

A genre analysis of abstracts of MA theses in English Linguistics

Phân tích thể loại phần tóm tắt trong các luận văn thạc sĩ ngành ngôn ngữ Anh

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(Ngày nhận bài: 10/8/2021, ngày phản biện xong: 24/10/2021, ngày chấp nhận đăng: 30/11/2021)

Abstract

Developing academic writing skill is always a *must* in undergraduate and postgraduate programs for English majors. This study explores to what extent the Vietnamese learners of English as a foreign language (EFL) apply the knowledge that they have formally learned in the Writing and the Doing scientific research courses to writing their MA graduation theses; the focus is on the abstract. From the perspective of genre analysis, this study aims to describe the structural features of this genre. Data for the investigation is 30 abstracts bounded in the master theses written in English by Vietnamese learners. The results indicate that, of 13 constituent moves mentioned in the literature, only five are frequent, namely *Objectives*, *Findings*, *Methods*, *Theoretical perspective*, and *Significance*. There are also some 'Unclear' materials and a newly found move, namely *Design*. The study contributes to the practice of writing qualified and appropriate research papers in English as a foreign language.

Keywords: Abstract; Genre analysis; Generic structure; Move structure

Tóm tắt

Phát triển kỹ năng viết tiếng Anh học thuật là một yêu cầu bắt buộc trong chương trình đào tạo cử nhân và thạc sĩ tiếng Anh. Công trình nhằm nghiên cứu mức độ người học ứng dụng kiến thức đã được học trong 2 phần môn Viết và Phương pháp nghiên cứu khoa học khi viết luận văn thạc sĩ; công trình này nghiên cứu chi phần Tóm tắt. Dựa trên lý thuyết phân tích thể loại diễn ngôn, công trình này nghiên cứu đặc trưng cấu trúc của thể loại này. Dữ liệu khảo sát là 30 phần tóm tắt từ 30 luận văn thạc sĩ chuyên ngành Ngôn ngữ Anh của một trường đại học ở Việt Nam. Kết quả phân tích cho thấy, trong số 13 bước được đề cập trong lý thuyết, chỉ có năm nội dung xuất hiện thường xuyên, bao gồm *Mục đích nghiên cứu*, *Kết quả*, *Phương pháp*, *Cơ sở lý luận*, và *Ý nghĩa*. Bên cạnh đó, vài tóm tắt còn đề cập một số nội dung không rõ ràng, không có trong các hướng dẫn viết tóm tắt. Công trình nghiên cứu là một đóng góp đối với thực tiễn nâng cao chất lượng viết báo cáo khoa học bằng tiếng Anh như một ngoại ngữ.

Từ khóa: Tóm tắt; Phân tích thể loại diễn ngôn; Cấu trúc thể loại diễn ngôn; Cấu trúc bước diễn ngôn

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1. Introduction

The abstract of all kinds of research papers seems always to be the first section to be read by all [1]. Readers or examiners of research papers are busy people who have lots of work to do. Most readers limit their initial research looking at titles and abstracts before choosing what papers to invest their time. According to scholars, four reasons make the abstract play a vital role in research papers. First, it provides crucial information or statements that are easy to be accessed. Second, it functions as a screening device that can help readers to decide whether they will finish reading the entire content. Third, it gives a framework for readers to read the article. Fourth, it provides summaries of the primary points of a study. Therefore, the abstract has always been an object of research. As far as the abstract of research papers is concerned, undoubtedly, the research articles stand out as the most widely and comprehensively investigated so far – in each specific field or across disciplines, in a certain language as a first or second/foreign language, or across languages. However, crucial as it is, the abstract of the graduation thesis has gone under-researched; there is little published data on to what extent non-native speakers' writings match the published guidelines. A graduation thesis is one of the basic requirements of master students in almost every discipline. Therefore, this study addresses this practical area by giving an account on the generic structure of the abstracts in MA graduation theses written by the Vietnamese students of English linguistics at a university in Vietnam. The key research question is: what is the generic structure of MA thesis abstracts in terms of move patterns? The findings from this study might be of some contribution to the literature on writing graduation thesis abstracts. Practically, the study is hoped to contribute to

raising academia's awareness of the extent to which the non-native MA students may have met the standards and expectations concerning this genre. This paper begins with a brief overview of the relevant literature. It will then go on to present the methods adopted to collect and analyze the data, followed by the main findings and discussion. The paper will close with an account of the implications

2. Theoretical framework

2.1. *Genre and genre analysis*

From the perspective of ESP, Swales (1990) provides a detailed definition of genre:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of discourse and influences and constrains the choice of content and style. The communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication but typically need further validation. [2; p. 58]

One of the keywords in Swales's definition of genre is 'discourse community'; genres are developed, used, and modified by the discourse community in response to the recurrent rhetorical situations they face.

On the purpose of serving ESP instruction, Swales's genre analysis focused on the description of the language and discourse features of specific genres [2], [3]. The information acquired in a study is then applied in curriculum design and ESP teaching materials.

In the ESP approach, discourse structures are described in terms of moves. Moves are defined as functional units in a text, which together fulfill the overall communicative purpose of the genre. Moves may contain multiple elements that, together, or in some combination, realize the move. These elements are referred to as 'steps' [2]. The steps of a move primarily function to achieve the purpose of the move to which it belongs. In short, moves represent semantic and functional units of texts that have a specific communicative purpose. Besides, moves generally have distinct linguistic boundaries that can be objectively analyzed.

Continuing this approach to genre analysis established by Swales, Bhatia ([4], [5], [6]) argues for combining language insights with socio-cognitive and cultural considerations. He further contends that these factors contribute to genre construction, interpretation, use, and exploitation. He attempts to move the focus of genre study from a predominantly pedagogic direction to studying genres in their professional and institutional settings – the real worlds of written discourse. He puts forward a comprehensive definition of genre: '*Genre essentially refers to language use in a conventionalized communicative setting to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural forms by imposing constraints on the use of lexicogrammatical as well as discoursal resources.*' [4, p. 23].

On the other hand, the systemic functional linguists proposed a theory for generic analysis:

generic structure potential [7, 8, 9, 10]. According to this perspective, the features of the contextual configuration – field, mode, and tenor - could be used for making some kind of predictions about text structure and the sequence and order of the elements in the structure. Every genre has a generic structure potential, in which there are three kinds of elements: obligatory, optional, and recursive. The generic structure potential for a genre is a linear combination of the components in a specific sequence. The compulsory elements and their sequence define the genre to which a text belongs. The function of optional parts may account for the variations in all the texts that belong to the same genre.

2.2. The abstract

The abstract is an integral part of a thesis as it captures the essence of the whole dissertation. Several studies have documented the structure of this sub-genre. According to Swales and Feak [11], abstracts have at least four different functions: (1) They function as stand-alone *mini-text*, giving readers a summary of a study's topic, methodology, and main findings; (2) They function as *screening devices*, helping readers decide whether they wish to read the whole article or not; (3) They function as *previews* for readers intending to read the whole article, giving them a road-map for their reading; (4) They provide *indexing help* for professional abstract writers and editors.

As regards the graduation thesis, Wisker [12] states that at the writing-up stage, the abstract is a vital, independent, self-contained part. By offering a clear, coherent summary of the aims, developments, route and findings of the thesis, the abstract gives the reader, the examiner, the supervisor a clear idea of the plans, decisions and achievements of a study. Wisker [12, p. 236] maintains an abstract is usually about 500 words; however, Anderson &

Poole [13, p. 83] state an abstract is usually short, of approximately 200 words.

The number of functional elements varies from scholar to scholar. According to Anderson & Poole [13], an abstract consists of three parts: (a) a short statement of the problem, (b) a brief description of the methods and procedures adopted, and (c) a condensed summary of the findings of the study. In the meantime, Wisker [12, p. 255] points out five elements to be included in an abstract, namely (a) findings, (b) methods, (c) weaknesses, (d) importance and significance, and (e) theoretical perspectives and interpretations. A broader perspective [14] shows that an abstract must contain the elements as follows: (a) Problem: The first sentence establishes the topic and main problem that the research addresses; (b) Background: There is a brief summary of the scholarly context to show the study's relevance; (c) Objective: The specific objective of the research is stated; (d) Definition: If your abstract uses specialized terms that would be unfamiliar to the average academic reader or that have various different meanings, give a concise definition; (e) Hypothesis: The study's hypothesis is clearly stated; (f) Methods: A brief description of the methods used is needed; (g) Results: The most relevant results are summarized; (h) Conclusion: The study's main conclusions are stated, showing how the results answer the study's objective. As this research focused on a practical problem, it also includes recommendations. Still, another [15] points out the key components of an abstract as (a) Brief background of our study, (b) Research questions, (c) Methodology: participants, setting, instruments, procedure of the study, the data analysis method; (d) Findings; (e) Very short implications of the study.

Together these studies provide important insights into why a text in general and an

abstract in particular unfolds step by step and overall, these studies indicate that the abstract may vary in terms of number of moves, suggesting the flexibility of the structure of this sub-genre.

3. Research methods and data description

3.1. Research methods

The mixed-method approach was adopted to address the research question put forward. The qualitative method was used to gather data; the data was also qualitatively analyzed to arrive at the generic structure. The quantitative method was used to find out the occurrence frequency of the moves and sub-moves to arrive at the potential generic structure.

3.2. Data collection and analysis

The data for this study was drawn from the MA graduation theses at a university in Vietnam. This university has over-25-year experience of offering 22 MA programs up to now in both natural and social sciences. This study chose those in English Linguistics to investigate for three reasons. Firstly, writing academic English is a compulsory course for the undergraduates and post-graduates in this discipline. They are also equipped with knowledge of writing a research paper in the course of doing scientific research. Finally, as English majors, this group's English competence is another advantage for them to access standard research papers written in English, which must certainly indirectly benefit their writing skill in this particular genre.

The abstracts were randomly chosen from all those completed in the last two years immediately before this study was carried out. The reason why only these theses produced during this period were selected is that generic structures are subject to variation across time, and this selection is aimed to reflect the current practice of thesis writing by this group of

master students. The appendix is a list of the titles of the MA theses of which the abstracts to be analyzed are a section; the authors, for ethical considerations, are indicated only by two initials. They were in electronic forms and were accessible from the library of this university. For the illustration purpose, mostly in section 4 below, each abstract is referred to by its code preceded by A (Abstract).

3.2. Data analysis

As reviewed in 2.2, a thesis abstract can vary in length and constituent functional units. The number of units, technically ‘move’, varies from reference to reference, and so does the labels. Based on these studies, the analytical framework to investigate the generic structure in this study consists of 13 moves. The analysis explores how frequently each of the following moves is employed; the moves are mentioned in an alphabetical order in the following list, which does not necessarily imply the order of appearance in the actual abstracts under investigation.

- Background
- Conclusion
- Definitions of terms
- Findings
- Hypothesis
- Implications
- Methodology
- Objective(s)
- Research questions
- Significance
- Statement of problem
- Theoretical perspective(s)
- Weaknesses

4. Findings and discussion

The investigation indicates that each abstract tends to contain either four or five moves (43% vs. 57%). The result of analyzing the abstracts

in terms of distribution of moves is summarized in Table 1.

The first feature to be noticed is that out of 13 moves as identified and described in the literature, only seven elements appear in the abstracts analyzed; they are: *Methodology* (100%); *Objectives* (96%); *Findings* (90%); *Significance* (83.33%); *Theoretical perspective(s)* (56.66%); *Background* (6.66%) and *Statement of Problem* (3.33%). Secondly, the analysis reveals a new element, which I term ‘*design*’ and some materials of which the meanings are unclear as to which move they should belong to, so I term ‘*unclear*’.

In the following subsections, each move is described and illustrated with samples from the data. The number enclosed in square brackets indicates the source of the example as listed in the Appendix; the sentences which are concerned with the move under discussion are underlined.

Table 1. Distributions of moves

No	Moves	No. of occ. N = 30	%
1	<i>Background</i>	2	6.66
2	<i>Conclusion</i>	0	0
3	<i>Definition(s)</i>	0	0
4	<i>Findings</i>	27	90.00
5	<i>Hypotheses</i>	0	0
6	<i>Implication(s)</i>	0	0
7	<i>Methodology</i>	30	100
8	<i>Objective(s)/ Purpose(s)</i>	29	96.66
9	<i>Research question(s)</i>	0	0
10	<i>Significance</i>	25	83.33
11	<i>Statement of problem</i>	1	3.33
12	<i>Theoretical perspective(s)</i>	18	60.00
13	<i>Weaknesses</i>	0	0
14	<i>Design</i>	1	3.33
15	<i>Unclear</i>	7	23.33%

- *Methodology*: All the abstracts analyzed contain a description of the methodology employed to carry out the study. This move is to present the data, the size of the data, the source of the data, the methods, the procedures to analyze the data. A noticeable feature is that methodology is not only presented in every abstract analyzed (100%) but sometimes recurrent in some samples; that is to say, there are many sentences concerning methodology, and these sentences are inserted by one or many other moves. For example,

(1) The data of the study were collected from reliable online newspapers: The Wall Street Journal, The Washington Post, The USA Today, The New York Daily News, The New York Post, and The Chicago Sun Times. The study focuses in the stories around the celebrity published from 2010. Moreover, the study learned on the system of Journalistic voice developed by Martin and White (2005) to conduct the data analysis. Besides, the data were qualitatively and quantitatively analyzed. The findings of the research were obtained from the results of the analysis of Appraisal values that are involved with the system of journalistic voice. As the results of the study, the celebrity news ... (A17)

- *Objectives*: This move is the second highest, of 96.66% in the whole corpus; only one out of the 30 abstracts analyzed does not contain this move. Like *Methodology*, this move is also recurrent in nearly half of the 29 abstracts with this move. It is most characterized with ‘*aimed*’, ‘*aim(s)*’, ‘*purpose(s)*’, ‘*investigates*’, ‘*analyzes*’, ‘*attempts to*’, ‘*focused on*’, ‘*the (main) focus of this study ...*’, etc. For example,

(2) The study mainly focused on the investigation into the Interpersonal featured in Hillary Clinton's and Donald Trump's speeches. Twenty-four speeches of Clinton and Donald

Trump before the election in 2016 were Halliday Systemic Functional Linguistic (SFL) as the theoretical framework to study language structure and function. Specifically, the research applied the SFL theory as introduced by Halliday (1985-2014) and Appraisal Theory introduced by Martin and White (2005). The principal aim was to discuss the interpersonal resources in their speeches through Mood, Modality, Personal pronouns system, and Attitudinal values. (A7)

In (2), we can see that *objective* is mentioned twice, with the former being more general and the latter being more specific. This is likely a typical feature of MA thesis abstracts in this corpus as nearly one-third of the corpus have the objective introduced twice like this. The abstracts tend to be opened with a general introduction of the study in terms of focus, aim, and/or topic.

- *Findings*: This move appears in up to 27 out of 30 abstracts, accounting for 90% and ranked as the third highest. The most noticeable feature of this move is that it seems always to be the longest move in every abstract. In addition, it is presented in the middle, following the *Objectives* and *Methodology*. This move is usually marked by ‘*findings*’, ‘*results*’, ‘*unfolds*’, ‘*reveals*’, ‘*found*’, etc. Because there are many findings as answers to many research questions, the additional conjunctions are also commonly used in this move. For example,

(3) The findings indicate that in Representational meaning, Narrative process is used more often than in Conceptual process. (A21)

(4) The analysis also reveals that most of Attitudinal resources tend to be positively demonstrated. Besides the similarities, some differences were observed in the two data resources. The major difference lies in the distribution of Visual and Attitudinal sub-types

leading to the difference in terms of function of each visual section. (A23)

Crucial as presentation of *Findings* may be, the analysis reveals that three abstracts do not contain this move.

- *Significance*: Appearing in up to 25 out of 30 abstracts, this move ranks as the fourth most frequent move, always coming as the last sentence(s) in an abstract. This move is to mention the importance, the theoretical and practical significances, and/or implications induced from the findings of a study. This move is characterized with words and expressions such as ‘help’, ‘raise awareness’, ‘pedagogical practicality’, ‘can be harnessed’, ‘benefits’, ‘beneficial’, ‘suggestions’, ‘applications’, ‘helpful’, ‘significance’, ‘it is hoped..’, ‘implications’, ‘contribute’, ‘contributions’, ‘useful reference source’, ‘shed light on’, ‘useful’, ‘... are hoped to ...’, ‘it is expected ...’, ‘... may provide...’, etc. For example,

(5) The research hopefully helps Vietnamese learners of English have better use of epistemic modality in learning and translation. (A8)

(6) It is hoped that the results of this study will partly contribute to the teaching and learning of English in Vietnam, especially for those who are invested in performing presupposition. (A9)

- *Theoretical perspectives*: The theoretical frameworks on which the study is based are mentioned in more than half of the abstracts analyzed (60.00%). This move tends to be the briefest of all the moves identified; it can be only of a phrase, or a sentence. Another feature of this move is that it is usually merged with *Methodology*. For example,

(7) Based on Systemic Functional Grammar, the present study aimed to investigate the transitivity system in 30 samples on T.V. Programs. (A5)

(8) This thesis investigates visual and evaluative meanings in English film posters based on the frameworks of Visual Grammar by Kress and Van Leeuwen (2006) and Adapted Attitude Network by Unsworth (20014). (A21)

- *Background*: An abstract prefaced with a description of the context in which a study is embedded is particularly rare. There are only two abstracts designed with this move. Below is one of these two cases as an illustration.

(9) *Given the increasing technological advancement and widespread use of the online resources for Education in general and teaching of English as a foreign language in particular, this study is aimed to contribute to this endeavor, with particular reference to the young learners. Therefore, this thesis investigates the syntactic characteristics of the English short stories for kids (ESSKs) with a focus on only three groups aged 1-3, 4-6, and 7-12.* (A3)

- *Statement of Problem*: Rarer still is a statement of the problem. In the whole corpus, only one single abstract consists of this move. Below is that case, apparently, as the only illustration. It should be noticed that this abstract is also one of the two cases in which *Background* appears. In the following excerpt, therefore, I choose to display both moves.

(10) Comics play an important role in the development of learning English as well as social values in Children. For example, [...]. Despite their importance, little is known about the roles of these means in making meanings in making meanings in this genre for kids. (A19)

Beside the moves described in the literature, the analysis of the data collected revealed two other moves; I name as ‘*Design*’ and ‘*Unclear*’.

- *Design*: Of the thirty abstracts, there is one which provides an account of the contents

covered in the full thesis. Here follows is the illustration.

(11) [...] Firstly, the research provides a theoretical overview of modality with reference to English and Vietnamese and describes the historical perspectives of English and Vietnamese deontic modality. Then, definition, types of modality, particularly deontic modality, and linguistic means expressing deontic modality are critically provided by the research. The thesis employs a contrastive analysis approach, a corpus-based method with both qualitative and quantitative methods to collect and analyze data. The analyzed data is presented in the findings and discussion section regarding syntactic and semantic features. The result reveals that although there are some differences, linguistics means expressing deontic modality between English and Vietnamese, they also have some major similarities in syntactic and semantic features. Depending on the analyzed data, the researcher has drawn conclusions about the use of English and Vietnamese deontic modality and proposed suggestions for further research. (A14)

- *Unclear*: The analysis of the data unfolds some ambiguous materials, which cannot be categorized as any of the recognized moves. This may result from unclear expressions, so I term ‘*unclear*’. There are seven cases like that. For example,

(12) Qualitative analysis of the research helps indicate the culture features of the discourse and words in English. In addition, through the Solutions books, learners are provided with necessary linguistic, communicative, writing and inter-cultural skills to reflect upon and portray western societies, to depict people there, and to introduce western culture in the target language. (A2)

(13) The study of epistemic modality has great significance for translation and teaching

of foreign languages. The study of epistemic modality in O.S.s by the U.K. Queen and the Vietnam national Assembly Chairpersons at the Parliament sessions. The findings pointed that epistemic modality in two languages shares almost ... (A8)

(14) The aim of this study is to find out how English personifications in "Aesop's Fables" by Laura Gibbs are translated into Vietnamese. A translator of personifications often has to manage the selection of appropriate equivalents, and this is unavoidable if the translator wishes to render the intended meaning of the English personifications in Vietnamese. In order to fulfill this aim ... (A13)

(15) Through such linguistics and translations theories proposed by predecessors, the study attempts to accentuate some certain relations between text analysis and translation. Such aspects of translation, be they translations methods and translation shifts, have been used as analytical tools for the analysis made in Vietnamese translations of N.G.s describing nature in the named literary text. (A16)

- Comparison of the findings with the references on this issue shows that a substantial majority of these non-native postgraduates could write abstracts broadly consistent with the guidelines. It is interesting to note that only the major moves shared among all the documents appear in the abstracts analyzed, such as *Methodology*, *Objectives*, *Findings*, *Significance*, and *Theoretical perspective(s)*. The others, which are also mentioned in the literature, are much less common, such as *Background*, *Statement of problem*. These findings reveal a strong correlation between the moves used in the data and those appear in the literature in terms of frequency. This implies the high efficiency of the courses on academic writing and doing scientific research in the programs in this university. Nevertheless, one

unanticipated finding is that nearly one-fourth of the materials in the data fail to mean any of the functions characteristic of an abstract. A possible explanation for this may be the lack of adequate investment in how to write an appropriate abstract on the part of some learners. A note of caution is due here since the analysis was carried out without a focus on the correlation between the appearance of moves and an objective assessment of quality. However, this finding is significant in at least two major respects. Firstly, these data suggest that the learners should pay more attention to the generic structure of the sections of the theses when writing these graduation papers. Secondly, in the present day when English is a dominant language of scientific research, it is high time for the universities with postgraduate programs in Vietnam stipulate regulations to ensure the research papers written in English meet the standards and expectations of the international academic circle in each discipline.

5. Conclusion

This study offers some important insights into the potential structural organization of the abstract of postgraduate theses written in English and based on the literature on genre analysis, this study explored the generic structure of the abstracts of MA theses in the discipline of English linguistics at a university in Vietnam. The investigation indicates that each abstract tends to contain either four or five moves. The common moves are *Methodology*, *Objectives*, *Findings*, *Significance*, and *Theoretical perspective(s)*, in a descending order of frequency. Rarer moves appearing in the abstract are *Background* and *Statement of the problem*. Beside the moves presented as the analytical framework, the analysis of the data collected reveal a “design” move for providing an account of the contents covered in the full

thesis. The analysis of the data also unfolds some ambiguous materials.

Practically, the thesis provides data on the generic structure of the abstracts written by learners of EFL, raising the academia’s awareness of the extent to which the non-native MA students may have met the standards and expectations concerning this sub-genre.

An explicit limitation of this study is the small size of the data. This leads to only tentative conclusions instead of applicable generalizations. This study is restricted to an account of what functional units appear in the abstracts analyzed, leaving the other features such as order, obligatory status untouched. This study is also unable to encompass the entire theses. Hopefully, to develop a full picture of this issue, additional studies in these dimensions will be carried out.

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APPENDIX: DATA SOURCES (List of theses in which the abstracts are bounded)

Code	Author	Title of Thesis
1.	A. N.	A study of conceptual metaphors used in Michelle Obama's Speeches
2.	A. P.	An analysis of cultural features in the solutions textbooks for English students
3.	C. T.	A syntactic analysis of English short stories for kids
4.	Đ. P.	An analysis of health care product advertisement from multimodal perspective
5.	D. B.	Transitivity in comments given by Judges on T.V. programs: America's Master-Chef and Vietnam Master-Chef
6.	G. N.	Exclamatory sentences in "Harry Potter and the Sorcerer's Stone" by Joanne Rowling and their Vietnamese equivalents
7.	H. D.	Interpersonal Features of Hillary's and Trump's Speeches: A comparative study
8.	H. N.	A contrastive analysis of epistemic modality in the opening speeches at the parliament sessions by the Queen in U.K. and several national assembly chairpersons in Vietnam
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22.	T. T.	Linguistic means expressing epistemic modality in the film "Harry Potter" (1 st series)
23.	T. V.	An investigation into English textbooks for kids from visual and attitudinal perspectives
24.	T. N.	An investigation into conceptual metaphors in Fifty shades darker by Erika Leonard James and Vietnamese equivalents
25.	T. N.	A study of directives former U.S. first lady Michelle Obama's speeches on Education
26.	T. N.	A contrastive study of attitudinal resources in comments given by judges in "American Idol" and "Vietnam Idol."

27.	T. B.	Linguistic features of indirect speech act in American and Vietnamese short comedy films
28.	V. N.	Pragmatic transfer in dispraises by Vietnamese teachers of English to University Students
29.	V. T.	An investigation into lexical devices used in "Perfect Spy" by Larry Berman and its Vietnamese Equivalent "Điệp viên hoàn hảo" by Do Hung
30.	Y. C.	A discourse analysis of milk advertisements in English and Vietnamese