

# FREQUENCIES AND FUNCTIONS OF REPORTING VERBS USED IN TESOL RESEARCH ARTICLES BY VIETNAMESE WRITERS

Bui Thi Kim Loan\*

*Van Lang University (VLU)*

*45 Nguyen Khac Nhu Street, Co Giang Ward, District 1, Ho Chi Minh City, Vietnam*

Received 4 November 2021

Revised 8 January 2022; Accepted 20 May 2022

**Abstract:** How to ensure proper reporting verbs (RVs) to be used in academic writing remains a difficulty to Vietnamese research writers. Nguyen and Pramoolsook's (2015) study findings reveal that Vietnamese TESOL students inappropriately use RVs in their master's theses in terms of function, voice and tenses. This corpus-based study aimed to investigate the frequencies and functions of RVs in TESOL research articles written by Vietnamese writers based on RMIT University Study and Learning Center's (2012) categorization of RVs in terms of position or evaluation. The corpus consisted of 35 TESOL research articles collected from a PDF book of TESOL international conference proceedings. The data were processed using Microsoft Word and Microsoft Excel. The findings revealed that TESOL research Vietnamese writers had a tendency to use groups of RVs with neutral position or evaluation. The results of the functional analysis of RVS indicated eleven functions of RVs including agreement, argument/persuasion, believing, conclusion, disagreement/questioning, discussion, emphasis, evaluation/examination, explanation, presentation, and discussion. The results provide TESOL research Vietnamese writers, research scholars as well as students from all disciplines at higher education with more knowledge of RVs that they can use for their future academic writing and international publishing.

*Keywords:* corpus, frequencies, reporting verbs, international publishing, academic writing

## 1. Introduction

It is observed that using RVs in academic articles is confusing. This requires writers to master a good knowledge of RVs used in scientific papers to cite other people's works or present their own research's findings (Amrullah et al., 2017). These authors also suggest that learning how to cite other people's works is one of the ways to avoid plagiarism. Therefore, proper use of RVs in academic discourse is considered to be essential for in-text citation when authors refer to and acknowledge others' works or studies.

To serve a writer's purpose, different kinds of RVs are used to function such as

presentation, evaluation, examination, conclusion, and suggestion (Yilmaz & Erturk, 2017). Moreover, Charles (2006) mentions that employing RVs appropriately indicates the writer's position/evaluation about other author's ideas. Nevertheless, Yeganeh and Boyhayeri (2015) report that non-native writers usually forget to use RVs appropriately in their academic writing. It can be supposed that non-native writers like Vietnamese ones find RVs difficult to use correctly in academic writing (Bloch, 2010). This is also supported by Hyland (2002) when he insists that the variation of using RVs in research articles serves various functions and communicative purposes. It is agreed that there are a lot of differences in the way research

---

\* Corresponding author.

Email address: [buihikimloanpt@gmail.com](mailto:buihikimloanpt@gmail.com)

writers utilize RVs. Hence, the appropriate selection of RVs is an important part of English for Academic Purposes (EAP) because RVs have impacts on the writer's claims and reader's comprehension.

Previous studies have been conducted to investigate the use of RVs in academic articles. Bloch (2010) found that the writers utilise RVs repeatedly in their academic research articles and do not notice the effectiveness of RVs used in their research articles. Later, Nguyen and Pramoolsook (2015) investigated RVs used in 24 TESOL Master Thesis Literature Review chapters which were written by Vietnamese postgraduate students. Their findings were the same with Hyland's (2002) research, and their findings showed that a group of Vietnamese writers had a tendency to randomly employ RVs without paying attention to their rhetorical functions. Later, Davis (2017) examined RVs in 13 medical research articles. His findings revealed that novice second language writers of medical research articles had challenges with reporting others' works and persuading readers.

It is noticeable that although numerous studies have investigated the frequencies and functions of RVs from many various theoretical frameworks and perspectives, theoretical frameworks of RMIT University Study and Learning Center (2012) about the taxonomy of RVs and the one of Adelaide University Writing Center (2014) about the categorization of functions of RVs have been not been thoroughly examined. This motivates this study to be carried out to shed light on the frequencies and functions of RVs used in research articles.

In addition, there have been a great number of research addressing the usage of RVs by non-native writers; however, few studies on RVs used in TESOL research articles by Vietnamese writers have been under investigation. Therefore, this study was carried out to scrutinise the employment of reporting verbs in TESOL research articles written by Vietnamese authors in terms of frequencies and functions with the aim of helping Vietnamese writers choose RVs properly with their functions. In other words, this helps Vietnamese writers evaluate the strength of their claims or others' ones as well as improve the writers' arguments. To achieve these objectives, two

research questions are designed as follows:

1. What are the frequencies of RVs used in TESOL research articles written by Vietnamese writers?

2. What are the functions of RVs used in TESOL research articles written by Vietnamese writers?

## 2. Literature Review

### 2.1. Definition of RVs

Researchers have defined RVs differently. Nordquist (2019) defines that a RV is a verb employed to show that discourse is quoted/cited or paraphrased. Later, Hyland (2001) explains that RVs are used to help writers evaluate prior researches and present one's own findings by using proper tense. According to Student Services Center of University of Technology Sydney, these attitudes can be positive, negative or neutral. This center suggests that writers should consider choosing proper RVs to show their position or viewpoint on cited or paraphrased information. Selecting RVs functionally is not only an important academic skill but develops the writers' critical thinking skills. From these definitions of RVs, it can be inferred that in academic writing, writers use RVs to refer to the origin of cited information and express their attitude/evaluation towards sourced information.

Grammatically, it should be noted that the perspective of tense used with RVs in research articles is rather controversial. Some authors agree to use present tense with RVs while others disagree on that. Instead, they tend to use past tense. Therefore, it depends on the meaning and purpose of the citation or statements so that the article author can choose present or past tense for the citations and statements. Most importantly, Charle (2006) found that the most frequently used tense is present tense in the form of '*X argues that...*'. According to Writing Center of University of Adelaide (2014), using what kind of tense for RVs in articles also "depends on the style guide" which means that "some styles prefer present tense while others prefer past tense". Moreover, Nanyue (2013) carried out a case study to examine two Chinese students who were observed for the development of using RVs in

their essay writing during the one-semester course. The two students had problems with the choice of correct RVs, tense and syntax of RVs for citation. Nanyue (ibid) showed that the students randomly used RVs without noticing the contexts in which RVs were used. Nguyen and Pramoolsook (2015) investigated the RVs used in 24 TESOL master’s theses and found that present simple tense was used the most with 51.26%, followed past simple tense with 46.80% and present perfect tense with 1.94%. Moreover, these two authors observed that the active voice was used with a higher ratio (97.95%) than the

passive voice (2.05%). Therefore, it is essential for TESOL research Vietnamese writers to use correct RVs with appropriate tense and syntax according to different contexts.

Moreover, according to Writing Center of University of Adelaide (2014) RVs can be followed by a noun phrase or a “that” clause. Some RVs can combine with a noun phrase, while others are followed by “that” clause. However, there are also a great number of RVs that can be followed by a noun phrase or ‘that’ clause.

**Table 1**

*RVs Followed by a Noun Phrase or a “That” Clause (Adapted From Online Writing Center of University of Adelaide, 2014)*

RVs followed by a noun phrase	RVs followed by a “that” clause
<p><i>analyse, applaud, appraise, assess, attack, consider, contradict, critique, debate, describe, discard, disclaim, discount, discuss, dismiss, disregard, evaluate, examine, explore, express, extol, forbid, highlight, identify, ignore, illustrate, investigate, justify, list, oppose, outline, praise, present, question, refute, reject, restate, scrutinise, study, support, underscore, use, validate, verify</i></p>	<p><i>accept, acknowledge, add, admit, advise, advocate, agree, alert, allege, announce, argue, articulate, assert, assure, believe, boast, claim, clarify, comment, complain, concede, conclude, confirm, feel, find, forget, guarantee, guess, hope, hypothesise, imagine, imply, indicate, infer, inform, insist, justify, know, maintain, note, observe, persuade, point out, posit, postulate, promise, propose, prove, question, realise, reason, reason, recognise, recommend, remark, remind, report, reveal, show, speculate, state, stress, suggest, suspect, tell, theorise, think, understand, urge, warn</i></p>

**2.2. Categories of RVs**

A great number of research have investigated RVs in the field of English for EAP. However, various authors have different approaches towards classification of RVs. Thompson and Ye (1991) categorised RVs into three kinds including textual verbs, mental verbs and research verbs. Moreover, Francis et al. (1996) classified RVs into four kinds such as **Argue** group, **Find** group, **Show** group and **Think** group. Later, Hyland (1999, 2002) divided RVs into three types such as discourse acts, cognition acts and research acts. In

particular, the research acts comprise three subtypes, namely factive verbs, counter-factive verbs and non-factive verbs. According to RMIT University Study and Learning Center (2012), RVs are grouped into three categories such as tentative, neutral and strong RVs. Similarly, Writing Center of University of Adelaide (2014) postulates three sorts of RVs with different names which are weak, neutral and strong RVs.

Previous studies regarding categorization of RVs are synthesised in Table 2 to easily distinguish various authors’ classification of RVs with illustrated RVs.

**Table 2**  
*Categorization of RVs*

<b>Authors</b>	<b>Categories of RVs</b>	<b>RVs</b>
<b>Thompson and Ye (1991)</b>	Textual verbs	<i>state, indicate</i>
	Mental verbs	<i>believe, think</i>
	Research verbs	<i>find, explore</i>
<b>Francis et al. (1996)</b>	Argue group	<i>argue, claim, indicate, point out, suggest</i>
	Find group	<i>discover, establish, find, observe, realise</i>
	Show group	<i>demonstrate, reveal, show</i>
	Think group	<i>assume, believe, feel, think, hope</i>
<b>Hyland (1999, 2002)</b>	Discourse acts	<i>discuss, report, state</i>
	Cognition acts	<i>assume, believe, conceptualise</i>
	Research acts	
	Factive verbs	<i>demonstrate, establish, show</i>
	Counter-factive verbs	<i>fail, ignore, overlook</i>
<b>RMIT University Study and Learning Center (2012)</b>	Non-factive verbs	<i>investigate, identify, observe</i>
	Tentative position	<i>admit, caution, consider, guess, hypothesise, imply, moot, postulate, propose, question, recommend, speculate</i>
	Neutral position	<i>assume, categorise, comment, compare, contrast, define, demonstrate, describe, document, discuss, examine, explain, explore, focus on, found, identify, indicate, interpret, list, mention, note, observe, point out, present, reflect, regard, report, reveal, show, state, study, take into consideration, use, view</i>
	Strong position	<i>acknowledge, advocate, affirm, argue, assert, assume, believe, challenge, condone, concede, confirm, conclude, contend, disagree, deny, declare, determine, dismiss, dispute, disregard, doubt, emphasise, endorse, establish, highlight, ignore, infer, insist, maintain, misinterpret, negate, object to, oppose, presume, recognise, recommend, reject, refute, stress, substantiate, support the view that</i>
<b>Writing Center of University of Adelaide (2014)</b>	Weak position	<i>admit, confuse, comment, doubt, hope</i>
	Neutral position	<i>accept, analyse, believe, disagree, discuss, find, recognise, report, suggest</i>
	Strong position	<i>argue, complain, convince, emphasise, recommend, warn</i>

As seen from Table 2, RVs have been approached in various ways. Previous studies

have been conducted to apply these categories of RVs from different perspectives. Yeganeh and

Boghayeri (2015) studied the frequency and functions of RVs used in the introduction and literature review of research articles which were written by native Persian and English writers. They used two corpora of 60 research articles produced by native English researchers and Persian ones. The findings showed some differences in the employment of RVs between the two corpora. More RVs of Argue group were found in English authors' research articles than those of Persian authors although both groups of writers used the RVs of the Argue group the most. Grammatically, they (2015, p. 586) proposed the order of subject and verb for both of the corpora which had the form as "an integral citation, a human subject and a present tense [Argue] verb". It can be inferred that research writers need to master a variety of RVs and learn how to use them functionally in their research papers.

From the above synthesized table about the taxonomy of RVs, this study used RMIT University Study and Learning Center's (2012) categorization of RVs to investigate the frequencies of RVs used in TESOL research articles because this theoretical framework is

detailed and provides the classification of 85 RVs into three groups including RVs with tentative position, RVs with neutral position, and RVs with strong position.

**2.3. Functions of RVs in Academic Articles**

Knowing how to use RVs correctly in TESOL research articles helps Vietnamese writers distinguish the difference of functions of RVs and choose appropriate RVs for their cited claims. Therefore, the writers can partly express their positions or evaluations. Bloch (2010) suggests that "the choice of reporting verbs in citation involve a great deal of exactness in order to establish the credibility of both the writer and the claims so that the reader will accept the position the writer is taking" (p. 223). Thus, RVs help carry certain meaning for academic writing.

According to Writing Center of University of Adelaide (2014), RVs are divided into thirteen various functions as presented in Table 3. This study used this center's detailed categorization of RVs functions because the theoretical framework clearly pinpointed how RVs were used functionally to serve communicative purposes of the research article.

**Table 3**

*Function of RVs (Adapted From Online Writing Center of University of Adelaide, 2014)*

No.	Functions	RVs
1	addition	<i>add</i>
2	advice	<i>advise</i>
3	agreement	<i>admit, concede, accept, acknowledge, agree, concur, confirm, recognise, applaud, congratulate, extol, praise, support</i>
4	argument and persuasion	<i>apologise, assure, encourage, interpret, justify, reason, alert, argue, boast, contend, convince, emphasise, exhort, forbid, insist, prove, promise, persuade, threaten, warn</i>
5	believing	<i>guess, hope, imagine, believe, claim, declare, express, feel, hold, know, maintain, profess, subscribe to, think, assert, guarantee, insist, uphold</i>
6	conclusion	<i>conclude, discover, find, infer, realise</i>
7	disagreement and questioning	<i>doubt, question, challenge, debate, disagree, question, request, wonder, accuse, attack, complain, contradict, criticise, deny, discard, disclaim, discount, dismiss, dispute, disregard, negate, object to, oppose, refute, reject</i>
8	discussion	<i>comment, discuss, explore, reason</i>
9	emphasis	<i>accentuate, emphasise, highlight, stress, underscore, warn</i>

10	evaluation and examination	<i>analyse, appraise, assess, compare, consider, contrast, critique, evaluate, examine, investigate, understand, blame, complain, ignore, scrutinise, warn</i>
11	explanation	<i>articulate, clarify, explain</i>
12	presentation	<i>confuse, comment, define, describe, estimate, forget, identify, illustrate, imply, inform, instruct, list, mention, note, observe, outline, point out, present, remark, remind, report, restate, reveal, show, state, study, tell, use, announce, promise</i>
13	suggestion	<i>allege, intimate, speculate, advise, advocate, hypothesise, posit, postulate, propose, suggest, theorise, assert, recommend, urge</i>

#### 2.4. Previous Studies

Previous studies have investigated RVs from different approaches. Weissberg and Buker (1990) categorize two types of in-text citation including information prominent citation and author prominent citation. The former focuses on giving information more than mentioning the author with the citation at the end of the sentence; for example, several studies revealed that... (Nguyen, 2015). The latter gives priority to the author over the information with the author's name placed in the subject position in the sentence; for example, Nguyen (2015) argues that... Therefore, two RVs such as 'revealed' and 'argues' in the above examples convey some important meanings for citation.

Additionally, Jafarigohar and Mohammadkhani (2015) examined the employment of RVs in 63 TESOL articles and Applied Linguistics by native and non-native writers. Their findings indicated significant differences in types of RVs by these two groups.

Additionally, Yilmaz and Erturk (2017) compared the frequencies, functions, and positions of RVs from two corpora of 160 English Language Teaching research articles written by Turkish and native English writers. Their study findings revealed that more RVs were used by non-native authors than native ones. Functionally, frequently used RVs had functions of presentation, evaluation, examination, conclusion and suggestion. They also found that three RVs such as "reveal, indicate and observe" were repeatedly used by non-native writers. Concerning positional analysis, it was indicated that both groups of researchers only used RVs in neutral position,

but only one strong RV found in the native writers' corpus.

Recently, Duong and Tran (2021) compared the employment of RVs in TESOL research articles by non-native and native writers from various perspectives of frequencies, function and position. They used two corpora consisting of 30 articles written by non-native writers and those written by native writers. Their findings revealed that RVs of Argue group were used the most by both of the non-native and native writers in comparison with the other groups (e.g., Find, Show and Think). They also pointed out that the common functions of RVs were related to presentation, evaluation and examination. Finally, they found that the analysed RVs were used to mainly express neutral position. However, this study failed to investigate a diversity of RVs in four groups (e.g., Argue, Find, Show and Think) in terms of functions of RVs.

In short, the prior studies have addressed the use of RVs in EAP articles from three different perspectives such as frequencies, functions and positions. Nevertheless, there is still a theoretical and methodological gap that encourages this study to inherit the research findings of previous studies and keep making contributions to the study of RVs in TESOL research articles in Vietnam. This study utilised the thorough categorization of RVs by RMIT University Study and Learning Center (2012) as a theoretical framework to investigate the frequencies of three groups of RVs with tentative, neutral and strong positions. This study also used the framework of Writing Center of University of Adelaide (2014) to examine functions of three types of RVs (e.g., tentative,

neutral and strong) in TESOL research articles written by Vietnamese writers to find out frequencies and functions of these RVs.

Moreover, some previous studies have not explored RVs deeply and systematically. So, it is sometimes confusing for Vietnamese writers to use them in their academic articles. For example, Nguyen and Pramoolsook (2015)

investigated 128 RVs which were used in 24 TESOL master's theses and based on Hyland's (2002) categorization of RVs regarding denotative and evaluative potentials. Nevertheless, they just presented a frequency list of 128 RVs in one table of four columns without grouping the RVs into two groups such as denotative and evaluative potentials clearly and systematically.

**Table 4**

*Nguyen and Pramoolsook's (2015) Study on RVs*

Nguyen and Pramoolsook's (2015) study on RVs					
1. state	23. indicate	45. consider	66. recognise	87. work	108. name
2. define	24. show	46. study	67. apply	88. call	109. stipulate
3. suggest	25. examine	47. admit	68. have	89. pose	110. address
4. claim	26. mention	48. introduce	69. warn	90. contend	111. estimate
5. find	27. discover	49. summarise	70. design	91. advance	112. attack
6. say	28. present	50. see	71. base	92. provide	113. invent
7. conduct	29. note	51. divide	72. offer	93. accept	114. reconfirm
8. argue	30. emphasise	52. make	73. notice	94. draw	115. survey
9. believe	31. think	53. suppose	74. give out	95. reflect	116. denote
10. describe	32. classify	54. treat	75. establish	96. conceptualize	117. assess
11. report	33. prove	55. view	76. analyze	97. associate	118. speculate
12. add	34. investigate	56. express	77. mean	98. (not) deny	119. designate
13. propose	35. list	57. pinpoint	78. postulate	99. predict	120. attest
14. assert	36. assume	58. maintain	79. underline	100. realise	121. judge
15. conclude	37. discuss	59. review	80. acknowledge	101. interview	122. write
16. point out	38. refer	60. determine	81. confess	102. declare	123. illustrate
17. use	39. compare	61. explore	82. observe	103. demonstrate	124. repeat
18. develop	40. remark	62. coin	83. put	104. tackle	125. reaffirm
19. confirm	41. carry out	63. content	84. imagine	105. uncover	126. ensure
20. explain	42. do	64. categorise	85. convince	106. comment	127. advise
21. affirm	43. support	65. agree	86. distinguish	107. speak	128. defend
22. identify	44. stress				

### 3. Methodology

This study employed the quantitative method to examine the frequencies and functions of three categories of RVs (tentative, neutral and strong positions). The corpus of this study included 35 TESOL research articles written by Vietnamese authors. The articles were collected from the PDF proceedings of TESOL international conference held in Ho Chi Minh in 2020. The proceedings consisted of 44 articles in which there were about 35 TESOL-related articles written in English and other 9 articles related to teaching Chinese and Japanese. Therefore, the TESOL articles written in English by Vietnamese TESOL writers were chosen for the study and entered into a Microsoft Word file used for analysis. The authors of these TESOL research articles were teachers of English from universities and colleges in Vietnam. Furthermore, for the scope of the study, the study focused on analyzing RVs used in these 35 TESOL research articles to investigate which groups of RVs were frequently used by Vietnamese writers and whether they used a variety of RVs groups for different functions.

The TESOL research articles were gathered based on some criteria: (1) they were written by Vietnamese writers, and (2) they contained some integral sections of an academic articles such as abstract, introduction, literature review, methodology, results and discussion and conclusion. The frequencies of RVs were statistically calculated based on the taxonomy of RMIT University Study and Learning Center (2012), and functions of RVs were analysed based upon the categorization of Adelaide University Writing Center (2014). It is worth noticing that only the main sections (e.g., abstract, introduction, literature review, methodology, findings and discussion, and conclusion) of the articles were selected to make sure the accuracy of chosen data. The function Find of Microsoft Word and calculation of Microsoft Excel were used to calculate the frequencies and percentages of RVs used in the articles, which helped address the two research questions of this study. To assure the reliability of findings, the author double-checked the figures, frequencies and percentages when the data were collected and analysed by using

Microsoft Word and Microsoft Excel.

### 4. Results

#### 4.1. The Frequencies of RVs Used in TESOL Research Articles Written by Vietnamese Writers

Based on the classification of RVs of RMIT University Study and Learning Center (2012) there were totally 85 RVs which were classified into three groups including tentative position, neutral position, and strong position as can be seen in Table 5. In detail, the first groups of RVs with tentative position consisted of 12 RVs from number 1 to 12; the second group of RVs with neutral position included 34 RVs from number 13 to 46; and the third group of RVs with strong position comprised 39 RVs from number 47 to 85. It means the number of RVs in the third group was greater than that of the first and second groups. It can be inferred that there is a variety of RVs that Vietnamese writers can choose to express different levels of evaluation (e.g., tentative, neutral and strong) appropriate for particular contexts when they cite other works and ideas.

As can be seen from Table 5, the first group of RVs with tentative position showed the frequencies and percentage of its RVs respectively such as *admit* (17, 0.53%); *caution* (0, 0%); *consider* (141, 4.43%); *guess* (23, 0.72%); *hypothesise* (1, 0.03%); *imply* (20, 0.63%); *moot* (0, 0%); *postulate* (0, 0%); *propose* (40, 1.26%); *question* (0, 0%); *speculate* (0, 0%); and *suggest* (98, 3.08%). Based on the findings of the first group of RVs with tentative position, Vietnamese writers tended to use RVs such as *consider*, *suggest*, *propose*, *guess*, *imply* and *admit*. The rest of RVs in this first were not often used by Vietnamese writers. This can be explained by the fact that Vietnamese writers get used to employing some familiar RVs in their academic writing and they avoid using other unfamiliar RVs (e.g., *caution*, *hypothesise*, *moot*, *postulate*, *question* and *speculate*) for in-text citations. It is observed that native writers use a diversity of RVs in academic writing; therefore, Vietnamese writers should be aware of a diversity of RVs used in academic articles and try to use all of them to make their articles be natural and similar to the native's ones in



selecting appropriate RVs to achieve communicative purposes.

Moreover, the second group of RVs with neutral position comprised *assume* (12, 0.38%); *comment* (10, 0.31%); *contrast* (35, 1.10%); *demonstrate* (40, 1.26%); *document* (0, 0%); *examine* (58, 1.82%); *explore* (52, 1.64%); *find* (76, 2.39%); *indicate* (53, 1.67%); *list* (38, 1.19%); *note* (45, 1.42%); *point out* (9, 0.28%); *reflect* (58, 1.82%); *report* (67, 2.11%); *show* (240, 7.55%); *study* (124, 3.90%); *use* (298, 9.37%); *categorise* (14, 0.44%); *compare* (51, 1.60%); *define* (34, 1.07%); *describe* (28, 0.88%); *discuss* (41, 1.29%); *explain* (78, 2.45%); *focus on* (155, 4.87%); *identify* (47, 1.48%); *interpret* (49, 1.54%); *mention* (72, 2.26%); *observe* (37, 1.16%); *present* (245, 7.70%); *regard* (113, 3.55%); *reveal* (81, 2.55%); *state* (89, 2.80%);

and *take into consideration* (10, 0.31%). From Table 5, the findings revealed that almost all of the RVs except for *document* in the second group of RVs with neutral position or evaluation were used in TESOL research articles written by Vietnamese writers. This can be inferred that Vietnamese writers preferred to use RVs in the second group to cite others' works and ideas because these RVs help them evaluate the cited information neutrally, not too tentatively and strongly. The neutral evaluation results in objectiveness for academic articles to some extent. The RVs with neutral position had high times of occurrence in the analysed data. Vietnamese writers had a tendency to employ the common RVs in the second group with neutral position such as *use*, *present*, *show*, *focus on*, *study*, *regard*, *state*, *reveal*, *explain*, *find* and *mention* to cite other author's works and ideas.

**Table 5**

*Frequency of RVs Used in TESOL Research Articles Written by Vietnamese Writers*

No.	Positions of RVs	RVs	Frequency	Percentage
1	<b>Tentative</b>	<i>admit</i>	17	0.53%
2		<i>caution</i>	0	0%
3		<i>consider</i>	141	4.43%
4		<i>guess</i>	23	0.72
5		<i>hypothesise</i>	1	0.03%
6		<i>imply</i>	20	0.63%
7		<i>moot</i>	0	0%
8		<i>postulate</i>	0	0%
9		<i>propose</i>	40	1.26%
10		<i>question</i>	0	0%
11		<i>speculate</i>	0	0%
12		<i>suggest</i>	98	3.08%
13	<b>Neutral</b>	<i>assume</i>	12	0.38%
14		<i>comment</i>	10	0.31%
15		<i>contrast</i>	35	1.10%
16		<i>demonstrate</i>	40	1.26%
17		<i>document</i>	0	0%
18		<i>examine</i>	58	1.82%

19		<i>explore</i>	52	1.64%
20		<i>find</i>	76	2.39%
21		<i>indicate</i>	53	1.67%
22		<i>list</i>	38	1.19%
23		<i>note</i>	45	1.42%
24		<i>point out</i>	9	0.28%
25		<i>reflect</i>	58	1.82%
26		<i>report</i>	67	2.11%
27		<i>show</i>	240	7.55%
28		<i>study</i>	124	3.90%
29		<i>use</i>	298	9.37%
30		<i>categorise</i>	14	0.44%
31		<i>compare</i>	51	1.60%
32		<i>define</i>	34	1.07%
33		<i>describe</i>	28	0.88%
34		<i>discuss</i>	41	1.29%
35		<i>explain</i>	78	2.45%
36		<i>focus on</i>	155	4.87%
37		<i>identify</i>	47	1.48%
38		<i>interpret</i>	49	1.54%
39		<i>mention</i>	72	2.26%
40		<i>observe</i>	37	1.16%
41		<i>present</i>	245	7.70%
42		<i>regard</i>	113	3.55%
43		<i>reveal</i>	81	2.55%
44		<i>state</i>	89	2.80%
45		<i>take into consideration</i>	10	0.31%
46		<i>view</i>	25	0.79%
47	<b>Strong</b>	<i>affirm</i>	0	0%
48		<i>assert</i>	12	0.38%
49		<i>believe</i>	36	1.13%
50		<i>condone</i>	0	0%
51		<i>confirm</i>	45	1.42%
52		<i>contend</i>	3	0.09%

53	<i>declare</i>	6	0.19%
54	<i>dismiss</i>	0	0%
55	<i>disregard</i>	0	0%
56	<i>emphasise</i>	28	0.88%
57	<i>ignore</i>	10	0.31%
58	<i>insist</i>	2	0.06%
59	<i>misinterpret</i>	1	0.03%
60	<i>object to</i>	0	0%
61	<i>presume</i>	1	0.03%
62	<i>recommend</i>	25	0.79%
63	<i>refute</i>	0	0%
64	<i>stress</i>	27	0.85%
65	<i>support the view that</i>	0	0%
66	<i>advocate</i>	0	0%
67	<i>argue</i>	20	0.63%
68	<i>warn</i>	5	0.16%
69	<i>challenge</i>	4	0.13%
70	<i>concede</i>	1	0.03%
71	<i>conclude</i>	24	0.75%
72	<i>deny</i>	1	0.03%
73	<i>determine</i>	20	0.63%
74	<i>dispute</i>	0	0%
75	<i>doubt</i>	1	0.03%
76	<i>endorse</i>	1	0.03%
77	<i>highlight</i>	30	0.94%
78	<i>infer</i>	13	0.41%
79	<i>maintain</i>	10	0.31%
80	<i>negate</i>	0	0%
81	<i>notice</i>	81	2.55
82	<i>oppose</i>	0	0%
83	<i>recognise</i>	46	1.45%
84	<i>reject</i>	3	0.09%
85	<i>substantiate</i>	0	0%
<b>Total</b>		3180	100%

Finally, the third group of RVs with strong position consisted of *affirm* (0, 0%); *assert* (12, 0.38%); *believe* (36, 1.13%); *condone* (0, 0%); *confirm* (45, 1.42%); *contend* (3, 0.09%); *declare* (6, 0.19%); *dismiss* (0, 0%); *disregard* (0, 0%); *emphasise* (28, 0.88%); *ignore* (10, 0.31%); *insist* (2, 0.06%); *misinterpret* (1, 0.03%); *notice* (81, 2.55%); *object to* (0, 0%); *presume* (1, 0.03%); *recommend* (25, 0.79%); *refute* (0, 0%); *stress* (27, 0.85%); *support the view that* (0, 0%); *advocate* (0, 0%); *argue* (20, 0.63%); *challenge* (4, 0.13%); *concede* (1, 0.03%); *conclude* (24, 0.75%); *deny* (1, 0.03%); *determine* (20, 0.63%); *dispute* (0, 0%); *doubt* (1, 0.03%); *endorse* (1, 0.03%); *highlight* (30, 0.94%); *infer* (13, 0.41%); *maintain* (10, 0.31%); *negate* (0, 0%); *oppose* (0, 0%); *recognise* (46, 1.45%); *reject* (3, 0.09%); *substantiate* (0, 0%); and *warn* (5, 0.16%). From the findings in Table 4, it can be inferred that Vietnamese writers considered using this groups of RVs for in-text citations. Particularly, some RVs of this third group (e.g., *notice*, *recognize*, *confirm*, *believe*, *highlight*, *emphasise*, *stress*, *recommend*, *conclude*, *determine*, *assert*, *infer*, *maintain*) were used with low frequency in comparison with the RVs in the second groups by Vietnamese writers, whereas other RVs of the third group (e.g., *affirm*, *condone*, *dismiss*, *disregard*, *object to*, *refute*, *support the view that*, *advocate*, *dispute*,

*negate*, *oppose*, and *substantiate*) were not found in the analysed data. Hence, Vietnamese writers should consider using common RVs with strong evaluation of this third group to cite others' works and ideas.

Figure 1 presents the comparison of three groups of RVs. The second group of RVs with neutral position made up the highest percentage (74.97%) in comparison with the third group of RVs with strong position (14.34%) and first group of RVs with tentative position (10.69%). From the findings, it can be said that Vietnamese writers tend to use the second group of RVs with neutral position in their TESOL research articles. Employing the RVs with neutral position helped the Vietnamese writers present their citations, statements, research findings, assumptions, suggestion, reports, and so forth neutrally and objectively. It means that the Vietnamese writers avoided providing subjective positions in their TESOL research articles to get rid of their own bias/prejudice for academic purposes. In academic writing, objectivity is essential for writers to give one's opinion/ideas and present study results without any subjectivity. Therefore, Vietnamese writers should choose the second group of RVs with neutral position or evaluation, then select the third group of RVs with strong position and the first group of RVs with tentative position in their TESOL research articles.

**Figure 1**

*Comparison of Three Groups of RVs*

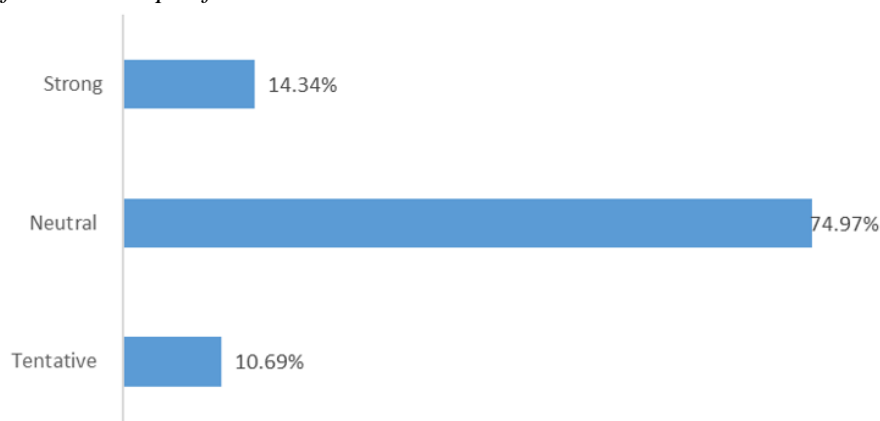


Table 6 presented the frequencies of the RVs used in TESOL research articles by Vietnamese authors from the highest to the lowest. The RVs from number 1 to 54 utilised the most comprised *use* (298, 9.37%); *present*

(245, 7.70%); *show* (240, 7.55%); *focus on* (155, 4.87%); *consider* (141, 4.43%); *study* (124, 3.90%); *regard* (113, 3.55%); *suggest* (98, 3.08%); *state* (89, 2.80%); *notice* (81, 2.55%); *reveal* (81, 2.55%); *explain* (78, 2.45%); *find* (76, 2.39%);

*mention* (72, 2.26%); *report* (67, 2.11%); *examine* (58, 1.82%); *reflect* (58, 1.82%); *indicate* (53, 1.67%); *explore* (52, 1.64%); *compare* (51, 1.60%); *interpret* (49, 1.54%); *identify* (47, 1.48%); *recognise* (46, 1.45%); *note* (45, 1.42%); *confirm* (45, 1.42%); *discuss* (41, 1.29%); *propose* (40, 1.26%); *demonstrate* (40, 1.26%); *list* (38, 1.19%); *observe* (37, 1.16%); *believe* (36, 1.13%); *contrast* (35, 1.10%); *define* (34, 1.07%); *highlight* (30, 0.94%); *describe* (28, 0.88%); *emphasise* (28, 0.88%); *stress* (27, 0.85%); *view* (25, 0.79%); *recommend* (25, 0.79%); *conclude* (24, 0.75%); *guess* (23, 0.72%); *imply* (20, 0.63%); *argue* (20, 0.63%); *determine* (20, 0.63%); *admit* (17, 0.53%); *categorise* (14, 0.44%); *infer* (13, 0.41%); *assume* (12, 0.38%); *assert* (12, 0.38%); *comment* (10, 0.31%); *take into consideration* (10, 0.31%); *ignore* (10, 0.31%); *maintain* (10, 0.31%); and *point out* (9, 0.28%). These were RVs that Vietnamese writers tended to employ in their TESOL research articles from the highest frequency to the lowest frequency. From the findings in Table 6, it is suggested that Vietnamese writers should have a good background knowledge of RVs so that they can make their research articles abundant with a variety of RVS with different purposes. Knowing and applying a lot of RVs into their papers is also a good way to avoid using the repeated usage of RVs.

**Table 6**

*The Order of RVs Used Most and Least According to Frequency*

No	RVs	Frequency	Percentage
1	<i>use</i>	298	9.37%
2	<i>present</i>	245	7.70%
3	<i>show</i>	240	7.55%
4	<i>focus on</i>	155	4.87%
5	<i>consider</i>	141	4.43%
6	<i>study</i>	124	3.90%
7	<i>regard</i>	113	3.55%
8	<i>suggest</i>	98	3.08%
9	<i>state</i>	89	2.80%
10	<i>notice</i>	81	2.55%

11	<i>reveal</i>	81	2.55%
12	<i>explain</i>	78	2.45%
13	<i>find</i>	76	2.39%
14	<i>mention</i>	72	2.26%
15	<i>report</i>	67	2.11%
16	<i>examine</i>	58	1.82%
17	<i>reflect</i>	58	1.82%
18	<i>indicate</i>	53	1.67%
19	<i>explore</i>	52	1.64%
20	<i>compare</i>	51	1.60%
21	<i>interpret</i>	49	1.54%
22	<i>identify</i>	47	1.48%
23	<i>recognise</i>	46	1.45%
24	<i>note</i>	45	1.42%
25	<i>confirm</i>	45	1.42%
26	<i>discuss</i>	41	1.29%
27	<i>propose</i>	40	1.26%
28	<i>demonstrate</i>	40	1.26%
29	<i>list</i>	38	1.19%
30	<i>observe</i>	37	1.16%
31	<i>believe</i>	36	1.13%
32	<i>contrast</i>	35	1.10%
33	<i>define</i>	34	1.07%
34	<i>highlight</i>	30	0.94%
35	<i>describe</i>	28	0.88%
36	<i>emphasise</i>	28	0.88%
37	<i>stress</i>	27	0.85%
38	<i>view</i>	25	0.79%
39	<i>recommend</i>	25	0.79%
40	<i>conclude</i>	24	0.75%
41	<i>guess</i>	23	0.72%
42	<i>imply</i>	20	0.63%
43	<i>argue</i>	20	0.63%
44	<i>determine</i>	20	0.63%

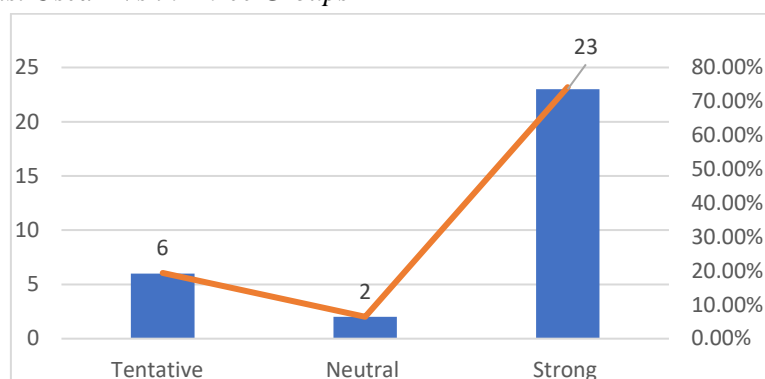
45	<i>admit</i>	17	0.53%
46	<i>categorise</i>	14	0.44%
47	<i>infer</i>	13	0.41%
48	<i>assume</i>	12	0.38%
49	<i>assert</i>	12	0.38%
50	<i>comment</i>	10	0.31%
51	<i>take into consideration</i>	10	0.31%
52	<i>ignore</i>	10	0.31%
53	<i>maintain</i>	10	0.31%
54	<i>point out</i>	9	0.28%
55	<i>declare</i>	6	0.19%
56	<i>warn</i>	5	0.16%
57	<i>challenge</i>	4	0.13%
58	<i>contend</i>	3	0.09%
59	<i>reject</i>	3	0.09%
60	<i>insist</i>	2	0.06%
61	<i>hypothesise</i>	1	0.03%
62	<i>misinterpret</i>	1	0.03%
63	<i>presume</i>	1	0.03%
64	<i>concede</i>	1	0.03%
65	<i>deny</i>	1	0.03%
66	<i>doubt</i>	1	0.03%
67	<i>endorse</i>	1	0.03%
68	<i>caution</i>	0	0%
69	<i>moot</i>	0	0%
70	<i>postulate</i>	0	0%
71	<i>question</i>	0	0%
72	<i>speculate</i>	0	0%
73	<i>document</i>	0	0%
74	<i>affirm</i>	0	0%
75	<i>condone</i>	0	0%
76	<i>dismiss</i>	0	0%
77	<i>disregard</i>	0	0%

78	<i>object to</i>	0	0%
79	<i>refute</i>	0	0%
80	<i>support the view that</i>	0	0%
81	<i>advocate</i>	0	0%
82	<i>dispute</i>	0	0%
83	<i>negate</i>	0	0%
84	<i>oppose</i>	0	0%
85	<i>substantiate</i>	0	0%
Total		3180	100%

However, as can be seen at the bottom of Table 6, the RVs from number 55 to 85 were used the least. Even, some RVs were not used in TESOL research articles by Vietnamese writers. The least used RVs included *declare* (6, 0.19%); *warn* (5, 0.16%); *challenge* (4, 0.13%); *contend* (3, 0.09%); *reject* (3, 0.09%); *insist* (2, 0.06%); *hypothesise* (1, 0.03%); *misinterpret* (1, 0.03%); *presume* (1, 0.03%); *concede* (1, 0.03%); *deny* (1, 0.03%); *doubt* (1, 0.03%); *endorse* (1, 0.03%); *caution* (0, 0%); *moot* (0, 0%); *postulate* (0, 0%); *question* (0, 0%); *speculate* (0, 0%); *document* (0, 0%); *affirm* (0, 0%); *condone* (0, 0%); *dismiss* (0, 0%); *disregard* (0, 0%); *object to* (0, 0%); *refute* (0, 0%); *support the view that* (0, 0%); *advocate* (0, 0%); *dispute* (0, 0%); *negate* (0, 0%); *oppose* (0, 0%); and *substantiate* (0, 0%). These RVs were used at a low rate in the analysed data. This can be explained by the fact that there are too many RVs in English and they are approached from different perspectives by different authors. Interestingly, among the 31 least used RVs there were only 6 (19.35%) RVs with tentative position and 2 (6.45%) RVs with neutral position, whereas there were 23 (74.19%) RVs with strong position in Table 6. This can be inferred that TESOL research Vietnamese authors rarely used the group of RVs with strong position to report other people's works and present statements, which helps them express the author's voice neutrally and objectively, but not subjectively in academic writing. Similarly, the groups of RVs with tentative position were sometimes utilised because they did not give the author's voice strong enough to convince readers about their reported statements.

**Figure 2**

*The Number of the Least Used RVs in Three Groups*



**4.2. Functions of Three Groups of RVs Used in TESOL Research Articles by Vietnamese Writers**

Based on the categorization of Adelaide University Writing Center (2014), the findings revealed that the classification of 85 RVs according to functions comprised 11 categories. These categories facilitated Vietnamese writers

to use RVs functionally properly in their TESOL research articles. It means that they can use RVs for (1) *agreement*, (2) *argument/persuasion*, (3) *believing*, (4) *conclusion*, (5) *disagreement/questioning*, (6) *discussion*, (7) *emphasis*, (8) *evaluation/examination*, (9) *explanation*, (10) *presentation*, and (11) *suggestion*.

**Table 7**

*Functions of RVs*

No.	Functions	RVs	No. of RVs
1	agreement	<i>admit, concede, confirm, recognise</i>	4
2	argument and persuasion	<i>interpret, argue, contend, insist, warn, affirm, assume, condone, determine, disregard, moot, substantiate, support the view that, take into consideration, view, caution, misinterpret</i>	17
3	believing	<i>guess, declare, maintain, assert, believe, presume</i>	6
5	conclusion	<i>conclude, find, infer</i>	3
6	disagreement and questioning	<i>doubt, question, challenge, dismiss, dispute, negate, object to, oppose, refute, reject, deny, ignore</i>	12
7	discussion	<i>comment, discuss, explore, report</i>	4
8	emphasis	<i>emphasise, highlight, stress, focus on, notice</i>	5
9	evaluation and examination	<i>compare, consider, contrast, examine, demonstrate, endorse</i>	6
10	explanation	<i>explain</i>	1
11	presentation	<i>define, identify, imply, list, mention, note, observe, point out, present, reveal, show, state, study, use, categorise, document, indicate, reflect, regard, describe</i>	20
12	suggestion	<i>speculate, advocate, hypothesise, propose, suggest, recommend, postulate</i>	7
<b>Total</b>			<b>85</b>

Figure 3 illustrates the number of RVs used in TESOL research articles written by

**Figure 3**

*The Different Functions of 85 RVs*



As can be observed in Figure 3, 85 RVs were functionally variously used in TESOL research articles written by Vietnamese writers. The number of RVs used for *presentation* were 20. This group of RVs used for *presentation* consisted more RVs than other groups with different functions. The numbers used for *argumentation/persuasion* and *disagreement/questioning* were 17 and 12, respectively. Furthermore, 7 RVs used for *suggestion* were ranked the fourth. RVs used for *believing* had the same figure (6) as those used for *evaluation and examination*. The number of RVs used for *emphasis* was 5. RVs used for *agreement* also had the same figure (4) as those used for *discussion*. Finally, RVs used for *conclusion* and *explanation* ranked the lowest with the number of 3 and 1, respectively. According to the aforementioned findings, the two research questions of this study are addressed. First, The Vietnamese authors prefer to employ the group of RVs with neutral position/evaluation with the highest percentage (74.97%) to the two remaining groups of RVs with tentative (10.69%) and strong (14.34%) positions/evaluation. The findings of this study are similar to other authors' studies (Duong & Tran, 2021; Yilmaz & Erturk, 2017). These authors confirmed that research authors avoided using tentative/weak and strong RVs in their studies. This can be explained by the fact that TESOL research Vietnamese writers tended to employ

Vietnamese writers according to the taxonomy of 11 functions.

neutral RVs to lessen the weakness or strength of statements caused by using tentative and strong RVs respectively. The results also gave a detailed list of the RVs used most and least in the TESOL research articles to show Vietnamese writers how to choose proper RVs for their future research. In addition, as regards functional analysis, the results of this study are likely different from Duong and Tran's (2021) findings. The two authors found that the RVs used with a diversity of nine functions, viz. *agreement, argument, conclusion, disagreement, emphasis, evaluation, explanation, presentation, and suggestion*; however, the findings of this study indicated that there were a variety of eleven functions including *agreement, argument/persuasion, believing, conclusion, disagreement/questioning, discussion, emphasis, evaluation/examination, explanation, presentation, and suggestion*. As a sequence, there was a difference in the findings among the studies on RVs' functions.

Interestingly, this study's findings on functions are not aligned with Yilmaz and Erturk's (2017) study on function. They found that the RVs frequently had functions of *presentation, evaluation, examination, conclusion and suggestion*; however, this study showed that the RVs were often used with some main functions of *presentation, argument/persuasion, disagreement/questioning and*



suggestion as seen in Figure 3. They also observed that three RVs such as *reveal*, *indicate* and *observe* were repeatedly used by non-native writers while this study's findings indicated that three RVs (e.g., *see*, *present* and *show*) were repeatedly employed in TESOL research articles written by Vietnamese writers as seen in Table 6. Regarding positional/evaluative analysis, they pinpointed that the writers mainly used the RVs with neutral position/evaluation and only one strong RV found in the native writers' corpus, whereas this study's findings demonstrated that 27 among 39 RVs in the third group with strong position were used in TESOL research articles written by Vietnamese writers as seen in Table 5.

In short, the findings of this study share some similarities and differences with the previous studies. However, this study's findings demonstrate that Vietnamese writers tend to use some common RVs and they do not use a variety of RVs in their TESOL research articles. This is the reason why a great number of RVs in the above table 6 were not used in the 35 TESOL research articles. The unused RVs in these articles include *caution*, *moot*, *postulate*, *question*, *speculate*, *document*, *affirm*, *condone*, *dismiss*, *disregard*, *object to*, *refute*, *support the view that*, *advocate*, *dispute*, *negate*, *oppose*, and *substantiate*. Therefore, it is recommended that TESOL research writers should employ a diversity of RVs used in their academic papers to avoid using the same RVs in the whole research articles and serve communicative purposes.

## 5. Conclusion and Recommendation

This corpus-based study included a corpus of 35 TESOL research articles written by Vietnamese writers. The data were analysed by means of Microsoft Word's FIND function and Microsoft Excel, and two main findings are reported as follows. First, it is explored that the TESOL research Vietnamese writers have a tendency to utilise more neutral RVs than tentative and strong ones. The Vietnamese writers should be aware of the most and least used RVs to include them in their research articles. Furthermore, they should employ RVs functionally. That is to say, RVs should be used for appropriate purposes to give author's voice to citations, referencing, statements, claims and so forth.

Particularly, some main findings of this study addressed the two research questions. As regards the first research question about the frequencies of RVs used in the TESOL research articles written by Vietnamese writers, it can be observed that the Vietnamese writers have a tendency to use the second group of 34 RVs with neutral position/evaluation (74.97%) followed by the third group of 39 RVs with strong position (14.34%) and the first group of 12 RVs with tentative position (10.69%). This is significant for Vietnamese writers to select proper RVs to present their attitude and voice towards cited or paraphrased information according to various purposes. What's more, concerning the second question about the function of RVs used in the TESOL research articles written by Vietnamese writers, they tend to utilise the RVs which have eleven functions of *agreement*, *argument/persuasion*, *believing*, *conclusion*, *disagreement/questioning*, *discussion*, *emphasis*, *evaluation/examination*, *explanation*, *presentation*, and *suggestion*. This is beneficial to Vietnamese writers who can have a variety of choices for RVs with various functions used in different sections of TESOL research articles.

From the findings of the study, some implications can be given. First, it is hoped that the results of this study can raise the significance of RVs among TESOL research Vietnamese writers and research scholars, and serve as guidance for Vietnamese writers to use RVs in their academic writing effectively. Using RVs for citation and referencing other people's ideas is considered as one of the most essential perspectives of academic writing, but Vietnamese writers find it hard to remember and use them properly in their academic articles. Second, the results will be beneficial to TESOL research Vietnamese writers who can become more confident in their using RVs in academic articles for international publishing. Finally, it is suggested that RVs should be instructed to learners of all levels at higher education because this facilitates their academic writing skills in future.

This study bears some limitations. This study focused on RVs used in TESOL research articles written by Vietnamese writers. Future studies should investigate RVs used in different disciplines. Besides, this study only employed

the RVs classification of RMIT University Study and Learning Center (2012) to examine the frequencies and functions of RVs in TESOL research articles by Vietnamese writer; therefore, future research should combine various categorization of different authors and organisations to have a more thorough understanding and application of RVs into writing academic articles and international publishing. Finally, the corpus size is small with 35 TESOL research articles, and the scope of study concentrates on RVs used in TESOL academic articles written by Vietnamese writers. Consequently, the results are unlikely to generalise how Vietnamese writers employ RVs in their academic writing papers. As a result, future studies are recommended to extend the corpus size, use a mixed method, and investigate how RVs are used in cross-disciplinary academic articles to have better understandings of RVs used for academic writing and EAP. Furthermore, future studies should investigate grammatical perspectives (e.g., tense and pattern) of RVS used TESOL research articles written by Vietnamese writers.

### References

- Amrullah, Q. L., Munir, A., & Suharsono, M. (2017). Rhetorical functions of reporting verbs in author prominent citations of graduate students' research papers. *Journal of English Language and Literature*, 8(3), 690-700.
- Bloch, J. (2009). The design of an online concordancing program for teaching about reporting verbs. *Language Learning and Technology*, 13(1), 59-78.
- Bloch, J. (2010). A concordance-based study of the use of reporting verbs as rhetorical devices in academic papers. *Journal of Writing Research*, 1(2), 219-244.
- Charles, M. (2006). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes*, 25(1), 310-331. <https://doi.org/10.1016/j.esp.2005.05.003>
- Davis, R. H. (2017). Reporting verbs in medical research articles. In Association for Computing Machinery. (Eds.), *Proceedings of the 1<sup>st</sup> International Conference on Medical and Health Informatics* (pp.74-80). <https://doi.org/10.1145/3107514.3107526>
- Duong, T. M., & Tran, N. P. (2021). A corpus-based study on reporting verbs used in TESOL research articles by native and non-native writers. *VNU Journal of Foreign Studies*, 37(3). <https://doi.org/10.25073/2525-2445/vnufs.4729>
- Francis, G., Hunston, S., & Manning, E. (1996). *Collins COBUILD grammar patterns 1: Verbs*. Harper Collins.
- Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20(3), 341-367. <https://doi.org/10.1093/applin/20.3.341>
- Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics*, 1(1), 1-18. [https://doi.org/10.1016/S0378-2166\(02\)00035-8](https://doi.org/10.1016/S0378-2166(02)00035-8)
- Jafarigohar, M., & Mohammadkhani, A. (2015). Reporting verbs in applied linguistics research articles by native and non-native writers. *Theory and Practice in Language Studies*, 5(12), 2490-2496. <https://doi.org/10.17507/tppls.0512.08>
- Nguyen, L. T. T., & Pramoolsook, I. (2015). Reporting verbs in literature review chapters of TESOL master's theses written by Vietnamese postgraduates. *Journal of English for Specific Purposes*, 3(2), 196-215.
- Nordquist, R. (2019, July 23). *What are reporting verbs in English grammar?* ThoughtCo. <https://www.thoughtco.com/reporting-verb-grammar-1692047>
- Study and Learning Center. (2012). *Degree of strength in use of reporting verbs*. RMIT University. [https://www.lib.rmit.edu.au/assignment/files/Reporting\\_verbs.pdf](https://www.lib.rmit.edu.au/assignment/files/Reporting_verbs.pdf)
- Thompson, G., & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics*, 4(1), 365-382. <https://doi.org/10.1093/applin/12.4.365>
- Writing Centre. (2014). *Verbs for reporting*. The University of Adelaide. <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguideverbsforreporting.pdf>
- Yeganeh, M. T., & Boghayeri, M. (2015). The frequency and function of reporting verbs in research articles written by native Persian and English speakers. *Procedia – Social and Behavioral Sciences*, 192, 582-586. <https://doi.org/10.1016/j.sbspro.2015.06.097>
- Yilmaz, M., & Erturk, Z. (2017). A contrastive corpus-based analysis of the use of reporting verbs by native and non-native ELT researchers. *Novitas-ROYAL*, 11(2), 112-127.

## TẦN SUẤT VÀ CHỨC NĂNG CỦA ĐỘNG TỪ TƯỜNG THUẬT TRONG CÁC BÀI BÁO NGHIÊN CỨU VỀ GIẢNG DẠY TIẾNG ANH CỦA TÁC GIẢ VIỆT NAM

Bùi Thị Kim Loan

*Trường Đại học Văn Lang (VLU)*

*45 Nguyễn Khắc Nhu, Phường Cô Giang, Quận 1, Hồ Chí Minh, Việt Nam*

**Tóm tắt:** Việc sử dụng động từ tường thuật (RVs) phù hợp trong viết học thuật được xem là rất khó khăn đối với các tác giả viết nghiên cứu người Việt Nam. Kết quả nghiên cứu của Nguyễn và Pramoolsook (2015) chỉ ra học viên cao học ngành TESOL sử dụng sai động từ tường thuật ở ba khía cạnh: chức năng, thể và thì. Nghiên cứu khối liệu này nhằm mục đích khảo sát tần suất và chức năng của RVs được sử dụng trong các bài báo nghiên cứu về giảng dạy tiếng Anh dựa trên sự phân loại động từ tường thuật của Trung tâm Học tập và Nghiên cứu thuộc Đại học RMIT (2012). Kho khối liệu gồm 35 bài báo nghiên cứu về giảng dạy tiếng Anh được thu thập từ quyển sách kỷ yếu hội thảo quốc tế về giảng dạy tiếng Anh dạng pdf. Dữ liệu được xử lý bằng việc sử dụng Microsoft Word và Microsoft Excel. Kết quả cho thấy các tác giả người Việt Nam viết nghiên cứu về giảng dạy tiếng Anh có khuynh hướng sử dụng nhóm động từ tường thuật trình bày quan điểm trung lập. Kết quả phân tích chức năng của RVs cũng chỉ ra 11 chức năng của RVs, bao gồm đồng tình, tranh luận/thuyết phục, tin tưởng, kết luận, không đồng tình/chất vấn, thảo luận, nhấn mạnh, đánh giá/kiểm tra, giải thích, trình bày và đề nghị. Kết quả nghiên cứu sẽ cung cấp thêm kiến thức về RVs cho các tác giả người Việt Nam nghiên cứu về giảng dạy tiếng Anh, các học giả nghiên cứu cũng như sinh viên thuộc các chuyên ngành khác nhau ở đại học, và kết quả nghiên cứu cũng sẽ giúp họ sử dụng RVs trong các bài viết học thuật và xuất bản quốc tế trong tương lai.

*Từ khóa:* khối liệu, tần suất, động từ tường thuật, công bố quốc tế, viết học thuật