A CORPUS-BASED STUDY ON REPORTING VERBS USED IN TESOL RESEARCH ARTICLES BY NATIVE AND NON-NATIVE WRITERS

Duong My Tham*[1], Tran Phuong Nhi[2]

1. Ho Chi Minh City University of Economics and Finance (UEF),
141 Dien Bien Phu Street, Ward 15, Binh Thanh District, Ho Chi Minh City, Vietnam
2. Ho Chi Minh City University of Technology (HUTECH),
475A Dien Bien Phu Street, Ward 25, Binh Thanh District, Ho Chi Minh City, Vietnam

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Abstract: This corpus-based research aimed to compare the use of reporting verbs in TESOL research articles between non-native and native English writers. Two corpora including 30 for the non-native corpus and 30 for the native corpus were constructed for analysis. The data in the form of plain text were processed via AntConc software version 3.5.7. The findings indicated significant differences in terms of frequency, function, and position between the two corpora. Specifically, more reporting verbs were found in the non-native corpus than in the native corpus. Of four verb groups of Argue, Find, Show, and Think, Argue group was the top priority used in TESOL research articles by both non-native and native English authors. The results of the functional and positional analysis in both the corpora also showed that two most common functions of reporting verbs were (1) presentation and (2) evaluation and examination, and most of the observed reporting verbs were in neutral position.

Keywords: corpus, frequency, function, position, reporting verb, research article

1. Introduction

One of the most important aspects of academic writing is using reporting verbs to show the references of other authors' literature (Yeganeh & Boghayeri, 2015). Charles (2006) has affirmed that appropriate reporting verbs can show a writer's opinion about others' ideas. In reality, however, Yeganeh and Boghayeri (2015) have explored that "non-native students often fail to use [reporting verbs] appropriately in their writing" (p. 583). It can be assumed that novice or non-native English writers find it difficult to use reporting verbs accurately (Bloch, 2010; Manan & Noor, 2014).

How to use reporting verbs appropriately is very critical in academic writing, but it is likely to be underestimated in research although reporting verbs are one of the most important grammatical items in writing statements (Hyland, 1998). Non-native English writers may overlook the suitability of reporting verbs used for a certain statement in their writing (Manan & Noor, 2014). Similarly, Bloch (2010) has recognized that writers use reporting verbs repeatedly in their research and pay less

* Corresponding author.
Email address: thamdm@uef.edu.vn
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attention to effects of the reporting verbs used on the research.

There have been studies addressing the comparison regarding the use of reporting verbs between native and non-native writers; however, only a limited number of research on reporting verbs used in TESOL research articles has been under investigation. Therefore, this paper was conducted to scrutinize differences in using reporting verbs in three aspects, namely frequency, function, and position in TESOL research articles between non-native and native English authors.

1. What are similarities and differences in terms of frequency of reporting verbs in TESOL research articles written by non-native and native English authors?

2. What are similarities and differences in terms of functions and positions of reporting verbs in TESOL research articles written by non-native and native English authors?

2. Literature Review

Definition of reporting verbs

Charles (2006, p. 326) has defined reporting verbs as a tool "to give credit to other researchers to use their work in the cumulative construction of knowledge" while Hyland (1999) and Thompson and Ye (1991) have argued that reporting verbs showing writers' behavior to other researchers' work are indispensable linguistic features. Also, reporting verbs is viewed as a lexical device to help writers to state their viewpoints and connect with readers (Hyland, 2005). These definitions support one another, which provides readers with insightful understanding of reporting verbs used in research.

Categorization of reporting verbs

It is recognized that reporting verbs are categorized based on the framework of Thompson and Ye (1991) and Hyland (1999). Thompson and Ye (1991) conducting the first research on classifying reporting verbs have divided reporting verbs into three groups: Textual verbs, Mental verbs and Research verbs. Thompson and Ye (1991) have pinpointed the differences among the three groups: (1) Textual verbs (e.g., state or indicate) show a writer's stance, (2) Mental verbs (e.g., believe or think) show a writer's thinking, and (3) Research verbs (e.g., find or explore) refer to a writer's interpretation. Based on Thompson and Ye's (1991) classification, Hyland (1999, 2002) has also introduced three types of reporting verbs, namely Discourse Acts, Cognition Acts, and Research Acts. It can be noticed that Hyland (1999, 2002) used the terms of Discourse and Cognition Acts instead of Textual and Mental verbs. While Cognition-related verbs (e.g., assume, believe, conceptualize, etc.) involving mental process and Discourse-related verbs (e.g., discuss, report, state, etc.) relating to linguistic activities showing a writer's point of view to evaluate cited studies, Research Acts consisting of verbs describing experimental activities conducted in the real life are elaborately classified with three sub-groups, namely factive verbs (e.g., demonstrate, establish, show, etc.), counter-factive verbs (e.g., fail, ignore, overlook, etc.), and non-factive verbs (e.g., investigate, identify, observe, etc.).

In another aspect, Francis, Hunston and Manning's (1996) have presented a framework of reporting verb categorization that is different from the aforementioned frameworks. In Figure 1, there are four types of reporting verbs: Argue group, Find group,

Show group, Think group as follows.

- **Argue verbs** involving how a writer makes an argument and creates a position on studied issues (e.g., argue, claim, indicate, point out, suggest, etc.).
- **Find verbs** concerning what writers find in research (e.g., discover, establish, find, observe, realize, etc.).
- **Show verbs** referring to a true situation or a fact in research cases (e.g., demonstrate, reveal show, etc.).
- **Think verbs** relating to the writer's thoughts, feelings, beliefs, and understanding (e.g., assume, believe, feel, think, hope, etc.).

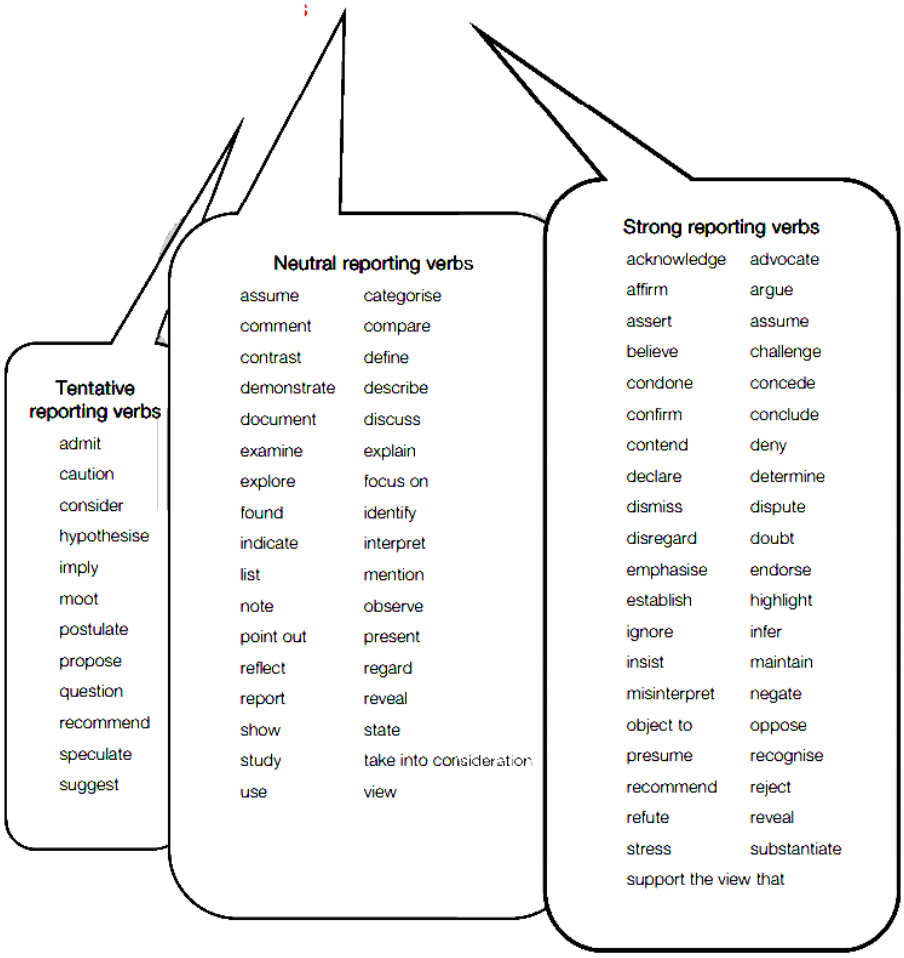
With reference to positions of reporting verbs, Figure 1 shows three degrees of strength introduced by RMIT University Study and Learning Center (2012). The first group including tentative or weak reporting verbs are suitable for making assumptions, questions or recommendations, etc. in research. The second group which is composed of neutral reporting verbs is used for expressing narrative sentences or citing references from other research without expressing attitudes. The last group - strong reporting verbs - is adopted to affirm, emphasize or show attitudes and feelings towards the ideas cited in the research. Likewise, Writing Center of University of Adelaide (2014) has proposed three types of position of reporting verbs, viz. weak position (e.g., admit, confuse, comment, doubt, hope, etc.), neutral position (e.g., accept, analyze, believe, disagree, discuss, find, recognize, report, suggest, etc.) and strong position (e.g., argue, complain, convince, emphasize, promise, recommend, warn, etc.).

Concerning functions of reporting verbs, Weissberg and Buker (2007) have indicated three functions of reporting verbs: (1) to present the background information about the research conducted, (2) to inform readers about how much the writer is familiar with the study areas and (3) to relate the research to the literature. In addition, writers use the references from others' previous studies to strengthen their claims and show the significance of the work reported (Petric, 2007). To help readers use reporting verbs appropriately, University of Adelaide Writing Center (2014) has provided a guide to functions of reporting verbs categorized into 13 groups (e.g., addition, advice, agreement, argument and persuasion, believing, conclusion, disagreement and questioning, discussion, emphasis, evaluation and examination, explanation, presentation, & suggestion).

To sum up, Hyland (1999) and Thompson and Ye (1991) have classified reporting verbs into three categories: Research Acts/ Research verbs, Cognition Acts/Mental verbs and Discourse Acts/Textual verbs, whereas Francis et al. (1996) have presented four types of reporting verbs including Argue verbs, Find verbs, Think verbs, Show verbs. Each categorization of reporting verbs has its own characteristics. This study adopted Francis et al.'s (1996) classification of reporting verbs as a theoretical framework because of its clarity and popularity. In particular, this framework has been adapted by several researchers (e.g., Charles, 2006; Friginal, 2013; Bloch, 2009). More importantly, it is aligned with the aim of the study.

Figure 1

Three Degrees of Strength of Reporting Verbs in Terms of Positions



Previous studies

Prior studies have indicated that the use of reporting verbs by native and non-native researchers has been compared and contrasted in many studies to find out differences between the two groups. Jafarigohar and Mohammadkhani (2015) analyzed the use of reporting verbs by native and non-native writers in 63 articles on TESOL and Applied Linguistics. The results of their study showed significant differences in patterns and options of reporting verbs despite no differences in size and frequency of reporting verbs between native and non-native writers.

Furthermore, Yeganeh and Boghayeri (2015) investigated frequency and functions of reporting verbs used in the sections of Introduction and Literature Review in research articles written by native Persian and English writers. There were two corpora of 60 research articles (i.e., 30 belonging to native English researchers and 30 belonging to Persian ones). The findings indicated a few differences in the use of reporting verbs between the corpora. In particular, more reporting verbs in Argue group were found in research articles written by English authors than Persian ones although this verb group was the most used by both the Persian and the English writers. In terms of functions, moreover, there were some differences in using verbs and subjects grammatically, but the common pattern in both the corpora was "an integral citation, a human subject and a present tense [Argue]

verb" (Yeganeh & Boghayeri, 2015, p. 586).

Recently, Yilmaz and Erturk (2017) carried out a study comparing frequency, functions, and positions of reporting verbs between Turkish and native English writers. Two corpora of 160 research articles relating to English Language Teaching were constructed for corpus-based analysis. As for frequency, the findings showed that more reporting verbs were used by non-native authors than native counterparts. In respect of functions, six reporting verbs which were frequently used on both the corpora have the function of presentation (e.g., report and show), evaluation and examination (e.g., examine and investigate), and conclusion and suggestion (e.g., find and suggestion); especially, three reporting verbs (e.g., revealed, indicated, & observed) were overused by non-native writers. Concerning positional analysis, it was indicated that both groups of researchers only used reporting verbs in neutral position, except one strong reporting verb found in the native corpus.

In brief, the previous studies have addressed the differences in frequency, functions, and positions of reporting verbs between native and non-native writers. In this study, both differences and similarities in terms of frequency, function, and position of reporting verbs used in TESOL research articles between native and non-native authors are under investigation.

3. Methodology

Research design

A corpus-based study refers to the computerized retrieval and subsequent analysis of linguistic elements and structures from corpora (Gries, 2008). Ellis (2008) also introduced three corpus-linguistic methods for analyzing data. First, frequency lists and collocate lists or collocations construct the most decontextualized methods ignoring the context in which an utterance or a sentence is produced. Second, there are colligations and constructions in which the context is reduced to the lexical elements with a particular grammatical element or structure. Finally, concordances provide the occurrence of a match of the search expression in a user-defined context, often the whole clause/sentence. In this study, the frequency list (i.e. frequency) and concordances (i.e. functions) of reporting verbs were examined. In terms of research methods, furthermore, the quantitative method was used as it identifies a research problem based on the statistics and figures from the collected research results (Creswell, 2012).

Corpus

In this study, 60 research articles were purposively chosen and collected from TESOL journals which were divided into two corpora: 30 research articles written by non-native English researchers contain 183,807 words and 10,262 word types, and 30 research articles written by native English researchers have 165,838 words and 11,221 word types. The total words in both corpora are 349,645. The research articles were selected based on the following criteria: (1) they must be published on scholarly journals with high h-index, (2) they must contain integral sections, namely introduction, literature review, methodology, results and discussion, and conclusion, and (3) they were published from 2009 to 2019.

Data collection

Firstly, a wide range of TESOL journals from the websites such as www.scimagojr.com and https://www.jstor.org were chosen and classified into two corpora, namely non-native corpus and native corpus based on the biodata of the writers in the articles and on the websites (e.g., www.researchgate.net, https://scholar.google.com). Then, 60 research articles were selected and categorized. The first corpus includes

research articles written by non-native English writers from non-English speaking countries (e.g., Bangladesh, Brazil, China, Indonesia, India, Iran, Israel, Libya, Persia, Singapore, Somalia, Thailand, Turkey, and Vietnam). The second corpus contains research articles written by native English writers from English speaking countries (e.g., Australia, Britain, Canada, New Zealand, and The United States).

Data analysis

The frequency of reporting verbs was statistically calculated based on Francis et al.'s (1996) taxonomy, and function together with position of reporting verbs was analyzed based upon the classifications of reporting verbs proposed by RMIT University Study and Learning Center (2012) and University of Adelaide Writing Center (2014). It is noticed that only the main content of the articles was selected to assure the accuracy of the collected data, so some irrelevant parts such as keywords, name of journals, ISSN, page numbers, received/accepted/published date, DOI, URL, appendix, and references were manually removed. Additionally, all the articles were originally in PDF-format. Thus, all texts in the corpora were converted to plain text format so that the researchers could analyze the data relating to reporting verbs by means of AntConc - a free concordance software program for Windows. To increase the reliability of the study, besides, the researchers ran the data of the corpora using AntConc software version 3.5.7 four times to cross-check the consistency among the times.

4. Results and Discussion

Frequency of RVs used in TESOL research articles

As can be seen in Table 1, 1,446 tokens of reporting verbs were found in the non-native corpus. More specifically, **Argue** group was most used with 953 tokens (65.9%) and followed by **Find** group, **Think** group, and **Show** group with the tokens of 274 (18.94%), 157 (10.85%), and 62 (4.28%) respectively.

Table 1

Frequencies of Reporting Verbs Used in 30 TESOL Research Articles by Non-Native Writers

Group	Reporting verb	n=1,446	
		F	%
Argue	agree	151	10.44
	argue	61	4.22
	criticize	7	0.48
	disagree	20	1.38
	emphasize	11	0.76
	explain	83	5.74
	indicate	253	17.50
	inform	44	3.04
	mention	40	2.77
	realize	17	1.18
	recognize	6	0.41
	report	62	4.29
	state	128	8.85
	suggest	70	4.84
		953	**65.90**
Find	analyze	12	0.83
	establish	11	0.76
	explore	5	0.35
	find	183	12.66
	investigate	63	4.36
		274	**18.94**
Show	demonstrate	18	1.24
	describe	44	3.04

		62	**4.28**
Think	believe	56	3.87
	hope	8	0.55
	think	93	6.43
		157	**10.85**

On the other hand, regardless of the same positions for **Argue** and **Find** groups, there was a slight difference between **Show** and **Think** groups in 30 research articles written by the native writers compared to those by the non-native writers. As demonstrated in Table 2, in particular, the figures for **Argue** and **Find** groups that were also identified as the first and second places had an inconsiderable difference (i.e., 39.26% & 39.09%). **Show** group, however, occupied the third position with 105 tokens (16.96%), and **Think** group was ranked fourth with a tiny number of tokens at 29, accounting for 4.68% despite the third place as depicted in Table 1.

Table 2

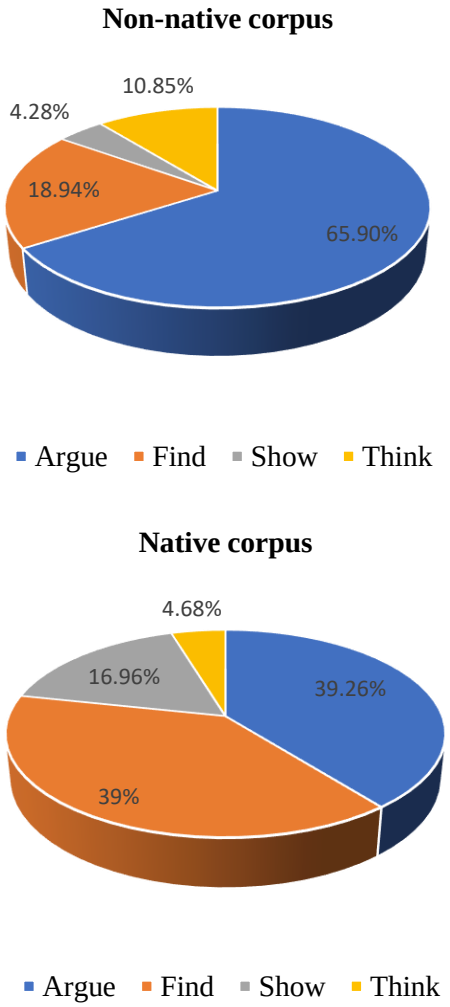
Frequencies of Reporting Verbs Used in 30 TESOL Research Articles by Native Writers

Group	**Reporting verb**	**n=619**	
		F	**%**
Argue	acknowledge	7	1.13
	argue	15	2.42
	address	25	4.03
	confirm	9	1.45
	criticize	5	0.81
	disagree	3	0.48
	explain	6	0.97
	indicate	45	7.27
	mention	23	3.72
	realize	13	2.10
	report	92	14.86
		243	**39.26**
Find	analyze	23	3.72
	discover	9	1.45
	establish	31	5.00
	explore	24	3.88
	find	151	24.39
	investigate	4	0.65
		242	**39.09**
Show	demonstrate	15	2.42
	describe	56	9.05
	reflect	34	5.49
		105	**16.96**
Think	believe	29	4.68
		29	**4.68**

To shed light on the difference in terms of reporting verb use in TESOL research articles between two groups of writers, a comparison is necessarily provided. As observed in Figure 2, far more reporting verbs were found in 60 RAs produced by the non-native writers than the native counterparts. Noticeably, the figure for RVs in **Argue** group used by non-native writers (65.90%) approximately doubled that for the native authors (39.26%), whereas the native researchers are more likely to employ RVs in **Find** group than the non-native researchers, reaching 39,09% compared to 18.94% for the non-native ones. The similar pattern can be seen for **Think** and **Show** groups. That is, the percentage of RVs in **Think** group found in the non-native corpus (10.85%) probably doubled that of the native corpus (4.68%) whilst the figure for RVs in **Show** group used in the native corpus (16.96%) was four times higher than that in the non-native corpus (4.28%).

Figure 2

Distribution of Reporting Verbs Found in the Research Articles Written by Non-Native and Native Authors



In summary, both the native and non-native researchers employed reporting verbs in **Argue**, **Find**, **Show**, and **Think** groups. However, the native writers tended to use fewer reporting verbs than the non-native counterparts did. RVs in **Argue** group were most commonly used in both groups of writers, followed by **Find** group with a moderate use. The least used verb groups were **Show** and **Think** in spite of a bit difference in frequency of RVs between the native and non-native writers.

As presented earlier, the results of the present study showed that the non-native writers tended to employ more reporting verbs in their TESOL articles than the native authors did. This is in line with Yilmaz and Erturk's (2017) conclusion that Turkish researchers used reporting verbs more frequently than native English ones. This finding, however, is different from Jafarigohar and Mohammadkhani's (2015) finding indicating the mostly equal number of reporting verbs used by both native and non-native writers. More specifically, among four reporting verb groups (e.g., Argue, Find, Show, & Think), **Argue** and **Find** groups were the most and the second most commonly used by both groups of writers in spite of the different size. Similarly, Yeganeh and Boghayeri (2015) concluded that both Persian and English authors used reporting verbs in **Argue** group most frequently, and Think group was identified as the second priority for the native English writers, whereas **Find** group was the Persian writers' second option. In Veerachaisantikul's (2016) study investigating reporting verbs used in EFL English majors' research projects, **Argue** and **Think** group occupied the first and second positions with high percentages. However, Uba (2020) found out that find (first place), show (second place), and indicate (third place) are the most frequent affirmative reporting verbs in Applied Linguistics research articles, i.e., the authors gave first priority to **Find** group and then to **Show** group and **Argue** group, which is supported by the findings of Veerachaisantikul's (2016).

Functions and Positions of RVs used in TESOL research articles

In **Argue** group, it can be observed in Table 3 that more reporting verbs were variously employed in research articles produced by the non-native writers. That is to say, these reporting verbs varied in function. Regarding the functions, most of the reporting verbs used in the research

articles of both groups of writers were neutral. It is noteworthy that RVs in **Argue** group had a variety of functions, viz. agreement, argument, conclusion, disagreement, emphasis, evaluation, explanation, presentation, and suggestion. There were two strong reporting verbs showing writers' position in RAs written by the non-native group, whereas only one strong reporting verb was found for the native group. This means that the non-native researchers made stronger claims than the native ones in their research articles.

Table 3

Functions and Positions of RVs in Argue Group Used by Native and Non-Native English Writers

Native					**Non-native**				
Function	***RV***	***Position***			***Function***	***RV***	***Position***		
		W	***N***	***S***			***W***	***N***	***S***
agreement	acknowledge		X		agreement	agree		X	
argument	argue			X	argument	argue			X
presentation	address		X		evaluation and examination	criticize		X	
agreement	confirm		X		disagreement	disagree		X	
evaluation and examination	criticize		X		emphasis	emphasize			X
disagreement	disagree		X		explanation	explain		X	
explanation	explain		X		presentation	indicate		X	
presentation	indicate		X		presentation	inform		X	
presentation	mention				presentation	mention		X	
conclusion	realize		X		conclusion	realize		X	
presentation	report		X		agreement	recognize		X	
					presentation	report		X	
					presentation	state		X	
					suggestion	suggest		X	

Note: W=Weak, N=Neutral, S=Strong

The results in Table 4 show that native English writers used more reporting verbs in **Find** group than the non-native writers. In terms of function, both groups of writers used reporting verbs with quite similar functions (e.g., conclusion, emphasis, evaluation, examination) as illustrated in Table 5. In addition, almost all the reporting verbs in **Find** group were used in a neutral position. Only one verb was identified as a strong reporting verb (e.g., establish). It can be stated that there were no significant differences in terms of function of reporting verbs for **Find** group between the native and non-native researchers.

Table 4

Functions and Positions of RVs in Find Group Used by Native and Non-Native English Writers

Native					**Non-native**				
Function	***RV***	***Position***			***Function***	***RV***	***Position***		
		W	***N***	***S***			***W***	***N***	***S***
evaluation and examination	analyze		X		evaluation	analyze		X	
conclusion	discover		X		presentation	establish			X
presentation	establish			X	emphasis	explore		X	
emphasis	explore		X		evaluation and examination	find		X	
evaluation and examination	find		X		evaluation and examination	investigate		X	
evaluation and examination	investigate		X						

Note: W=Weak, N=Neutral, S=Strong

In respect of **Show** group, Table 5 demonstrates that native English writers used reporting verbs (e.g., demonstrate, describe, & reflect) in their research articles to express their neutral opinions about the issues they are discussing or presenting. Similarly, non-native writers used reporting verbs (e.g., demonstrate & describe). As seen in Table 3, furthermore, more reporting verbs in **Show** group were used by the native writers than the non-native counterparts. This can be interpreted that the former group found it useful to use reporting verbs in this group for their research articles.

Table 5

Function and Position of RVs in Show Group Used by Native and Non-Native English Writers

Native					**Non-native**				
Function	***RV***	***Position***			***Function***	***RV***	***Position***		
		W	***N***	***S***			***W***	***N***	***S***
Presentation	demonstrate		X		Presentation	demonstrate		X	
Presentation	describe		X		Presentation	describe		X	
Presentation	reflect		X						

Note: W=Weak, N=Neutral, S=Strong

In contrast, the use of reporting verbs in **Think** group by the native English writers is limited in either size or type. Evidently, they hardly ever used reporting verbs in **Think** group for their TESOL research articles as shown in Table 3, and only one strong reporting verb (e.g., believe) was found in the 30-article native corpus. Meanwhile, the non-native writers used a wide range of reporting verbs from strong degree to weak degree (e.g., believe, think, & hope) to present their ideas about what they are discussing. As reported in Table 6, noticeably, there was one weak reporting verb (e.g., hope) with the aim to make their claims less strong.

Table 6

Functions and Positions of RVs in Think Group Used by Native and Non-Native English Writers

Native					**Non-native**				
Function	***RV***	***Position***			***Function***	***RV***	***Position***		
		W	***N***	***S***			***W***	***N***	***S***
believing	believe			X	believing	believe			X
					believing	hope	X		
					believing	think		X	

Note: W=Weak, N=Neutral, S=Strong

In short, a bit more reporting verbs with different functions and positions were used in the TESOL research articles written by the non-native writers than the native ones, and neutral reporting verbs were more commonly employed than strong and weak ones. Turning to the details, reporting verbs in **Argue** and **Find** groups are preferred to those in **Show** and **Think** groups. The big difference in the use of reporting verbs between the two groups of writers is that the non-native researchers seemed to favor reporting verbs in **Argue** group over the remaining groups while the native writers probably used reporting verbs in **Argue and Find** groups almost equally.

According to the aforementioned findings, there were no significant differences in function of reporting verbs between the two corpora; especially, presentation and evaluation and examination were the top functions used by both the native and non-native researchers. These functions probably cover all three functions proposed by Weissberg and Buker (2007). This can be inferred that these functions are equally significant and commonly-used in research, so authors consider using them in their studies regardless of their nationality. In fact, Yilmaz and Erturk (2017) reported the similar results emphasizing no differences in terms of the variety of RV functions and presenting top three functions, namely presentation, evaluation and examination, and conclusion and suggestion.

As regards positional analysis, the findings demonstrated that most of the reporting verbs were used in neutral position except for two stronger reporting verbs in both of the corpora and one weaker verb in the non-native corpus. Similarly, Yilmaz and Erturk (2017) confirmed that native and non-native authors avoided including weaker and stronger verbs in their studies. Instead, they tended to use more neutral verbs. This tendency can be explained that neutral reporting verbs may reduce the strength or weakness of claims with the use of strong and weak reporting verbs respectively. Additionally, it is worth noting that two strong reporting verbs (e.g., argue & emphasize) were discovered in the non-native corpus, whereas only one strong verb (e.g., argue) was observed in the native corpus. This means that the native English writers used less reporting verbs in a strong position than the non-native counterparts. This result is likely to be different from Yilmaz and Erturk's (2017) finding that there was only one strong verb (e.g., argue) used by the native writers.

5. Conclusion

This corpus-based study included two corpora of reporting verbs in 60 TESOL research articles (i.e., 30 from the non-native writers and 30 from the native English writers). The data were analyzed by means of AntConc software, and three key findings

are reported as follows. Firstly, it is explored that the non-native writers have a tendency to employ more reporting verbs than the native English counterparts. In particular, **Argue** group is the most frequently used by both groups of authors, followed by **Find**, **Show**, and **Think** groups. Secondly, there are no considerable differences in the function of reporting verbs between the two corpora. This means that both the non-native and native writers have a similar pattern in using reporting verbs with various functions. Among a wide range of functions of reporting verbs, the most commonly used functions are (1) presentation and (2) evaluation and examination. Finally, almost all reporting verbs in neutral position are found in both corpora. Remarkably, there are two strong verbs and one weak verb found in the non-native corpus, whereas only one strong verb was discovered in the native corpus.

According to Yeganeh and Boghayeri (2015), reporting verbs (i.e., citing and referencing to other literature) are regarded as one of the most vital aspects in academic writing, non-native students often found it difficult to use reporting verbs appropriately in their writing. It is hoped that the results of this study may raise awareness of the importance of reporting verbs for non-native students, especially Vietnamese EFL students majoring in TESOL and serve as guidance that helps improve the use of reporting verbs in academic writing. Accordingly, they can avoid ignoring other works in their writing or research in the future. It is suggested that reporting verbs should be introduced to EFL students who are producing academic pieces of writing such as BA students in English language or TESOL, MA students, and PhD students in all disciplines. Moreover, this study could also work as a reference for scholars and teachers who work on reporting verbs. In particular, they may conduct further studies exploring linguistic features within groups of reporting verbs based on these findings.

Despite contributions to the field of discourse analysis in general and reporting verbs in particular, this study remains some limitations in terms of the corpus size and limited discipline. Due to the limited time and the scope of the study, 60 TESOL research articles equally falling into two groups, namely non-native corpus and native corpus were selected as the research sample. Another limitation is that the study only put an emphasis on the discipline of TESOL. As a consequence, it is unlikely to generalize how non-native and native English researchers use reporting verbs in research articles. It is, therefore, recommended that further researchers should widen the corpus size and make a cross-disciplinary comparison in terms of the use of reporting verbs among disciplines such as Biology, Mechanical Engineering, Computer Science, Medical and so on.

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MỘT NGHIÊN CỨU DỰA TRÊN NGỮ LIỆU VỀ ĐỘNG TỪ TƯỜNG THUẬT ĐƯỢC SỬ DỤNG TRONG CÁC BÀI BÁO THUỘC NGÀNH GIẢNG DẠY TIẾNG ANH CỦA TÁC GIẢ BẢN NGỮ VÀ PHI BẢN NGỮ

Dương Mỹ Thẩm [1], Trần Phương Nhi [2]

1. Trường Đại học Kinh tế Tài chính (UEF),
141-145 Điện Biên Phủ, phường 15, quận Bình Thạnh, Tp. Hồ Chí Minh, Việt Nam
2. Trường Đại học Công Nghệ TP.HCM (HUTECH),
475A Điện Biên Phủ, phường 25, quận Bình Thạnh, Tp. Hồ Chí Minh, Việt Nam

Tóm tắt: Nghiên cứu dựa trên ngữ liệu này so sánh việc sử dụng các động từ tường thuật trong các bài báo nghiên cứu thuộc chuyên ngành Giảng dạy tiếng Anh giữa tác giả bản ngữ và phi bản ngữ. Kho ngữ liệu được chia thành hai nhóm: 30 bài báo nghiên cứu của tác giả phi bản ngữ và 30 bài báo nghiên cứu của tác giả bản ngữ. Dữ liệu ở dạng văn bản thuần túy đã được xử lý thông qua phần mềm AntConc phiên bản 3.5.7. Kết quả cho thấy sự khác biệt giữa hai nhóm tác giả khi xét về tần suất sử dụng, chức năng và vị trí của động từ tường thuật. Cụ thể, tác giả phi bản ngữ có khuynh hướng sử dụng nhiều động từ tường thuật hơn các tác giả bản ngữ. Trong bốn nhóm động từ tường thuật bao gồm Argue, Find, Show, Think thì nhóm Argue được sử dụng nhiều nhất bởi cả hai nhóm tác giả. Ngoài ra, kết quả liên quan đến chức năng và vị trí của những động từ tường thuật này còn chỉ ra hai chức năng phổ biến nhất của động từ tường thuật là (1) trình bày và (2) đánh giá và kiểm tra; các động từ tường thuật được quan sát đều ở vị trí trung lập.

Từ khóa: ngữ liệu, động từ tường thuật, bài báo nghiên cứu, giảng dạy tiếng Anh