Move-Step Analysis of Research Article Abstracts

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Abstract

An abstract is considered as the most important section of a research article because it attracts readers' attention. Based on Hyland's (2000) five-move model, this study was aimed at investigating the move-step structure of 137 linguistics research articles which were selected from a prestigious Vietnamese journal. A quantitative and qualitative research was used in this study to pinpoint the frequencies of moves in abstracts and steps which helped realize these moves. The findings revealed that Product move made up the highest percentage in comparison with other moves such as Introduction, Purpose, Method and Conclusion. Moreover, lexico-grammatical perspectives to realize steps for moves including voice, tense or self-mention pronouns were also scrutinized in this study. From the results of the study, there are some implications for researchers and teachers who would like to publish their papers internationally and teach academic writing courses at higher education, respectively.

Keywords: abstract, five-move model, lexico-grammatical perspectives, move-step structure, implications

1. Introduction

It is undeniable that an abstract is one of the most significant parts of a scientific research paper. The abstract is a summary of the whole article, so reading the abstract helps readers catch the main content of the article. Also, the abstract has an impact on journal reviewers' decision to accept the manuscript of research writers. Accordingly, analyzing moves and steps of the abstracts is essential to help novice research writers to get insights into structural format/textual organization and language use. Lim (2006) affirms that research articles are regarded as a genre which requires both textual organization and linguistic choices. Furthermore, Biber et al. (2007) confirm that move analysis helps demonstrate communicative purposes of texts by categorizing structural patterns. This study aims to investigate which moves of the abstract are frequently used and to identify linguistic features used in the moves which help serve communicative purposes of the abstract. The study also gives some recommendations for teaching and learning English for Academic Purposes (EAP) and for novice research writers.

2. Literature Review

2.1 Genre Analysis

A growing number of research have paid attention to genre analysis. According to Swales (1990), genre indicates a kind of communicative event which has a certain communicative and is used by members of particular discourse community. Genre analysis, according to Bhatia (1997) is the "study of situated linguistic behavior in institutionalized academic or professional settings" (p. 181). Coffin (2001) concludes that genre analysis clarifies structure and stylistic features of discourses in applied linguistics.

Ton (2019) synthesizes three broad schools which have been associated with genre analysis. First, the New Rhetoric approach pays much attention to rhetorical contexts in which a genre is employed. Second, the ESP one considers genre as a group of structured communicative events which are utilized by members of specific discourse communities who share broad social purposes. Finally, the Systemic Functional Linguistics (SFL) approach highlights the purposes, interaction and sequences of different genres. Besides, the SFL approach also focuses on explaining how language is systematically used and associated with contexts thanks to lexico-grammatical choices as well as rhetorical features (Christie & Martin, 1997).

To get better understanding of genre analysis, it is essential to analyze move-step structure of texts because the moves and steps realize a specific genre. Nwogu (1997) remarks that the move-based analysis can show the hierarchical schematic structures of discourse. Swales (2004) maintains that a move is regarded as a discoursal

segment which serves specific communicative purposes and as "a discoursal or rhetorical unit that performs a coherent communicative function in written or spoken text" (p. 29). Besides, Pho (2008) further specifies that "each move has its own communicative purpose of the text" (p. 17). Biber et al. (2007) defines a move as "a section of texts that perform a specific communicative function" (p. 23). It can be said that to realize a move does not require the fixed number of steps.

In the field of applied linguistics, the analysis of moves can be approached from various perspectives. Schiffrin et al. (2001) claim that the move analysis can be categorized into three groups such as language use, linguistic structure, and social practices and ideological assumptions based on language and communication. Moreover, Hüttner (2009) asserts that the move-based analysis helps teachers and learners learn not only structure but also social functions of texts (Mortitz et al, 2008).

Research articles (RAs) are a genre that numerous researchers have extensively investigated by employing move analysis. Previous researchers have used move-based approach to shed light on the structural format of RA genre, especially different conventional sections of a RA.

Table 1. Previous studies on RA format

Previous studies on RA format		
Sections of RA	Introduction	Swales (1990)
		Samraj (2002)
		Ozturk (2007)
		Kanoksilapatham (2011)
	Methods	Lim (2006)
		Peacock (2011)
		Cotos et al. (2017)
	Results	Thompson (1993)
		Brett (1994)
		Lim (2011)
	Discussion	Holmes (1997)
		Amirian et al. (2008)
		Peacock (2002)
		Yang & Allison (2003)
		Dobakhi (2016)
	Conclusion	Swales (1990)
		Posteguillo (1999)
		Moritz et al. (2008)
		Yang & Allison (2003)
IMRD format	Introduction Methods Results Discussion	Kanoksilapatham (2007) Pho (2008)
Complete RA		Nwogu (1997)
		Mahzari & Maftoon (2007)
		Fazilatfar & Naseri (2014)
		Tessuto (2015)
		Kwan (2017)

Nevertheless, to the best of our knowledge, researches on analyzing the structure of move and step in the abstract section have been limited.

2.2 Models for Research Article Abstracts

There has been an argument on the moves of an abstract. Berkenkotter and Huckins (1995) maintain that a successful abstract must satisfy predictable forms and contents. This means that an abstract needs a format for organzation and content to serve communicative purposes.

Swales's (1990) model of an abstract called "Create a Research Space (CARS)" includes three moves. These moves are 'establishing a territory', 'establishing a niche' and 'occupying the niche'. Some steps for each move are used to realize these three moves, which form the format of an abstract. As can be seen in Table 2, to realize the move of 'establishing a territory' three steps, namely 'claiming centrality', 'making topic generalization' and 'reviewing items of previous research' can be used. Similarly, some steps such as 'counter claiming', 'indicating a gap', 'question-raising' and 'continuing a tradition' might be used to realize the move of 'establishing a niche'. Finally, to realize 'occupying the niche' move, some steps, viz. 'outlining purpose', 'announcing present research', 'announcing principal findings', and 'indicating article structure'.

Table 2. CARS model (Swales, 1990)

CARS model by Swales (1990)	
Moves	**Steps**
Establishing a territory	Claiming centrality
	Making topic generalization(s)
	Reviewing items of previous research
Establishing a niche	Counter claiming
	Indicating a gap
	Question-raising
	Continuing a tradition
Occupying the niche	Outlining purpose
	Announcing present research
	Announcing principal findings
	Indicating article structure

Bhatia's (1994) model of abstract moves is simpler than Swales' (1990) model because it mentions four moves comprising 'introducing the purpose', 'describing the methodology', 'summarizing the results', and 'presenting the conclusions' without detailing steps which are used to realize these moves. Some notions of Bhatia's (1994) model is similar to those of Swales' (1990) model; however, these four moves are assumed to be clear enough for research writers to imagine what they have to include and write in their abstract.

Table 3. Bhatia's (1994) model of abstract moves

Model of abstract moves (Bhatia, 1994)	
1	Introducing the purpose
2	Describing the methodology
3	Summarizing the results
4	Presenting the conclusions

The move model for the abstract section proposed by Hyland (2000) was utilized as the framework for identifying moves and steps of the abstracts in this article. Some steps of these moves in this model realize the moves explicitly. Hyland's (2000) model was used in this study to analyze the move of abstracts because this model provides clear-cut distinction among various moves. In particular, in the first move of introduction, a writer needs to establish contexts of one's studies and explain what motivates them to carry out their studies. In the move of purpose, the writer has to indicate purposes of their studies. Third, the move of method requires the writer to clarify research design, procedures, data analysis and so forth. To realize the product, the study results and arguments should be included. Finally, in the move conclusion the writer points out application, implication and interpretation of paper scope. It is thought that Hyland's (2000) model of abstract moves is rather detailed because this model suggests some necessary steps for any writers to follow to write a complete abstract.

Table 4. yland's (2000) model of RA abstract moves

Model of RA abstract moves (Hyland, 2000)	
Moves	**Steps**
Introduction	Establishes context of the paper and motivates the research
Purpose	Indicates purpose, outlines the aim behind the paper
Method	Provides information on design, procedures, data analysis, etc.
Product	Indicates result and the argument
Conclusion	Points to applications or wider implication and interpretation of paper scope

Studies on the move-step analysis of abstracts have been limited. Thus, this study attempts to investigate the frequencies of moves in the research abstracts and the linguistic realizations of these moves. This study was hence conducted to address two research questions:

Question 1: What are the frequencies of moves in a research abstract?

Question 2: What are the linguistic features of moves in a research abstract?

3. Methodology

This study used the qualitative approach and content analysis to analyze the moves of 137 abstracts collected from 2019 to 2021 from *VNU Journal of Foreign Studies* in Vietnam, which is a journal prestigious in Vietnam and publishes scientific articles related to linguistics and TESOL. After the data had been collected, they were coded

based on the categorization of different moves in the abstract; for example, M1 for Introduction, M2 for Purpose, M3 for Method, M4 for Product, and M5 for Conclusion. Next, the calculation of these moves was typed into an Excel file to provide frequencies and percentages. Finally, the linguistic features such as tense, voice, reporting verbs and discourse markers in the 137 abstracts were identified to give insights into the realizations of these moves.

The collected abstracts were coded by identifying and coding their moves. It can be seen in this analyzed abstract below which fully consists five moves of an abstract based on Hyland's (2000) model of research article abstract. It is noticeable that each move can consist of one sentence or more.

Table 5. An example of abstract move analysis

Analysis of moves in an abstract
*"The great demand for pair work and group work in speaking lessons at University of Languages and International Studies, Vietnam National University, Hanoi (ULIS, VNU) and the weaknesses of first-year students in those activities have been a source of inspiration to this research paper (**M1: Introduction**). The research paper focuses on both influences of personality on students' performance and possible recommendations to overcome the problems (**M2: Purpose**). To achieve these purposes, 52 first-year students and 2 experienced speaking teachers at Division 1, Faculty of English Language Teacher Education, ULIS, VNU have taken part in the data collection process including questionnaires, interviews and classroom observations. Afterwards, the data analysis detected that unstable-extroverted was the common trend of students' personality (**M3: Method**). Besides, some positive and negative influences of personality types on students' performance in pair work and group work speaking activities were found out (**M4: Product**). Based on those influences, recommendations of dividing groups and pairs as well as dividing roles and tasks for students in pair work and group work were raised to reduce the negative effects and increase positive ones (**M5: Conclusion**)."* (A130)

4. Results

This study first provided the findings related to the frequencies of 5 moves in the abstracts and then described linguistic features of these moves.

4.1 Move Frequency

The findings revealed that all of the five moves were used in the analyzed data with various frequencies. The Table 5 demonstrated the Purpose move (M2) was employed the most with the frequency of 117 and the percentage of 22.64%. This Purpose move was followed by the Product move with the frequency of 112 and the percentage of 22.63%. Also, the Method move was ranked the third with the frequency of 109 and the percentage of 22.02%. The Introduction move was placed the fourth with the frequency of 88 and the percentage of 17.78%. Finally, the Conclusion move was least employed the with the frequency of 69 and the percentage of 13.93%. Therefore, it can be inferred from the findings, Vietnamese writers had a tendency to use three common moves including Purpose, Product and Method to realize the abstracts and serve communicative purposes. Besides, the other two moves such as Introduction and Conclusion were not found with high frequencies, which means that they can be used optionally in the abstracts.

Table 6. Frequencies of moves in the abstract

Frequencies of moves in the abstract		
Moves	**Frequency**	**Percentages**
Introduction (M1)	88	17.78%
Purpose (M2)	117	23.64%
Method (M3)	109	22.02%
Product (M4)	112	22.63%
Conclusion (M5)	69	13.93%
Total	**495**	**100%**

The findings also demonstrated that the quantity of moves used by Vietnamese writers in the analyzed abstracts was various. This means that they did not use the fixed five-move organization to realize the abstracts as can be seen in Table 7. There are five abstracts with 1 move, 20 abstracts with 2 moves, 31 abstracts with 3 moves, 57 abstracts with 4 moves, and 23 abstracts with 5 moves. Hence, it can be inferred that the abstract which used 4 moves (41.61%) is preferred by Vietnamese writers. It is followed by the abstract with 3 moves (23.36%) and with 5 moves (16.79%). However, the abstracts with one move and two moves made up 1.64% and 14.60%, respectively.

Table 7. The number of move types in the abstracts

The number of moves in the abstracts		
Types	**Quantity of abstracts**	**Percentages**
1 move	5	3.64%
2 moves	20	14.60%
3 moves	31	23.36%
4 moves	57	41.61%
5 moves	23	16.79%
Total	**137**	**100%**

From the findings for the first research question in terms of frequencies of moves in an abstract, it is suggested that the most important moves of an abstract that should not be missing are Purpose, Product, and Method. These moves seem to be fixed in all abstracts. The left two moves such as Introduction and Conclusion can be optional. This hence means that it depends on the communicative purpose of abstracts so that research writers can choose a variety of suitable moves to realize their effective and informative abstracts. However, they should follow Hyland's (2000) model of 5-move abstract to write an abstract because the abstract which contains as many moves as possible helps readers make sense of the abstract more easily. They also should not utilize only a few moves because this has some impacts on reader's interpretation and achieving the communicative purposes of the abstract.

4.2 Linguistic Features of Moves in Research Article Abstracts

4.2.1 Introduction Move

The findings indicated that writers had a tendency to introduce the topic of the article to catch readers' attention to the research articles. They sometimes require readers to agree with them on some points of the articles' topic as in the following examples extracted from the collected data. It can be seen in Table 8 that writers tend to use some expressions with adjectives such as "It is + adjectival phrase/nominal phrase + That clause" to ask for reader's agreement on the research topic.

Table 8. Asking for agreement

Asking for agreement	Lexico-grammatical features
*"**It is common** for people to approach a foreign literary work via its translation; therefore, whether the readers can enjoy a translation text that successfully conveys the author's intention is a concern to many researchers." (A2)*	It is + Adjective + (for somebody) + to do something
*"**It is undeniable that** listening comprehension is a fundamental skill in the process of acquiring a language and plays a crucial part in communication although it is not an easy task which requires both background knowledge and linguistic understanding." (A7)*	It is + Adjective + That clause
*"Phrasal verbs **are highly common in and typical of** the English language." (A38)*	Be + (Adverb) + Adjective…
*"**It is a common belief that** English for Specific Purposes students (herein ESP students) in general, and Financial English students (herein FE students) find it harder than Basic/General English (GE) for a number of reasons, one of which is differences between FE and GE." (A39)*	It is + a noun phrase + That clause

In addition, writers highlighted the importance, novelty, emergency or necessity of conducting the research in the Introduction move. They can do this by listing a list of well-known scholars or researchers on the topic and by lexical words in combination with using the simple tense, present continuous, or present perfect tense.

Table 9. The importance of research topic

The importance of research topic	Lexico-grammatical features
*"Mindmapping, as a powerful brainstorming tool, **is gaining popularity** in all fields of science." (A10)*	Present continuous tense
*"**In the past few years**, English language teacher training in Vietnam **has witnessed remarkable improvements**, but more so in terms of quantity than in terms of quality." (A15)*	Adverbial phrase Present perfect tense
*"Idioms **are an important part of** the lexicon in all languages, and in modern Chinese vocabulary **in particular**." (A16)*	… be an important part of … "In particular" used as a signal to narrow down the topic
*"Practicum **is always an important and indispensable component** in a training program in general and a foreign language teacher education program **in particular**." (A17)*	Adverb "always" for emphasis
*"Self-regulated learning (SRL) **has been well-documented in prior studies** as a critical factor for academic success." (A36)*	Previous studies Present perfect tense

	Passive voice
*"Innovating the syllabi of language skill courses **is an urgent need of** the Faculty of French Language and Culture." (A48)*	… be an urgent need of…
*"Communication strategies (CSs) **play a significant role in** enabling EFL students to achieve a higher level of English proficiency and good ability in oral communication." (A72)*	… play a significant role in …
*"Listening **has long been considered** a hard-to-deal skill for both ESL teachers and learners." (A86)*	… has long been considered… Present perfect tense Passive voice
*"**This paper is concerned with** a new innovation in foreign language general school education in Vietnam which **has been attracting considerable attention from** Vietnamese foreign language educators, foreign language teachers, and the general public – the General School Education Introductory English Curriculum for Grade 1 and Grade 2 issued in 2018 by the Ministry of Education of Vietnam." (A93)*	… be concerned with… Present perfect continuous tense
*"The practices of selecting and using materials for the teaching of listening skill **have not yet been examined widely in the literature of** materials development in language teaching (Hill & Tomlinson, 2013)." (A125)*	… have not yet been examined widely in the literature of … Passive voice

In the Introduction move, writers can also present controversial topics to lead readers to research problems as seen in Table 10.

Table 10. Controversial research topics

Controversial research topics	Lexico-grammatical features
*"**One of the controversial issues** in second language acquisition research is the role of learners' first language in their second language learning. (A33)*	Noun phrase with adjectives
*Desirable characteristics of TEFL (Teacher of English as a Foreign Language) **have recently presented a major concern for** researchers, particularly in the realm of teacher education." (A57)*	Present perfect tense Adverbs
*"Playing a vital role in assuring reliability of language performance assessment, rater training **has been a topic of interest in research on** large-scale testing." (A98)*	Present perfect tense
*"The present paper **contributes to the increasing investigation into** the lexico-grammatical features of the English-medium research articles (RAs)." (A118)*	Evaluative adjective "increasing"

It can be said that Introduction move partly has an influence on conveying the content of an abstract. It provides readers with some background information of research problem with the aims of attracting the readers' attention and gradually leading them to more important and informative moves of the abstract.

4.2.2 Purpose Move

In the Purpose move, writers tended to mention the reason why they carried out their research. In other words, they clarified the purpose(s) of the research article. The Vietnamese writers used a variety of phrasal expressions to present the aims of their studies as demonstrated in the following synthesized Table. The Table 11 is essential for novice writers to use this bank of lexical bundles to realize the move of Purpose. By the way, a large number of reporting verbs italicized in the Table were used to partly contribute to the realization of this move. It is also noted that active voice is preferred to express the purpose of study.

Table 11. A variety of lexico-grammatical resources to realize the Purpose move

A variety of phrasal expressions to realize the Purpose move	Lexico-grammatical features
Aiming to increase ….., this study investigates…	*Lexicon (nouns and verbs)*
*Analyzing … can **help** us **gain better understanding of**…*	*Reporting verbs*
*His exploratory study **examined**…*	*Pronouns*
*In doing this, the research **aims to identify** how...*	
*In the context of this article, we **discuss** and **compare**…*	
*In this article, we **review** some major theories related to…*	
*In this study, the researcher **tested**…*	
*In this study, with a view to **assess**…*	
*It is essential to **explore** how…*	
*Our research **means to**…*	
*So this research **aims to investigate** prominent factors…*	
*The article **analyzes**…*	
*The article **presents**…*	
*The current paper **focuses on investigating**…*	
*The goal of this paper is to **provide new insights into**…*	

*The paper **attempts to explain**…*
*The paper first **identifies** … Then, we **share** our experience in seeking…*
*The paper **is aimed at exploring**…*
*The present paper **aims to explore**…*
*The present paper **analyzes**…*
*The present study **evaluates** the effect of…*
*The present study **seeks to investigate** the effect of…*
*The present study, therefore, **investigated**…*
*The research paper **focuses on**…*
*The researchers **investigate**…*
*The study **aims to gain some insights into**…*
*The study aims to **reveal**…*
*The study **concerns** the attitudes towards…*
*The study **explored**…*
*The study **has outlined** basic issues of …*
*Therefore, this study **investigates**…*
*This article **aims at**…*
*This article **aims to discuss** if…*
*This article **engages in**…*
*This article **examines**…*
*This article **provides an overview of**…*
*This paper **adopts** … for the purpose of **determining**…*
*This paper **aimed at**…*
*This paper **aims to investigate**…*
*This paper **aims to propose**…*
*This paper **analyzes**…*
*This paper **considers**…*
*This paper **discusses**…*
*This paper **examines**…*
*This paper **explores** how…*
*This paper **investigates**…*
*This paper **is aimed at**….*
*This paper **is to highlight**…*
*This paper **outlines**…*
*This paper **presents** the major findings from…*
*This paper **reviews** the literature on…*
*This paper **sets out to examine**…*
*This paper summarily **reports** […] which **attempts to identify**…*
*This research **aimed to understand**…*
*This research paper **explores**…*
*This research **seeks to unveil**…*
*this research **was carried out to examine**…*
*This research would preliminarily **evaluate**…*
*This study **aimed at examining**…*
*This study **aimed at examining if**…*
*This study **aims at investigating**…*
*This study **analyzed**…*
*This study **clarifies**…*
*This study **examines** the factors that **influenced**…*
*This study **identified**…*
*This study **investigates**…*
*This study **was thus conducted to investigate**…*
*This study, therefore, **aimed to explore**…*
*This study, therefore, **aims at examining**…*
*Thus, this research **was conducted to investigate**…*
*Within the scope of this article, the author **attempts to**…*
*Within the scope of this article, we **focus on analyzing**…*

Noticeably, the findings showed that Vietnamese writers selected a diversity of reporting verbs used in academic writing to realize the Purpose move. Functionally, various reporting verbs carried different meanings for this move. These reporting verbs were synthesized in Table 12.

Table 12. Reporting verbs used to realize Purpose move

Reporting verbs used to realize Purpose move
add, address, adopt, aim, analyze, assess, attempt to, carry out, clarify, compare, concern, conduct, consider, determine, discuss, engage in, evaluate, examine, explore, focus on, gain better understanding, gain some insights into, help, identify, highlight, increase, investigate, mean to, outline, present, propose, provide an overview of, provide new insights into, report, reveal, review, seek to, set out, share, test, unveil

The findings indicated that Vietnamese writers employed synonymous words (e.g., aim, goal, and purpose) to signal readers that the sentence consisting of "aim, goal or purpose" contributed to the realization of the Purpose move. Of these three words, only the word "aim" can function as a noun and a verb while the others are nouns.

Table 13. A variety of lexicon and grammatical structures

A variety of lexicon and grammatical structures	Lexico-grammatical features
*[…] has been adopted to reach the research **aim**…*	Synonymous words
*The **goal** of this paper is to provide new insights into…*	
*This paper adopts … for the **purpose** of determining…*	
*In doing this, the research **aims to** identify how…*	Grammatical structures
*This study **aimed at** examining…*	
***Aiming to** increase …., this study investigates…*	

Different types of tenses were found in the Purpose move. This could be inferred that Vietnamese writers utilized different tenses to realize the Purpose move and simultaneously express various meanings.

Table 14. Different tenses used in Purpose move

Different tenses used in Purpose move	
This paper **outlines**…	Simple present tense
The study **has outlined**…	Present perfect tense
The study **explored**…	Simple past tense

Besides, Vietnamese writers used modality markers to establish relationship with readers in the Purpose move. Employing the modality markers partly presented the writers' evaluation or attitude towards the purpose of the research article.

Table 15. Modality markers used in Purpose move

Modality markers used in Purpose move	
Analyzing … **can** help us gain better understanding of	Modal (can)
This research **would** preliminarily evaluate	Modal (would)

Moreover, the findings demonstrated that Vietnamese writers paid attention to "voice" such as active voice and passive voice to realize the Purpose move. The analysis revealed that active voice was used much more than passive voice in this Purpose move. It depends on the purpose of the writers so that they can choose passive voice or active voice to emphasize the agent of the action or vice versa. Some examples of using passive voice are presented in the Table below.

Table 16. Passive voice

Passive voice
*This research **was carried out to examine**…*
*Thus, this research **was conducted to investigate**…*

Further, the data analysis demonstrated that Vietnamese writers employed discourse markers to link ideas between sentences in one Purpose move, and connect ideas between the Purpose move with the previous move called Introduction move. Thanks to this, it is found that the ideas between sentences and moves are linked and interrelated.

Table 17. Discourse markers

Discourse markers
*The paper **first** identifies … **Then**, we share our experience in seeking*
***So** this research aims to investigate prominent factors*
*The present study, **therefore**, investigated*
***Therefore**, **this** study investigates*

This *study was **thus** conducted to investigate*	
This *study, **therefore**, aimed to explore*	
*Within the scope of **this** article, the author attempts to*	
*In doing **this**, the research aims to identify how...*	

Interestingly, Vietnamese writers took advantage of lexico-grammatical resources to realize the Purpose move. However, readers sometimes felt confused about this variety of lexico-grammatical choices to serve communicative purposes of this Purpose move. The findings from linguistic features of Purpose move revealed that Vietnamese writers tended to explicitly present their study purposes. To do this, they used a combination of lexical words, namely nouns and verbs and grammatical aspects such as tense and voice to realize the Purpose move. As a result, this requires research writers to master a good knowledge of lexicon and grammar to write academically and effectively.

It is also noted that the Purpose move can be integrated into the move of Method, which can be observed in the following section's examples.

4.2.3 Method Move

The findings unveiled that the realization of Method move required flexible use of numerous steps. These steps comprised research design, instruments, participants or samples, research setting and time, data collection and analysis procedure, and theoretical framework, which is illustrated below.

Stating research design is also one of the most significant steps to realize the Method move. Vietnamese writers tended to identify which design their study belong to because this helped readers picture data analyzed qualitatively, quantitatively or both. Some key terms used to describe the research design include case study research design, mixed-methods research design, or qualitative approach of content analysis as seen in Table 18.

Table 18. Step of research design

Step	Analyzed data
	*"Data collected from 101 teachers through questionnaire and six class observations, ten **case study** students showed how [...]."*
	*"The authors highlight a **'mixed methods' research design** with data collected from 68 surveys and five individual semi-structured interviews in a province in North Vietnam."*
	*"**Adopting a case study research design**, this article reports the feedback of 14 participants in a training workshop series using the participatory approach."*
Research design	*"**Mixed-methods design** was used for collecting data, involving the two research instruments: a questionnaire and a semi-structured interview. While quantitative data obtained from the questionnaire were analyzed by SPSS 22.0, interview results were thematically analyzed (A87)."*
	*"**A qualitative approach of document analysis** of over forty studies of differing types, i.e. books, dissertations and articles, has been adopted to reach the research aim (A101)"*

The step of instruments is also considered important for the realization of Method move. Vietnamese writers used a diversity of research tools in their studies, particularly questionnaire, online questionnaire, print questionnaire, self-evaluation questionnaire, pre-/post- questionnaire, open/close-ended questionnaire, interview, in-depth interview, semi-structure interview, follow-up semi-structured interview, notes of observation, pilot program, pre-/post- test, and multiple choice content question as seen in the following analyzed data.

Table 19. Step of instruments

Step	Analyzed data
	*"**A questionnaire** was used to collect data from 180 English-majored freshmen, six of whom took part in **semi-structured interviews** (A133)."*
	*"The data were exploited through **online questionnaires, print questionnaires**, **in-depth interviews** and **teaching logs** (A112)"*
	*"**Self-report questionnaire** and **semi-structured interviews** were employed to collect quantitative and qualitative data respectively (A57)"*
	*"Data were obtained from **questionnaires** with 63 students, **30-to-60-minute interviews** with three students, and the researcher's **notes of her observation** during classroom lessons (A83)."*
	*"The study involved 85 student teachers majoring in TESOL methodology in answering a **self-evaluation questionnaire** (A91)."*
	*"Data were gathered from (1) the **pre-** and **post-tests** with these two student cohorts, (2) **interviews** conducted with five students from the **experimental group** and (3) **observations** with this group (A70)"*
	*"The whole **pilot program** lasted 4 months with one session per week (A81)"*

Instruments	*"Their text comprehension as gauged by ten **multiple-choice content questions** was subsequently compared to that obtained by learners who listened to the same complete input text, either once (One-time Listening) or twice (Repeated-Listening) (A56)"*
	*"The research participants filled out the **pre-** and **post- questionnaires** and the participants from the SCMC group were called for **semi-structured interviews** to obtain their evaluation and attitudes towards synchronous computer-mediated communication on language development (A100)"*

The findings revealed that the step of subjects and samples of the study facilitates the realization of Method move. As usual, Vietnamese writers mentioned the quantity of participants or samples; however, they also provided just general information of the participants and samples which they investigated. The following examples indicated a variety of participants and samples that Vietnamese researchers had an interest in. In particular, the participants could be teachers, students, interviewees, employers, graduates or respondents, whereas the samples might be conversations, course profiles, syllabi, or teaching materials. For different purposes, Vietnamese writers would select participants and samplings appropriate for research purposes of the article.

Table 20. Step of participants or samples

Step	Analyzed data
	*"**A total of 27 conversations** with violations are put into analysis, among which some violate a single maxim whereas others may violate several maxims. (A105)"*
	*"This paper is built upon 15 years of personal experience of two lecturers who have worked in the education system of Vietnam and Indonesia. The analyzed data included the **course profiles, syllabi, and listening materials** used in the two EFL undergraduate language education programs. (A125)"*
	*"The subjects involved in the study **were 200 second-year students and 20 teachers** at the University of Languages and International Studies (ULIS) under Vietnam National University, Hanoi (VNU) who are currently teaching or have taught writing before. (A83)."*
Participants or samples	*"In the present study, qualitative data were collected in semi-structured interviews with stakeholders in real workplace, **consisting of 15 employers** at executive and managerial level and **8 business administration graduates** from four universities to explore this mismatch. (A69)"*
	*"The present study is a mixed-methods research project in which both qualitative and quantitative data were collected through closed-ended questionnaire and semi-structured interview **with the participation of 425 respondents and 20 interviewees**." (A98)*

It is essential to explain a little about the step of research setting or research context. Some places (e.g., classroom, school, university or any affiliation) where the research were carried out were discussed in the analyzed abstracts. It can be inferred that readers can apply the study results of any articles with the aim of exploring the same research problems but in different research settings and contexts. This means they will conduct their new studies in new research contexts.

Table 21. Step of research setting/context

Step	Analyzed data
	*"A quantitative research was carried out **at the International School, Thai Nguyen University** to measure the levels of reading anxiety among non-English majored students who had just finished one year of intensive English." (A117)*
Research setting/context	*"To assess the appropriateness of the current teaching practicum **at the University of Languages and International Studies - Vietnam National University, Hanoi (ULIS-VNU)**, the study has conducted a survey with 30 teachers and 100 students" (A116)*
	*"The researchers conducted 527 surveys with tertiary students **in four universities in the North Vietnam**. Moreover, five students and three EFL tertiary instructors from each institution were selected to participate in a follow-up semi-structured interview (N = 32)." (A100)*

The findings indicated that time when the studies were conducted was also mentioned to realize the Method move. Time in this move referred to the time span of collecting data, which year the students were in, or how long the study was conducted.

Table 22. Step of time

Step	Analyzed data
	*"Data for the study was 30 RAs over **a three-year time span from 2017 to 2019** from English for Specific Purposes and VNU Journal of Foreign Studies." (A118)*
Time	*"The participants joining the survey questionnaire include 98 English non-majored students who were taking the English speaking course **in their second semester at a university**. The semi-structured interviews were conducted with 15 teachers and 15 students." (A119)*
	*"The whole pilot program **lasted 4 months with one session per week."** (A81)*

The step of data collection and analysis procedure is considered as an indispensable step to realize the move of

Method. The step presented how the data were collected and analyzed. The findings revealed that Vietnamese writers distinguished between qualitative data and quantitative one that they collected for their studies. In addition, they explained how they analyzed the collected data by using some soft-wares, namely SPSS and AntConc. Further, Vietnamese writers used some transitional words such as *at first*, *then*, *after* and *afterwards* to signal the procedure of data collection and analysis.

Table 23. Step of data collection and analysis procedure

Step	Analyzed data
Data collection and analysis procedure	*"**Analysis of the questionnaires and semi-structured interviews** exposed that the fifteen-week semester English intensive course contributed to students' language skills development." (A35)*
	*"Two instruments were employed to **collect both qualitative and quantitative data**, namely the questionnaire and interview with the participation of 12 EFL teachers and 160 first-year English majored students." (A38)*
	*"**Data were collected from** the questionnaires distributed to 657 ESP students, interviews with 8 ESP teachers and observing ESP lessons delivered by 5 teachers and analysing related documents." (A41)*
	*"**The data were analyzed by the software** AntConc version 3.7.8." (A37)*
	*"The Motivated Strategies for Learning Questionnaire (MSLQ), adopted from Pintrich, Smith, Garcia and McKeachie (1991), was utilized as the research instrument which was then administered to 38 English-major students at a university in the central region of Vietnam. The participants' L2 listening ability was also assessed with an adopted listening test. **Descriptive statistics, Pearson correlation and two-way MANOVA** were performed with **SPSS version 22.0 for data analysis**." (A36)*
	*"**After** conducting survey questionnaires with 109 English language teachers from 20 cities located in the three regions of Vietnam, the study **proceeded with** a series of interviews with teachers along with in-class observations." (A85)*
	*"**At first**, the paper sets out the theoretical framework of CDA and the concepts of power and ideology and examines the importance of Systemic Functional Grammar (SFG) in CDA. **Then** the paper provides readers with the social context of globalization and analyzes the speech in the light of CD. The researcher opted for a qualitative approach by interviewing in person six novice English teachers working at a university in Vietnam National University, Hanoi." (A64)*
	*"To achieve these purposes, 52 first-year students and 2 experienced speaking teachers at Division 1, Faculty of English Language Teacher Education, ULIS, VNU have taken part in **the data collection process including questionnaires, interviews and classroom observations**. **Afterwards**, the data analysis detected that unstable-extroverted was the common trend of students' personality." (A130)*

The findings also indicated that Vietnamese writers mentioned theoretical frameworks that they applied to carry out their studies to realize the Method move. Using the step of theoretical framework helped Vietnamese writers determined which approach or perspective they employed to address the research questions and problems.

Table 24. Step of theoretical framework

Step	Analyzed data
Theoretical framework	*"**Based on the theory of beliefs in foreign language learning by Horwitz (1985)**, we conducted a questionnaire survey with 177 students" (A110)*
	*"Moreover, **White's (1998) systemic linguistic approach was utilized** in order to reveal both experiential and interpersonal meanings of news text with the use of lexico-grammar as a tool for analysis." (A88)*
	*"The methodology of qualitative analysis employed in this study is **based on Brown & Levinson's theoretical framework of politeness** with the main focus on the two components of communication: gender and social classes." (A35)*
	*"This study employs a documentary method of analysis to answer the research question. In particular, **Halliday and Hasan's framework of cohesion in discourse (1976) was adopted to** investigate ten reading texts in the reading section." (A137)*

A great number of reporting verbs were found in the move of Method. These reporting verbs are presented in the following Table. Vietnamese writers tended to use both active voice and passive voice to describe the move of Method. Moreover, tenses such as simple past tense and present simple one were utilized to realize this Method move.

Table 25. Reporting verbs used in the Method move

Reporting verbs used in the Method move
administer, adopt, analyze, answer, answer, assess, assess, base on, be, be located, build upon, call, carry out, collect, compare, conduct, consist, contribute, deliver, distribute, employ, exploit, explore, expose, fill out, finish, gather, gauge, include, interview, investigate, invite, involve, join, last, measure, observe, obtain, opt for, participate, perform, proceed, provide, put into analysis, reach, reveal, set out, show, take, take part in, use, utilize

4.2.4 Product

It can be seen that Table 26 presents a variety of lexico-grammatical features that Vietnamese writers utilized to realize the Product move. They tended to use lexical nouns such as *analysis*, *findings from both quantitative and qualitative data*, *findings*, *initial findings*, *outcomes*, *qualitative results*, *questionnaire results*, *research findings*, *results*, *study findings*, and so forth to realize this move. In addition, some common reporting verbs employed in the Product move consist *be*, *come out*, *demonstrate*, *detect*, *find*, *highlight*, *indicate*, *provide*, *reveal*, *show*, and *unveil*. Some tenses including simple present, present perfect and simple past were frequently used with these reporting verbs; and the active voice was preferred in this Product move.

Table 26. Move of product

Move of Product
*Another important finding **is**… (A46)*
*As **indicated** by the results, … (A57)*
***Findings of the study** were that… (A86)*
*Findings **show** that… (A101)*
*Four key findings **come out** from the analysis… (A9)*
*From the results, the research **demonstrates** that… (A60)*
*Furthermore, inferential statistics **have revealed** if…(A97)*
*It **was found** that… (A82)*
*Multiple findings pertaining to each research question **were revealed** (A71)*
*Positive results **were detected** when… (A98)*
*Responses to open-ended questions in the questionnaire also **reveal**… (A46)*
*Some initial findings **are**… (A8)*
*Statistical analysis **provides** descriptive statistics results in terms of… (A97)*
*The analysis **reveals** that… (A52)*
*The analysis **unveils**… (A37)*
*The findings from both qualitative and quantitative data **reveal** that… (A68)*
*The findings of the study **revealed** that… (A38)*
*The initial results **show** that… (A17)*
*The outcomes **show** that…(A64)*
*The quantitative results **showed** that…(A51)*
*The questionnaire results **indicate** that… (A42)*
The research findings showed… (A70)
*The results also **report** that… (A42)*
*The results **indicated** that… (A36)*
*The results of our survey of students' written tests **show** that… (A16)*
*The results **reveal** that…   (A53)*
*The results **show** that… (A22)*
*The study **found** that… (A96)*
*The study results **show** that… (A44)*
*The study **unveils**… (A135)*
*This study **shows** that… (A109)*

4.2.5 Conclusion Move

There are some steps to realize the Conclusion move. First, Table 27 shows the step of suggestion and implication. Vietnamese writers employed a variety of lexical and grammatical choices in the step of suggestion and implication to realize the Conclusion move. It is noted that simple present tense is mainly used in this step. Besides, some modality meanings can be conveyed in this Conclusion move by using modality markers such as modals (*should, may, can, and could*), personal pronoun (*we*), and lexicon (*hope*).

Table 27. Conclusion move

Step	Analyzed data
	*Finally, the results **suggested**… (A97)*
	*Findings from the study **suggested** that…(A84)*
	*For implications, teachers **should**… (A87)*
	*Hopefully, the article **may be** a friendly and easy implication for… (A112)*
	*It **is concluded** that… (A63)*

Suggestion or implication	*It **is expected** that… (A118)* *It **is recommended** that... (A3)* *It **is suggested** that… (A68)* *Its **suggestions could be** applied in… (A124)* *Meaningful **implications** in terms of… (A98)* *Such preliminary results **can encourage**… (A91)* *The discussion **could carry useful implications** for… (A85)* *The findings **can help**… (A80)* *The findings of this study **suggest**…(A52)* *The paper also **offers implications for**… (A1)* *The paper, hopefully, **provides** useful information for… (A70)* *The results of the study **inform**… (A26)* *This **indicates** that… (A134)* *This **leads to the conclusion** that... (A44)* *We **hope** that the results of the study **can be used as a reference** for… (A22)*

The step of implications partly realizes the conclusion move. Some lexical phrases which were frequently used in this move consisted of *offer implications for*, *have practical implications for*, *pedagogical implications for*, *yield pedagogical implications for*, and *be hoped to offer implications for*. It can be observed that Vietnamese writers tended to utilize simple present tense for reporting verbs to realize this Conclusion move as seen in the following examples in Table 28.

Table 28. Step of implication

Step	Analyzed data
Implication	*"The paper also **offers implications for** foreign language education (FLE) as the nature of FLE is the development of intercultural communication competence (ICC)." (A73)*
	*"The findings also **have practical implications for** the teaching and learning of English as a foreign language as to how to exploit the free online kid-targeted multimodal resources to engage the young learners in literary works in general and to develop their English proficiency in particular." (A48)*
	*"**Pedagogical implications for** teaching L2 listening skill, i.e., underscoring the role of higher-order thinking skills, and suggestions for future research were discussed." (A94)*
	*"The study **yields pedagogical implications for** developing an efficient use of epistemic modality in oral presentation of academic discourse." (A39)*
	*"These findings **are hoped to offer implications for** both student teachers and trainers working in EFL teacher education." (A58)*

Besides, Table 29 presents the step of recommendation in the Conclusion move. This step gives some recommendations based on the findings of the study. This step helps realize the Conclusion move because it provides helpful pieces of advice for the application of observed findings in future research.

Table 29. The step of recommendation

Step	Analyzed data
Recommendation	*"The initial findings of this study **may serve as suggestions for** the continuous revision and improved facilitation of the teaching practicum activities at ULIS-VNU to achieve the goals of training prospective student-teachers." (A75)*
	*"It **is recommended** that teacher role should be a legitimate component in all EFL teacher training and teacher professional development (PD) programmes in English teacher education departments/faculties in Vietnam to help EFL teachers be better familiarized with their roles, particularly those required in modern EFL/ESL education, so that they can perform their roles more effectively and more appropriately in their teaching for the success of their students as they move along their "journey of learning" (Pullias & Young, 1968: 32) a new means of communication." (A.28)*
	*"This **suggests** the need of helping learners to create learning opportunities both inside and outside the classrooms." (A36)*
	*"More extra-curricular activities are needed to support in-class explicit training on ICC – these are our **suggestions for** students' ICC development on the basis of the study." (A45)*
	*"We then **proposed some ideas to** make teaching and learning practices more critical." (A66)*
	*"**Recommendations were made** on the inclusion of text analysis and problem identification in developing students' translation skills." (A96)*

It can be seen in Table 30 that the step of contribution and significance makes a contribution to realization of the Conclusion move. This step shows the importance or significance of the study being investigated. The simple present and simple future tenses are preferred in this step. Some modal markers found in this step were modals *can* and *could*. Some parts of speech such as adjectives, verbs, and nouns were utilized in this step to convey meanings of the

importance or significance of the study. Besides, active voice was preferred in the step of contribution and significance.

Table 30. Step of contribution and significance

Step	Analyzed data
Contribution and significance	*"This paper **offers significant insights for** EFL researchers, policy-makers, EFL teacher training institutions and other educators." (A34)*
	*"We hope that the results of the study **can be used as a reference for** teaching, contrasting, and studying foreign languages and cultures in Vietnam."(A29)*
	*"The results of the study **inform** ESL and SLA researchers and academics of how academic writing develops in a non-instructed environment and accordingly enable EMI program coordinators and designers to provide appropriate language supports to students during the course." (A31)*
	*"The research results **will be useful for** improving English teaching and learning, especially English idioms, as well as English-Vietnamese translation of idioms." (A37)*
	*"It **is expected** that the findings of the study would partly contribute to the enhancement of TA and LA in English language education at HUTECH in particular and at the Vietnamese tertiary level in general." (A38)*
	*"The findings **could be used as a reference for** other higher education institutions with similar educational contexts in Vietnam." (A41)*
	*"The courses **can be applied** immediately at the Faculty of French Language and Culture." (A45)*
	*"The paper, hopefully, **provides useful information for** teachers and researchers in the domain of interpretation, in general, and interpreting teaching activities at tertiary education, in particular." (A72)*
	*"In general, this means using ICC transfers in particular, having intercultural competence (IC) in general, **is beneficial** not only to the audience, but also to the interpreters themselves." (A115)*
	*"The research results **provide more feedback for** subsequent test development and improvement." (A74)*

Table 30 shows that the step of suggestions for future studies. The simple present tense is mainly used in this step to realize the Conclusion move. Some phrases such as *for further research* and *future studies* were often found in this step.

Table 30. Step of suggestions for future studies

Step	Analyzed data
Suggestions for future study	*"The research results **open gaps in** test validation research for the future. (M5)*
	*Above all, the paper presents a glimpse of ESP teaching/learning in our country in the hope that what works in our case in Korea **can also be effectively applied elsewhere**." (A40)*
	*"Such preliminary results **can encourage** the use of a teaching competency framework for assessing and assuring the quality of student teachers' teaching competency in similar contexts." (A91)*
	*"**A further analysis** on relevant aspects of test design **is to be discussed**." (A132)*
	*"Hopefully, this article is **a preliminary study for further research** on applying lexical cohesion in teaching and learning reading comprehension or writing skills." (A137)*
	*"Pedagogical implications for teaching L2 listening skill, i.e., underscoring the role of higher-order thinking skills, and **suggestions for future research** were discussed." (A78)*

Finally, Table 31 indicates the step of a summary of main findings to realize the Conclusion move. The simple present tense and active voice were mainly employed in this step.

Table 31. Step of a summary of main findings

Step	Analyzed data
A summary of main findings	*"Last but not least, in the conclusion part, both **the summary of the work** and some recommendations would be presented about the challenges teachers may encounter and thus should expect during the implementation process."(A58)*
	*"**This leads to the conclusion that** instructions to students on how to improve their own awareness in foreign language learning are appropriate and effective responses so as to reduce stress among these students." (A44)*
	*"Ultimately**, the key factor in effective foreign language teaching and learning** is how to adapt the teaching style to match the learning style of students rather than when to let children start learning a foreign language." (A62)*

4.3 Discussion

From the above findings, it can be discussed that the move-step structure of research article abstracts written by Vietnamese writers was optional and not fixed. They did not follow a fixed organization of the moves and steps. It is

advised that Vietnamese writers should follow Hyland's (2000) model of RA abstract moves which include five moves (e.g., Introduction, Purpose, Method, Product, and Conclusion). The findings also indicated that Vietnamese writers employed a variety of steps to realize these five moves in their RA abstract according to serve communicative purposes. These steps present how lexicon and grammar are chosen purposely to realize the steps and moves of an abstract.

5. Conclusion

It is concluded that the findings demonstrate the move-step structure and linguistic features of RA articles written by Vietnamese writers based on Hyland's 2000 model of RA abstract moves. A variety of steps are used to realize the five moves of an abstract according to different communicative purposes. To realize each move, Vietnamese writers use numerous steps by choosing appropriate lexicon and grammar. This study is beneficial to novice researchers and writing teachers who would like to publish their research paper internationally. This study also bears some limitations due to time limitation and small data; therefore, future studies should use more data and research instruments.

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