title and abstract as a doorway to the articles to make a decision whether or not they would purchase or read the article (Alhuqbani, 2013). The purpose of the research article abstracts is to provide a brief summary of the content of the article (Martín-Martín, 2005). In fact, abstracts are considered as a genre. To define a genre, it is “a term for grouping texts together, representing how

writers typically use language to respond to recurring situations” (Hyland, 2004, p. 544). The abstract of Research Article (RA) is one of the most significant genres that gained considerable and ample attention in genre analysis. According to Bondi and Sanz (2014), abstracts have drawn the attention of a number of genre researchers over the past two decades.

In this study, the focus of genre analysis is on the move structure of research article abstracts in the field of language education and acquisition published in one of the leading journals in Thailand. According to Kanoksilapatham (2015), the function of the moves is to shape the overall purpose and the rhetorical structure of the genre. Recently, there have been a number of research studies analysing the genre or move of abstracts (e.g., Amnuai, 2019; Bonifacio, 2019; Malekzadeh, 2020; Vathanalaoha & Tangkiengsirisin, 2018). However, little attention has been paid to the research articles in the field of language education and acquisition from leading journals in Thailand. To fill this gap, this present study attempted to focus on analysing the move structure of the English research article abstracts in language education and acquisition published in a leading journal in Thailand, by adopting Hyland’s (2000) five-move framework for macro analysis and Swales and Feak’s (2009) framework for micro analysis. This selected journal welcomes submissions from various fields of language studies and the journal is indexed in SCOPUS, ERIC, Thai-Journal Citation Index, and ASEAN Citation Index.

It is hoped that the findings from this study will be able to contribute to some understandings about the move structure of the research articles’ abstracts, to contribute to university lecturers who teach academic writing especially about dissertation abstracts, and to help novice writers to publish their work effectively through abstract writing.

2. Review of Literature

2.1 Genre Analysis

Although genre analysis is not novel in the field of applied linguistics, genre analysis has still widely been addressed in language research. It first appeared in the 1980s. The term “genre” was defined by Swales (1990) as a category of communicative events which share communicative purposes. To elaborate, genre analysis examines discourse features of the texts and attempts to bring the rationale of discourse features concerning the author’s intention. According to Bhatia (1993), in addition, genre analysis is an approach aiming to highlight the writing conventions of a specific genre. To support this, Osman (2004) further elaborates that genre analysis examines the moves and the logical arrangement of each move in the texts. The genre analysis of research article abstracts is the pedagogically integral and useful practice because it provides the recent trends in abstract writing. Hence, analyzing rigorous research papers published in leading journals allows researchers to come up with a fine style of writing.

Genre analysis has both advantages and limitations. Concerning its strengths, researchers can do both lexico-grammatical analysis for a surface analysis and textualization or structural pattern analysis for a deeper analysis. However, Bhatia (1993, p. 40) expressed some concerns that it might encourage ‘prescription’ rather than ‘creativity’ in application. Despite its limitations, it is not a serious issue if an author clearly understands its convention.

The move step analysis in the texts of research articles has been introduced by Swales in 1981 (Swales, 2011). Since then, a number of studies on genre analysis have focused on move structures. Askehave and Swales (2001) demonstrate that the findings of move-step analysis have

priceless pedagogical implications for both reading and writing classes. The move has its own role and purposes. Samraj (2014) illustrates that such moves are functional units, meaning that they can be obligatory or optional.

2.2 Genre analysis of research articles' abstracts

Many studies have been conducted to examine the textual organization of the research articles' abstracts. Pho (2008) elaborates that such an organization includes the macro level of textual organization and the micro level at the sentence level. Concerning the macro level, Hyland's (2000) five-move framework was adopted in this study. Adopting this framework, it provides more details in each move and each move in this model represents the realization of communicative purposes. As illustrated in Table 1 below, Hyland's (2000) five-move framework includes: 1) Introduction, 2) Purpose, 3) Method, 4) Product and 5) Conclusion.

Table 1: Hyland's (2000) five-move framework

Moves	Function
Introduction	Establishes context of the paper and motivates the research discussion
Purpose	Indicates purposes, thesis or hypothesis, outlines the intention behind the paper
Method	Provides information on design, procedures, assumptions, approach, data, etc.
Product	States main findings or results, the arguments, or what was accomplished
Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications

(Hyland, 2000, p. 67)

Regarding the micro level, Swales and Feak's (2009) model was adopted in this study as it provides, when compared to some other frameworks, a deep analysis of the text which is helpful for the novice authors. As illustrated in Table 2 below, Swales and Feak's (2009) model comprises the following variables: length of abstract, use of tense, presence of any citation, presence of 1st person pronoun, and acronyms.

Table 2: Swales and Feak's (2009) model

Variables	Characteristics
Length of abstracts	Less than 250 words
	Less than 200 words
	Less than 150 words
Use of tense	Present Verb and Past Verb
Presence of any citation	Both integral citations and non-integral citations
Presence of 1st person pronoun	Using I or we in the text
Acronyms	Any acronyms used in the text

Synthesized from Swales and Feak (2009, pp. 3-7)

2.3 Related Studies

Over a few years, there have been a number of studies investigating the moves in research articles. Many studies focused on various parts of the articles, while some studies focused particularly on research abstracts. In this study, research abstracts are the focus.

To begin with, Can, Karabacak, and Qin (2016) conducted a genre analysis study investigating the rhetorical organizations in research abstracts collected from the journal *English for Specific Purposes* (ESP) between 2011

and 2013. Their findings revealed that most abstracts provided information on the purpose, methods, and findings of the articles. However, Hyland (2000) suggests that a well-structured abstract should include all five structural units (*introduction-Purpose-Method-Result-Conclusion*) in a linear order. To support Hyland's framework, Fallatah (2016) examined the moves used in research article abstracts within a World English (WE) perspective which were retrieved from the *Journal of King Saud University: Languages and Translation*. Their findings indicated that abstracts could include all five moves in a logical order (*Introduction-Purposes-Method-Result-Conclusion*).

In Thailand, very little attention has been paid to a genre analysis of research abstracts in the field of language education and acquisition. For instance, Amnuai (2019) investigated the rhetorical moves of English RA abstracts collected from Thailand-based journals. Her study adopted Hyland's (2000) framework to analyse the rhetorical moves. Her study revealed that the majority of research abstracts included 'Purpose-Method-Results' while the moves 'Introduction-Method-Result' had the least frequency. In addition, Vathanalaocha and Tangkiensirisin (2018) explored the generic structures of Thai and international dental research article abstracts. Their findings revealed that a background move or introduction part was apparently disregarded by Thai authors. The most frequent move sequence was 'Purpose-Method-Result-Conclusion'.

As demonstrated earlier, little research on an analysis of both macro and micro levels used in research abstracts has been conducted. Therefore, the lack of such research gave impetus to this present study.

3. Methodology

3.1 Source texts

A total of sixteen abstracts were drawn from a leading journal on language education and acquisition in Thailand. The selected abstracts were published in the year of 2019. The selection of the journal was based on the inclusion in the SCOPUS and ERIC databases, which establish high standards and criteria for selecting journals for inclusion in the databases, and the scope of topics related to the foreign language acquisition and language education. Moreover, this selected journal has received high submission rates from authors throughout the world, and is considered as one of the most salient and recognized Thailand-based journals. Also, this journal can be accessed online.

3.2 Data collection and analysis

This study employed a qualitative case study analysing the genre structure of the abstract of research articles using a coding scheme. According to Hyland (2004), genre practice is suitable for small-scale research and qualitative methods. To analyse the move structure and rhetorical structure of all abstracts, this study adopted Hyland's (2000) five-move framework for the macro analysis as illustrated in Table 1, and Swales and Feak's (2009) model for the micro analysis as illustrated in Table 2.

In terms of the micro analysis using Swales and Feak's (2009) model, the model consists of the following variables: length of abstract, use of tense, presence of any citation, presence of 1st person pronoun, and acronyms. The analysis of abstracts was based on a 'top-down' approach where the content of the abstracts was analysed. In this study, the data analysis began with a macro structure on the basis of Hyland's (2000) model, followed by a micro structure on the basis of Swales and Feak's

(2009) model. The abstracts were keenly and carefully read for several times to find the moves and variables.

To ensure the reliability of data analysis, the inter-coders, the researcher and the experienced research assistant, cross-checked to verify the data. To elaborate, this study employed inter-coder reliability to measure the degree to which coders agreed on the identification of moves. Cohen's *kappa* (*k*) was used as a statistical method to determine the achievement of coding. The *k* value of .81 which is considered high reliability (Fleiss, 1981). Concerning the validity of this research study, to strengthen the validity, the findings from previous research were analysed to come up with the suitable framework.

4. Results and Discussion

This section presents the results of this study. To start with, the frequency of the sequences of moves in the abstracts is presented in Table 3, followed by the frequency of the occurrences of moves in the abstracts and the frequency of variables in the Tables 4 and 6 respectively.

4.1 Sequences of moves

This section illustrates the percentages of the sequences of moves appearing throughout the dataset.

Table 3: Sequences of Moves

Sequences of Moves	Frequency
I-PP-M-PD-C	5 (31.25%)
I-PP-C	1 (6.25%)
I-PP-M-C	1 (6.25%)
I-PP-PD-C	1 (6.25%)
I-PD-C	1 (6.25%)
I-PP-M	1 (6.25%)
PP-I-M-PD	1 (6.25%)
PP-M-PD	1 (6.25%)
PP-M-PD-C	1 (6.25%)
PP-PD-C	1 (6.25%)
M-PP-PD-C	1 (6.25%)
M-PP-I-PD-C	1 (6.25%)

According to Table 3, the highest occurrences were I-PP-M-PD-C, suggesting that it is a favored style of highlighting the introduction of the research study first. The Introduction move and the Purpose move were becoming popular among authors as they existed in almost every sequence except I-PD-C sequence.

4.2 Macro Analysis

Table 4: Frequency of moves found in the Abstract sections

Moves	Frequency
Introduction	13 (81.25%)
Purpose	15 (93.75%)
Method	13 (81.25%)
Result	15 (93.75%)
Conclusion	13 (81.25%)

As shown in Table 4, the Purpose move (M2) and the Result move (M4) were the most frequently found moves in the research article’s abstracts under this study. However, the Introduction move (M1), the Method move (M3), and the Conclusion move (M5) were found less frequently. Hence, it can be inferred that not all authors follow the conventional five-move structure of abstracts. To compare with previous studies, this seems to corroborate with Fallatah’s (2016) findings, as the findings follow the ‘Introduction-Purpose-Method-Results-Conclusion’ moves. However, this is in contrast with Amnuai’s (2019) findings indicating that the majority of research abstracts included ‘Purpose-Method-Results’.

Move 1: Introduction (M1-I)

This move is usually located in the first sentence of the abstracts, which is used to establish research background as well as the context of the study. In this journal, the present simple tense is commonly used in this move to indicate the general statements related to its study. However, present perfect tense can be seen in very few articles to highlight the period of time. In this journal, only 13 out of 16 articles used this move.

To be able to read well as well as to manage one's own reading **is** important because it **leads** to the development of learner autonomy, which **is** necessary for learners in the 21st century. (No.2, p. 76)

Shadow education, particularly tutorial schools, **is** a familiar yet under-studied educational phenomenon in Thai society. (No.1, p. 38)

In the last 15 years the Common European Framework of Reference (CEFR) **has become** a very influential basis for the design of language curricula and the assessment of language learning outcomes, not only in its home continent but around the world. (No. 1, p. 12)

Move 2: Purpose (M2-PP)

This move is usually located in the first 2-3 sentences of the abstracts following the Introduction move, which is used to indicate the purpose of the study as well as to outline the intentions of the study. Phrases such as “this paper”, “this research” and “this study” are frequent collocations in this move.

This paper **investigates** how male and female Thai EFL learners use questions to perform complaints similarly or differently. (No.2, p. 122)

This research **aims to determine** the intelligibility of Thai English used by local vendors on street food menus for East Asian tourists. (No.2, p. 107)

[...], this study adopted Biber, Gray and Poonpon's (2011) hypothesized developmental stages **to investigate** the academic writing of Thai and native English university students by comparing their argumentative English essays as concerns their usage of noun modification. (No.1, p. 71)

There is one article using a first-person pronoun (*I, we*) in issue 1 which is opposed to Hyland's (2009) statement that the author's identity should be omitted in scientific writing.

In this article, I argue that being a competent teacher of speaking involves understanding the 'combinatorial' nature of speaking, [...]
(No.1, p. 1)

We will illustrate the importance of linguistic theory-based research with data concerning 3rd person singular -s in English (No.2, p. 97)

Formulaic sequences frequently used in this move are noticeable. The selected journal articles frequently used formulaic sequences such as "this paper", "this research" and "this study". When analyzing the formulaic patterns, it revealed the frequently used deictic terms and reporting verbs. The use of "this" could imply the author's attempt to focus on his/her research study.

Table 5: Formulaic sequences frequently used in the Purpose move

Deictic Terms	Inquiry Type	Reporting Verbs (base form)
		examine (1)
		determine (2)
This (9)	study (5)	investigate (3)
The (2)	research (2)	identify (2)
	Paper (4)	discuss (2)
		demonstrate (1)

As you can see in the parenthesis in Table 5, the frequencies were reported. As demonstrated above, the majority (93.75%) of the abstracts included the Purpose move. This finding is in line with Swales and Bonn (2007) indicating that all the abstracts should include the Purpose move as the Purpose move is compulsory in the Applied Linguistics abstracts.

Move 3: Method (M3-M)

This move provides information and elaborates on research designs, procedures, assumptions, approach, or data of the study. To illustrate, this move answers the question of how the research study is conducted. In this move, there are a few steps to complete the move: describing materials, describing research procedures including research instruments and procedures, and describing data analysis.

Regarding describing materials, this can range from data to participants, as well as data collection.

The **participants** were first-year English major Thai undergraduate students. (No.2, p. 122)

To achieve the primary goal, the characteristics of Thai English used in dishes on street food menus, [...], **were collected** from five famous street food areas. (No.2, p. 107)

Specifically, two tutors in Bangkok, Thailand **were selected** via purposive sampling. (No.1, p. 38)

For describing research procedures, this can be done in two ways: describing instruments used in the research study, and describing the procedures done to achieve the goal.

Two rounds of interviews were conducted: 1) focus group and 2) individual. (No.1, p. 38)

The characteristics were applied in the **survey** asking 100 [...] tourists to determine the extent of the intelligibility. (No.2, p. 107)

This study employed a one-group, pre-test post-test design to collect quantitative data supplemented by the qualitative data from **semi-structured interviews**. (No.2, p. 76)

In terms of describing data analysis, this can include how data are analyzed including the instruments, frameworks, or approach used for the analysis.

The research made **use of Ngampramuan's (2016) framework** that divides Thai English features into two types: grammatical features and lexico-semantic features. (No.2, p. 107)

The theoretical frameworks used in the analysis were the **revised Bloom's taxonomy** and **an active learning model**. (No.2, p. 49)

Using **Edwards' (1992) sociopolitical typology of minority language situations** and **a comparative case study method**, the current paper examines two minority language situations. (No.1, p. 19)

Another feature is that one article used a first-person pronoun (*we*) in this move.

..., **we** divide these subfields into three areas following Wakabayashi (2003) and contend that investigating learners' linguistic systems is the core area of SLA research. (No.2, p. 97)

Move 4: Product (M4-PD)

This move presents main findings or results, the arguments, or what was accomplished based on instigated research methodologies. This move is one the most frequently found moves compared to other moves. One of the foregrounding features found in this move is the explicit use of that-complement clauses (Hyland, 2004) which illustrates the promotional aspects for abstract writing.

Concluding remarks **suggested that** shadow education, in this case private supplementary tutoring, has a potential to improve English language skills of Thais through its motivating force... (No.1, p. 38)

The results **show that** classifiers, in addition to having semantic contents, can be used as pragmatic devices. (No.2, p. 1)

The findings **revealed that** the grammatical features had higher intelligibility mean score, while lexico-semantic features had lower intelligibility mean score. (No.2, p. 107)

Another syntactic structure found in this move is to use dummy “it” as a subject. This is in line with Hyland and Tse’s (2004) meta-discourse in which the writers diminish their own identity into an abstract entity.

It was found that both groups of writers heavily relied on attributive adjectives, nouns as premodifiers and prepositional phrases as postmodifiers.... (No.1, p. 71)

In this study, move 4 is one of the most frequent moves included in the articles. This finding concurs with Al-Khasawneh’s (2017) and Çandarlı’s (2012) findings reporting that abstracts should include the result move, since it is to sell and promote their research.

Move 5: Conclusion (M5-C)

This final move is employed to make claims about the study and conclude the implications drawn from the results. In this study, 81.25% of the articles analyzed include this move.

The article **concludes** by presenting a ‘teaching-speaking cycle’ (Goh & Burns, 2012) **that** teachers can use to plan tasks and activities that explicitly address these aspects of speaking and that scaffold students learning. (No.1, p. 1)

The **conclusion is that** it is difficult to achieve a balance between the desirability of setting international standards in language learning and the need to represent the social and educational contexts of particular countries. (No.1, p. 12)

Based on the findings, it could be **concluded that** integration of a blended learning and extensive reading instructional model could be effectively implemented to promote learner autonomy of EFL students. (No.2, p. 76)

This **implies that** Thai English with grammatical features on street food menus are easier to understand than lexico-semantic features. (No.2, p. 107)

Another foregrounding feature found in this move is the explicit use of that-complement clauses (Hyland, 2004) which demonstrates the promotional aspects for abstract writing.

In this move, there is only 81.25% of all abstracts including this move, meaning that not all of them included this move. This finding coincides with Li's (2011) study believing that research papers do not need conclusions to attract the interested readers when the research papers are well-organized.

4.3 Micro Analysis

At the micro level, the abstracts were analysed to identify the variables as shown in Table 6.

Table 6: Frequency of variables found in the Abstract sections

Variables	Frequency
Length of abstracts	Less than 250 words: 2 (12.5%)
	Less than 200 words: 6 (37.5%)
	Less than 150 words: 8 (50%)
Use of tense	Present Verb: 10 (62.5%)
	Past Verb: 6 (37.5%)
Presence of any citation	6 (37.5%)
Presence of 1st person pronoun	2 (12.5%)
Acronyms	8 (50%)

For the length of abstracts, the majority of abstracts analysed had less than 150 words (50%), while 37.5% of the abstracts were between 150 words long and 12.5% of the abstracts had the length between 200 to 250 words. Regarding the use of tense, the majority of the abstracts (62.5%) were written in the present tense, while only 37.5% were in the past tense. In terms of citation, there were 37.5% of the abstracts giving citations. Moreover, for the use of the 1st person pronouns, only 12.5% of the abstracts used the first-person pronoun. Interestingly, acronyms were widely used in the abstracts and it was up to 50% of abstracts using acronyms, such as the names of tests (e.g. IELTS, TOEFL) and the names of languages (e.g. EFL, L2).

However, the study of Bhatti, Mustafa, and Azher (2019), which analysed the abstracts of the research articles on linguistics taken from the International Journal of Applied Linguistics & English Literature (IJALEL) using Swales and Feak (2009)'s model, revealed that 1) the majority (70%) of abstracts contained more than 200 words but less than 250 words while the

abstracts containing less than 150 words were the majority (50%) in this study, and 2) there was no presence of 1st person pronoun in their study while the 1st person pronouns were present in two abstracts in this study. Despite the different findings mentioned, the majority (85% and 62.5%) of abstracts used the present verbs in both their study and this study respectively. Moreover, there was a plentiful use of acronyms in Bhatti, Mustafa, and Azher's (2019) study and this study.

Thus, it can be implied that the 1st person pronoun should be used at minimum level, and present verbs should be used to describe the abstract. In addition, acronyms are appropriately acceptable but should be used with caution, meaning that the author should make sure that readers will understand acronyms used.

5. Conclusions

This present study aimed at analysing the move structure of the abstracts of the articles in the field of language education and acquisition published in the leading journal in Thailand. The findings are divided into two main parts: macro level and micro level.

Concerning a macro level, the purpose move (M2-PP) and product move (M4-PD) were the two most frequent moves occurred in the research article abstracts published in this journal. However, the Introduction move (M1-I), the Method move (M3-M), and the Conclusion move (M5-C) occurred less frequently. In the Introduction move (M1-I), present simple tense was commonly used to indicate the general statements related to its study. Nevertheless, present perfect tense can also be seen in very few articles to highlight the period of time. In the Purpose move (M2-PP), phrases such as "this paper", "this research" and "this study" were frequent collocations

for this move. In addition, some formulaic sequences frequently used in this move are also noticeable such as “this paper examines”, “This study investigates”, and “The study determines”. Also, the use of “this” implies how the author attempts to emphasise his/her own study. In the Method move (M3-M), there are few steps completing this move: describing materials, describing research procedures including research instruments and procedures, and describing data analysis. In the Product move (M4-PP), This move is one the most frequently found moves. Some foregrounding features found in this move are the explicit use of that-complement clauses which demonstrates the promotional aspects for abstract writing, and the use of dummy “it” as a subject to diminish the author’s identity. In the Conclusion move (M5-C), there is also the use of that-complement clauses in this move as used in the Product move (M4-PP). In terms of sequences of moves, an M1-M2-M3-M4-M5 sequence is the most frequently used in the articles published in this journal.

Regarding a micro level, most of the abstracts analysed contained less than 150 words which is in line with the submission guideline indicating that “an abstract of no longer than 200 words must precede each article” (LITU, 2019). In terms of the use of tense, most of the abstracts used present verbs rather than past verbs. Concerning citation, there were more than a quarter of the abstracts containing citations. Moreover, only less than a quarter of the abstracts used the first-person pronoun. Finally, up to 50% of the abstracts contained the acronyms, such as names of tests and names of languages.

These findings contribute in several ways to our understanding of writing research abstracts and provide a basis for common elements that should be included in the abstracts of the accepted articles. Although this study focuses on language education and language acquisition, the findings

may well have a bearing on the fields of humanities and social sciences. However, large randomized controlled trials could provide more definitive evidence and further studies need to be carried out in order to validate the findings.

6. References

- Al-Khasawneh, F. M. (2017). A genre analysis of research article abstracts written by native and non-native speakers of English. *Journal of Applied Linguistics and Language Research*, 4(1), 1-13.
- Alhuqbani, M. N. (2013). Genre-based analysis of Arabic research article abstracts across four disciplines. *Journal of Educational and Social Research*, 3(3), 371-382.
- Amnuai, W. (2019). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. *Sage Open*, 9(1), 1-9.
- Askehave, I., & Swales, J. M. (2001). Genre identification and communicative purpose: A problem and a possible solution. *Applied linguistics*, 22(2), 195-212.
- Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London: Longman.
- Bhatti, I. A., Mustafa, S., & Azher, M. (2019). Genre analysis of research article abstracts in linguistics and literature: A cross disciplinary study. *International Journal of English Linguistics*, 9(4), 42-50.
- Bondi, M., & Sanz, R. L. (Eds.). (2014). *Abstracts in academic discourse*. Bern, Germany: Peter Lang.
- Bonifacio, R. M. (2019). Genre analysis of research abstracts in Central Mindanao University. *International Journal of Education*, 4(31), 225-236.

- Can, S., Karabacak, E., & Qin, J. (2016). Structure of moves in research article abstracts in applied linguistics. *Publications*, 4(23), 1-16.
- Çandarlı, D. (2012). A cross-cultural investigation of English and Turkish research article abstracts in educational sciences. *Studies about languages*, (20), 12-17.
- Fallatah, W. (2016). Features of Saudi English Research Articles Abstracts. *Arab World English Journal*, 7(6), 368-379.
- Fleiss, J. L. (1981). *Statistical methods for rates and proportions*. New York: Wiley.
- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. London, UK: Longman.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of second language writing*, 12(1), 17-29.
- Hyland, K. (2004). *Disciplinary discourses, Michigan classics ed.: Social interactions in academic writing*. Ann Arbor, MI: University of Michigan Press.
- Hyland, K. (2009). *Academic discourse: English in a global context*. London, UK: Continuum.
- Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied linguistics*, 25(2), 156-177.
- Kanoksilapatham, B. (2015). Distinguishing textual features characterizing structural variation in research articles across three engineering sub-discipline corpora. *English for Specific Purposes*, 37, 74-86.
- Kosasih, F. R. (2018). A genre analysis of thesis abstracts at a state university in Banten. *Lingua Cultura*, 12(1), 9-14.
- Li, Y. (2011). *A genre analysis of English and Chinese research article abstracts in linguistics and chemistry* (Doctoral dissertation), San Diego State University, USA.

- LITU. (2019, December). *LEARN Journal: Language Education and Acquisition Research Network*. Retrieved from <https://www.tci-thaijo.org/index.php/LEARN/index>.
- Malekzadeh, M. (2020). Genre analysis of article abstract sections across translation studies and English literature. *Language Art*, 5(1), 101-114.
- Martin-Martin, P. (2005). *The rhetoric of the abstract in English and Spanish scientific discourse: A cross-cultural genre-analytic approach* (Vol. 21). Bern: Germany: Peter Lang.
- Pho, P. D. (2008). Research article abstracts in applied linguistics and educational technology: A study of linguistic realizations of rhetorical structure and authorial stance. *Discourse studies*, 10(2), 231-250.
- Samraj, B. (2014). Move structure. In K. P. Schneider & A. Barron (Eds.), *Pragmatics of discourse* (pp. 385-405). Berlin, Germany: Walter de Gruyter.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Swales, J. M. (2011). *Aspects of article introductions*. Ann Arbor, MI: University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2009). *Abstracts and the writing of abstracts* (Vol. 2). Ann Arbor, MI: University of Michigan Press.
- Van Bonn, S., & Swales, J. M. (2007). English and French journal abstracts in the language sciences: Three exploratory studies. *Journal of English for Academic Purposes*, 6(2), 93-108.
- Vathanalaoha, K., & Tangkiengsirisin, S. (2018). Genre Analysis of Experiment-based Dental Research Article Abstracts: Thai and International Journals. 3L: Language, Linguistics, Literature®, 24(3).
- Yakhontova, T. V. (2003). *English academic writing for students and researchers*. Ukraine: PAIS.