

# A Critical Genre Analysis Of Chinese And English Research: Article Abstracts In Applied Linguistics

Shangyi Tang

English Department, Wuhan University, China

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## **Abstract:**

Abstract is the gateway to whether the intended audiences read the rest of the research article or not. Writing clear and informative abstracts is a must for survival and promotion in any academic discourse community. This is one of the many reasons why, across disciplines and cultures, genre analyses of Research Article (RA) abstracts have been conducted. However, few studies have compared Chinese and English abstracts in the sub-discipline of Applied Linguistics. In addition, little academic attention has been paid to examining abstracts through critical genre analysis. Considering the gaps in previous research and the growing interest in abstracts, the present study compared and contrasted Chinese abstracts and English abstracts with attention to the move structure as well as the linguistic realization of moves, and analyzed possible professional and socio-cultural factors in shaping abstracts. A total of 30 empirical RA abstracts in the field of Pragmatics, 15 Chinese abstracts and 15 English abstracts, were collected as data. The findings revealed some rhetorical and linguistic similarities and differences between the two corpora. The divergences and convergences were attributed to certain disciplinary norms, competitive nature of the publishing industry, the private intentions of members of the academic community, and the culture behind the languages. This research adds to the existing body of work on academic writing and critical genre analysis. It also has implications for pedagogy and practice, and serves as a trigger for future studies.

**Keywords:** Critical genre analysis; Private intention; Chinese abstracts; English abstracts; Applied Linguistics

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## **I. Introduction**

Ever since the publication of Swales' book (1990) on genres in academic discourse, there has been an upsurge of research on the functions, move structures, and linguistic features of Research Article (RA) abstracts (e.g., Hyland, 2000; Lores, 2004). Many studies had been conducted on the different sections of research articles, such as introduction (Swales, 1990), methods (Chang & Kuo, 2011), results (Swales & Feak, 2004), discussion (Dobakhti, 2016), and conclusion (Parkinson, 2011). Due to the increased number of academic publications and the need for the availability of one's article through online academic searching engines, abstracts have gained great attention in the past few decades. It is through abstracts that articles are selected by academic journals and become available to larger potential readers. As a result of their importance in academic information exchange (Lores, 2004), abstracts have gained a growing interest from linguists. Many studies on the genre analysis of abstracts have compared abstracts across disciplines, such as Linguistics and Literature (Doro, 2013), Law and

Business (Hatzitheodorou, 2014), etc. Apart from these cross-disciplinary studies, much research has focused on the move structures and linguistic features of specific disciplines (e.g., Lores, 2004; Zhen, 2008). In particular, some previous studies have examined how abstracts of specific disciplines written by native and non-native English writers (Dong & Xue, 2010), or by novices or experts (Byun, 2015), or published in highly prestigious and less prestigious journals differ (El-Dakhs, 2018). Additionally, some prior studies explored the rhetorical realizations of abstracts from a diachronic perspective (Kuhi & Rezaei, 2020). Moreover, an attempt has also been made to find cross-linguistic similarities and differences in abstracts of individual disciplines (Hu & Gao, 2011; Zanina, 2017). However, little attention has been assigned to the comparative study of Chinese and English abstracts in the field of Applied Linguistics, especially in the sub-discipline of Applied Linguistics, Pragmatics. In addition, most of the research has focused on the genre analysis of abstracts, little has examined abstracts from a critical view. Critical genre analysis (CGA) is a multiperspective and multidimensional model of discourse, which is the development and extension of genre analysis. CGA pays great attention to the role of social context and considers that interdiscursivity is essential in the development of genres. Intertextuality is the approbation across text-internal resources (e.g., quotation); however, interdiscursivity is the approbation across three kinds of contextual and text-external resources, i.e., genres, professional practices and professional cultures, and can be realized by various types of hybridization, such as mixing, embedding and bending of genres (Bhatia, 2004). According to Bhatia (2012), through the analysis of interdiscursivity, CGA achieves its core objective: to elucidate professional practice through genres and to examine how professional writers use the language to fulfil the goals of their professions.

Considering the gaps in previous research and the growing interest in abstracts, this study aims to address the question of how similar or different the rhetoric structures and linguistic features of Chinese and English research article abstracts are, and possible socio-cultural and academic factors for the divergences and convergences. A total of 30 abstracts, 15 Chinese abstracts and 15 English abstracts, were collected as data. The findings contribute to scholarship on RA abstracts and critical genre analysis. This study also has some pedagogical implications for scholars enhancing their genre awareness and structuring their abstracts for publication in nationally and internationally recognized journals and broader readers.

## **II. Methodology**

### **Research questions**

This study addresses the following three research questions:

- (1) What are the move structures and the linguistic features of Chinese and English abstracts?
- (2) Are there any similarities and differences in move structures and linguistic features between Chinese and English abstracts?
- (3) If similarities and differences do exist, what are the possible socio-cultural and professional factors for these similarities and differences?

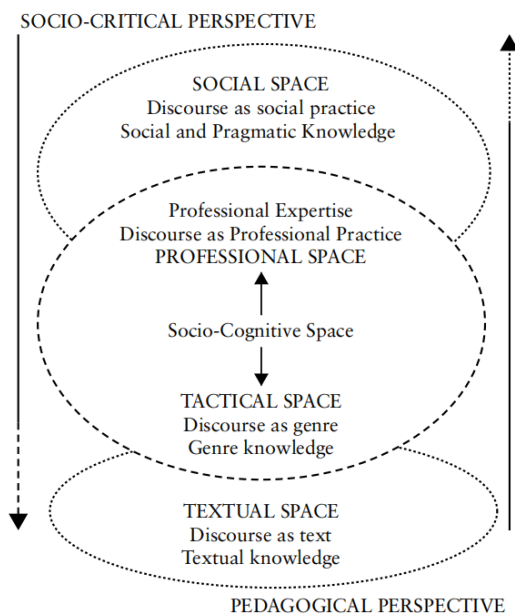
### **Data collection**

In order to control the effect of interdisciplinary variations, all abstracts were selected from the sub-discipline of Applied Linguistics, namely, Pragmatics. A total of 30 abstracts were selected from two journals, namely, *Foreign Language Education* and *Journal of Pragmatics*. The corpus of Chinese abstracts written by Chinese researchers consisted of 15 abstracts randomly chosen from the CSSCI-level journal *Foreign Language Education*, and the corpus of English abstracts written by native speakers of English also consisted of 15 abstracts randomly chosen from the SSCI-level journal *Journal of Pragmatics*. The present study focused on empirical ones, that is, data-based abstracts. In order to make sure that the research articles were empirical, the

author went through them. The articles that were not empirical were excluded from the current study. Both journals are available online and the articles were all checked in terms of the author’s nationality.

**Data analysis**

The data analysis of the present study was based on Bhatia’s multi-perspective model (2004) which is the basic theoretical framework for analyzing written discourse. It focused on three spaces of the genre: (a) textual space, (b) generic space, and (c) social space.



**Figure 1.** Bhatia’s (2004) multi-perspective model.

To identify the move structure of the selected abstracts, this study adopted Hyland’s five-move model (2000) which is presented in Table 1 below. This model is composed of five moves: Introduction (M1), Purpose (M2), Method (M3), Product (M4) and Conclusion (M5). Each move serves a communicative purpose. Hyland’s framework for analyzing the rhetorical structure of abstracts is more “detailed” and “elaborate”, and is “favoured by genre analysts” (Zanina, 2017, p. 67). Therefore, it is chosen for identifying the move structure of the selected abstracts.

**Table 1.** Hyland’s five-move model.

Moves	Functions
Move 1 Introduction	Establishes context of the paper and motivates the research or discussion.
Move 2 Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
Move 3 Method	Provides information on design, procedures, assumptions, approach, data, etc.
Move 4 Product	States main findings or results, the argument, or what was accomplished.
Move 5 Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider

In terms of the frequency of moves, the present study adopted Kanoksilapatham’s (2005) model, which consists of three types of moves based on their frequency of occurrence, that is, obligatory, conventional, and

optional moves. The model is presented in Table 2.

**Table 2.** Three categories of move occurrence.

Frequency of occurrence	Categories
100%	Obligatory
60-99%	Conventional
< 60%	Optional

Apart from the generic space, CGA also pays attention to the textual space. In the present study, the linguistic features of abstracts were analyzed qualitatively, focusing on the typical lexico-grammatical features (tense, voice, and the first-person pronoun) in each move. This study first counted the frequency and the distribution of these linguistic features in different moves, and then compared and analyzed the similarities and differences in the use of these linguistic features in the two research corpora. Lastly, abstracts were analyzed in the social space for exploring further social, cultural and professional factors. The study categorized and analyzed the data with the help of Antconc (version 3.5.8) and NVivo (version 12).

### **III. Results And Discussion**

#### **Move structures of Chinese and English abstracts**

The frequency of moves in Chinese and English abstracts are presented in Table 3. According to Table 3, Chinese abstracts in the collected dataset had one obligatory move: Product, three conventional moves: Introduction, Purpose, and Method, and one optional move: Conclusion. English abstracts in the collected dataset had two obligatory moves: Method and Product, and three conventional moves: Introduction, Purpose, and Conclusion. The findings are interesting when compared to those of previous abstract research. In this study, the findings are inconsistent with the prior studies (e.g., Yun, 2011), which suggested that Purpose, Method, and Product are three obligatory moves of RA articles. In the present study, only the Product move was obligatory for abstracts in the two research corpora. In addition, some previous studies (e.g., Hwang et al., 2017; Zanina, 2017) indicated that Purpose, Method, and Product are the most frequently employed moves by scholars. The findings of English abstracts were in line with these previous studies. However, the most frequently used moves in Chinese abstracts were Product, Introduction, and Method. The Purpose move was the second-to-last most frequently used move in Chinese abstracts. Moreover, there were big gaps between the Chinese and English abstracts' employment of the Conclusion moves. The results of English abstracts agreed with some prior studies (e.g., Yun, 2011; Agbaglo & Fiadzomor, 2021), which revealed that Introduction and Conclusion moves were conventional in RA abstracts. However, only the Introduction move (73.3%) was conventional for Chinese abstract, and the Conclusion move was the least frequently used (33.3%) and was optional.

To sum up, in the present study, the similarities in the use of moves between the Chinese abstracts and the English abstracts were that the Product move is obligatory for both abstracts and the Introduction and the Purpose moves are conventional for both abstracts. Aside from these similarities, differences also existed. Firstly, the Method move was obligatory for English abstracts, but was conventional for Chinese abstracts. Secondly, the Conclusion was conventional for English abstracts, but was optional for Chinese abstracts. Thirdly, the Purpose, Method, and Conclusion moves were used more frequently in English abstracts than in Chinese abstracts, but the Introduction move was used more frequently in Chinese abstracts than in English abstracts.

**Table 3.** The frequency and percentage of the five main moves of abstracts in two corpora.

Move	Chinese		English	
	frequency	percentage	frequency	percentage
Introduction	11	73.3%	9	60%
Purpose	9	60%	12	80%
Method	10	66.7%	15	100%
Product	15	100%	15	100%
Conclusion	5	33.3%	10	66.7%

### Linguistic features of Chinese and English abstracts

#### Tense

The frequency and percentage of tenses in Chinese and English abstracts are presented in Table 4.

**Table 4.** The frequency and percentage of tenses in Chinese and English abstracts.

Abstract	Tense	M1		M2		M3		M4		M5	
		n	%	n	%	n	%	n	%	n	%
English	simple present	7	46.7	12	92.3	10	83.3	15	65.2	9	100
	simple past	2	13.3	1	7.7	2	16.7	6	26.1	0	0
	present perfect	6	40	0	0	0	0	2	8.7	0	0
Chinese	simple present	11	100	7	70	7	70	9	69.2	2	33.3
	simple past	0	0	3	30	3	30	4	30.8	4	76.7

The findings showed that the Introduction moves of Chinese abstracts in the data analyzed were characterized by the simple present tense. Chinese researchers employ the simple present tense to make generalizations on the topic that the RA concentrates on (Pho, 2008). However, only two English abstracts were replete with only simple present tense verb forms. Most English abstracts employed multiple tenses, including simple present tense, simple past tense and present perfect tense. These linguistic features of English abstracts show the authors' flexible use of language.

The Purpose moves of English abstracts were typified by the simple present tense; while the Purpose moves of Chinese abstracts were typified by both the simple present tense and the past tense. Authors can present the Purpose in either of two ways: as what the study plans to do or as what the study has already done. The frequent use of the simple present tense in English abstracts demonstrated that the authors preferred to present the purpose by describing what the study intends to do. In contrast, the Chinese authors tended to present the purpose in both two ways.

By examining the use of tense in the Method move of Chinese and English abstracts, it was found that the simple present tense (English: 83.3%, Chinese: 70%) was more frequently used by researchers than the past tense (English: 16.7%, Chinese: 30%). However, the past tense was employed more frequently in Chinese abstracts. The Method move provides information on design, procedures and data. Given that research was conducted before the paper was finished, Chinese researchers preferred to employ past tense in the Method move to describe the event which happened in the past. In contrast, English abstracts paid more attention to objectivity rather than the time of the research method. Furthermore, English abstracts often introduced more details about the research process and materials.

The analysis of the Product move revealed that it was typified by the simple present tense and the past tense. Furthermore, the Conclusion moves in English abstracts were typified by simple present tense forms (100%). It is evident in the use of the verb *provides*. In Chinese abstracts, the Conclusion moves were characterized by both simple present tense (33.3%) and the past tense (76.7%). As introduced in the preceding text, the Conclusion move is used to point out applications or wider implications, that is to say, it should present the objective significance of the research. English abstracts showed objectivity and universality through the use of the simple present tense, whereas Chinese abstracts paid more attention to the time of the research.

#### Voice

The frequency and percentage of voices in Chinese and English abstracts are shown in Table 5.

**Table 5.** The frequency and percentage of voices in Chinese and English abstracts.

Abstract	Voice	M1		M2		M3		M4		M5	
		n	%	n	%	n	%	n	%	n	%
English	active voice	8	66.7	12	100	9	75	14	93.3	9	90
	passive voice	4	33.3	0	0	3	25	1	6.7	1	10
Chinese	active voice	11	100	9	100	10	100	12	100	5	100
	passive voice	0	0	0	0	0	0	0	0	0	0

In terms of voice, the Introduction moves in Chinese abstracts were characterized by active voice; while this move in English abstracts was characterized by both active voice and passive voice. One remarkable linguistic feature of the Purpose moves in both English and Chinese abstracts is the frequent use of the active voice. The use of active voice directly shows the aim of the research. Examining the use of voice in the Method move, the results revealed that the sentences that constitute this move in Chinese abstracts were all in active voice, and those in English abstracts were largely in active voice. When the subject was the research, such as *This paper*, *This study*, and *This article*, or the researchers, such as *The authors*, the choice was often the active voice. When the subject was the object or the participant of the study, the choice was often the passive voice. In the Product move, all the sentences in Chinese abstracts and most of the sentences in English abstracts were all in active voice. Lastly, the sentences constituting the Conclusion move in the abstracts analyzed were largely in active voice. Passive voice was rarely used in this move. Both Chinese and English researchers preferred to conclude the study and point out the wider implications in active voice. The grammatical subjects of this move were mainly the authors themselves in order to emphasize their roles and contributions to the work, or the study in order to highlight the achievements of the research.

#### The first person pronouns

The present study calculated the frequency of the first-person pronouns (*we*, *our*, and *I*) in the two research corpora and the results revealed that English abstracts used many more first-person pronouns than Chinese abstracts. The results were presented in Table 6.

**Table 6.** The frequency of the first person pronouns in two research corpora.

The first-person pronouns	Chinese abstracts	English abstracts
we	1	5
I	0	7

our	0	1
Total	1	13

As shown in Table 6, English abstracts used the first person pronouns 13 times in total, whereas Chinese abstracts used the first person pronouns only once. Empiricism holds that first-person pronouns should not occur in abstracts. According to academic traditions, authors should be prohibited from adopting the first person pronouns, in order to increase the objectivity of RA. However, now academics shows a tendency to encourage the use of first-person pronouns, so as to enhance the intimacy of RA.

In the present study, the singular of the first person pronoun appeared most frequently in English abstracts. The first-person pronouns can narrow the distance between the author and the readers (Kuo, 1999), and make it more acceptable to readers (Hyland, 2002). Moreover, the use of first-person pronouns also highlights the author's contribution to the research and their ownership of their study which can effectively improve the author's enthusiasm for research (Li & Wu, 2006). In addition, the plural of the first-person pronoun appeared in the two corpora 6 times. In some cases, it was found that the author used the first-person plural *we* to refer to himself. Kuo (1999) pointed out that *we* not only refers to the author, but also shows the solidarity between the author and the readers. This pronoun involves both the author and the readers, and makes the readers closer to the RA. Another explanation is probably that *we* is more ambiguous than *I*, and no author is completely willing to shoulder the responsibility of research independently. The use of the first person plural suggests that the article has other supporters besides the author, and thus makes the article more convincing (Zhang, 2008).

Compared with the authors of English abstracts, the authors of Chinese abstracts used the first person pronoun only once, which reflects the differences between Western individualism and oriental collectivism (Mu et al., 2015). Another possible reason why the authors of Chinese abstracts are apt to write abstracts in an objective and non-personal style is that they want to diminish the effect of subjective factors, increase the objectivity and reliability of the research articles and emphasize the generality and universality of the research findings (Zhan, 2018). However, as Hyland (2002) claimed in his study, the author should present research results objectively, on the one hand; and also strives to promote his research on the other hand, so that the research can be recognized by peers, readers, and editors. Therefore, to a certain extent, the use of the first person is conducive to the promotion and the spread of the authors' academic achievements.

### **Professional and socio-cultural factors in shaping abstracts**

In this section, the contrastive analysis of Chinese and English abstracts is conducted in the social space. The professional factors for the divergences and convergences between Chinese and English abstracts are explained first, followed by the analysis of possible socio-cultural factors.

#### **Professional factors**

According to Bhatia (2004), genre integrity may be viewed in terms of "a socially constructed typical constellation of form-function correlations representing a specific professional, academic or institutional communicative construct realizing a specific communicative purpose of the genre in question" (p. 123). Each genre should possess a recognizable generic integrity. However, it is difficult to "keep the boundaries of an individual genre intact" (Deng, Laghari & Gao, 2021, p. 30), because generic integrity is not static but dynamic in real life, and this, in return, leads to the "invasion of territorial integrity of genres and appropriation of generic resources" (Bhatia, 2004, p. 58), which is called as colonization.

Academic genres are expected to have their individual identity and integrity, but in the real world, they are

often seen in hybrid, mixed and embedded forms. Some studies argue that the primary communication purpose of RA abstracts is to inform (Bhatia, 2004). However, other researchers emphasize the persuasive and promotional aspects of abstracts, rather than merely their informative role (Hyland, 2000). Essentially, RA abstract is not just about conveying information but also about promoting the research (Halleck & Connor, 2006). The Introduction move of the abstract establishes the context, points out the gaps and indicated the need for the research. It is similar to the typical move of the promotional genre, that is “justifying the product or service”, which indicates the importance of the product. The Purpose move, the Method move, and the Result move of the abstract provide information about the objective, the methodology and the major findings of the research, which is similar to another typical move of the promotional genre, that is “detailing the product or service”. The authors always highlight the contribution and implications of the research in the Conclusion move of abstracts, which is similar to the “establishing credentials” move of the promotional genre. In brief, it is not difficult to find that there is clear promotional nature in abstracts. The conventional purpose of introducing the research is intentionally mixed with the private intention of promoting the article’s readership and citation.

Worlds of written discourse have been colonized by the pervasive force of advertising and promotional culture (Fairclough, 1993). Today, academic communities across the globe are engaged in a competitive effort to advance their disciplines, often measuring the productivity of authors and professors by the number of research publications in leading national or international journals (Martin, 2003). Publishing is the primary method for academics to share their ideas and contributions within their field, serving as documented proof that the author qualifies for membership in the target discourse community. According to Swales (1990), a scientific paper is designed to be published. An abstract, in fact, can play a pivotal role in determining whether a paper is accepted or rejected. If an abstract is well-written, it can gather more benefits for the authors. For these benefits, abstracts should persuade readers to read on. Given the overwhelming volume of newly published research, readers must be selective when choosing the articles they need (Doró, 2013). If abstracts fail to demonstrate the value of the articles, readers may stop reading, citing, and purchasing them. Even research articles with excellent content may go unnoticed if their abstracts are not compelling enough. Consequently, expert writers may strategically adapt generic conventions to achieve their particular private intention, i.e., promoting their research. In some cases, the traditional purpose of RA abstracts may become secondary to this promotional intent.

In this study, research article abstracts were clearly mixed with some promotional flavour. It is evident that, in the current data, the Product move is the only move obligatory to both corpora. Providing the main findings or results of RA is important for not only presenting but also promoting the expert writers’ work. However, English abstracts follow the five-move structure more closely and fully than Chinese abstracts. In the Chinese abstracts corpus, only the Product move was obligatory and the Conclusion move only appeared 5 times. These abstracts did not provide enough information about the true nature of the research, and often remain vague (Doró, 2013), so they may not be convincing and persuasive enough and may lose readership. In contrast, more specific information is provided for potential readers in English abstracts. Since more details are available, prospective readers can better discover the originality and the value of published articles. In other words, if sufficient information is not provided on the scope, major findings and implications of the research, it is difficult for readers to judge the usefulness, relevance and novelty of research articles.

With respect to tense, Chinese abstracts attached importance to the time of the research, whereas English abstracts focused on the objectivity, generality and universality of the research (Fan & Leng, 2004). With respect to voice, both English abstracts and Chinese abstracts mainly adopted the active voice which is clearer and more direct. In the past, the use of passive voice was advocated for the objectivity of research, which led to the lack of rich language in many studies. Nowadays, in order to meet the needs of different readers, especially these laymen, the research article is developing in direction of conciseness, directness, and flexibility. Most



international academic journals, such as *Science* and *Nature*, require researchers to write an article in a concise style. Therefore, in this study, the active voice was used much more frequently than the passive voice. As far as the first-person pronouns were concerned, the divergences were obvious. The authors of Chinese abstracts were inclined to write abstracts in an objective and non-personal style so as to diminish the effect of subjective factors and increase the objectivity and the generality of the research findings (Zhan, 2018). In contrast, the choice of first-person pronouns in English abstracts indicated the authors' intention to promote their research. The authors used the first person pronouns frequently so as to narrow the distance between the authors and the readers, and enhance the intimacy of research articles, which is salutary for the promotion and the spread of the author's work.

To summarize, the findings reveal the promotional genres' inclination to colonize academic genres (Bhatia, 2004). The mixture of informative purpose and promotional intention transforms the abstract into a hybrid of introductory genre and promotional genre. Compared with the writers of Chinese abstracts, the writers of English abstracts are more skilled at manipulating generic and linguistic resources to express and achieve private intentions, making a more effective response to the increasing commercial and promotional interests in academic fields, and meeting the requirements of the disciplinary community.

#### Socio-cultural factors

In the present study, English abstracts adhered to the five-move structure more closely and completely, and used language more flexibly. Their flexible and natural use of language may be a reflection of Liberalism, which aims to preserve individual rights and maximize the freedom of choice (Dunn, 1993). Compared with English abstracts, Chinese abstracts are somewhat inflexible and rigid. Moreover, the employment of first-person pronouns in English abstracts showed the impact of Individualism on the authors of English abstracts. Individualism is a political and social philosophy that emphasizes the worth of the individual. Independence is highly valued and individual rights take center stage in Individualistic cultures. It is known that language and culture are intertwined. Language is influenced by its culture. Thus, the authors of English abstracts highlighted their contribution and their ownership through the employment of first-person pronouns. In contrast, the infrequent use of first-person pronouns in Chinese abstracts showed the impact of Collectivism. Collectivist cultures attach great importance to being self-sacrificing, generous, and helpful to others, with independence being less emphasized. Thus, the authors of Chinese abstracts were apt to write abstracts in an objective and impersonal style, in order to diminish the uniqueness of the individual and make the authors themselves invisible.

English is a globally recognized language and serves as the primary language in over 60 countries. Its widespread use in international communication has drawn significant attention to the importance of academic writing in English. Today, the majority of top-tier, internationally accredited journals are owned by Western companies that require submissions to be written in English. For Chinese journals aiming to enhance their global influence, and for Chinese researchers seeking recognition from expert members and membership in the target academic community, it is essential to learn from English abstracts. This means striving for clarity, conciseness, and readability to meet the expectations of a broader readership. By doing so, Chinese research may be more understandable and become more impactful on the world stage, bridging linguistic and cultural divides in the scholarly community.

#### **IV. Conclusion**

The present study aimed at addressing the question of how similar or different the rhetoric structures and linguistic features of Chinese and English research article abstracts are, and analyzing possible professional and

socio-cultural factors for the divergences and convergences. Based on Hyland's (2000) model, the writers of English abstracts followed the convention of academic discourse community, whereas the writers of Chinese abstracts did not literally follow the conventional five-move structure. The Product move was present in every English and Chinese abstract. This implies that both writers are aware of the importance of this move in abstract. The most striking difference was found in the Conclusion move. Chinese abstracts tend to include this move much less frequently. With regards to linguistic features, native English writers used tenses more flexibly and paid more attention to the objectivity and universality of research, while Chinese writers focused on the accurate time of research. In addition, the sentences of both abstracts were largely in active voice. Furthermore, through frequent employment of first person pronouns, English abstracts enhanced their intimacy and accessibility. However, Chinese abstracts did not put emphasis on writers' roles and tended to write in an impersonal style. The study pointed out that abstracts are informative and promotional in nature. The representations of abstracts are influenced by the related disciplinary norms, competition in publishing industry, the private intentions of members of the academic community and the culture behind the languages. It is argued that abstracts should be concise, accurate, clear and understandable for better publication and wider readerships. The findings also highlight the need for RA writers to understand the dynamic and fluid nature of academic writing and genre construction.

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