

The Use of Reporting Verbs in Arabic-English Social Science Articles: A Contrastive Corpus-based Analysis

Dr. Jawharah SaeedAlasmari

Princess Nourah bint Abdulrahman University | KSA

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* Corresponding author:
analasmari@pnu.edu.sa

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Abstract: The division of linguistic verbs into declarative (informational) and performative (constructive) acts is particularly relevant for linguists. Those verbs develop an understanding of how sentences are put together and the numerous ways that ideas can be expressed by using different sentence structures. Those verbs develop an understanding of how sentences are put together and the numerous ways that ideas can be expressed by using different sentence structures. Information is conveyed through declarative statements, whereas actions and requests are expressed through performative ones. Linguists can better examine language for meaning and function if they have a firm grasp of the distinctions between these two sentence patterns. The use of the verb "suggests" in a sentence like "I recommend that we go out for dinner tonight" indicates that the statement is being made as a suggestion rather than a command. The use of the word "think" in statements like "I think you should do your homework" indicates that the speaker is expressing an opinion rather than stating a fact. Reporting verbs allow speakers to convey their thoughts and feelings more precisely in conversation. As far as I know, computer linguistics research on declarative verbs, notably contrastive analytical studies between Arabic and English, is scarce. Some experts are researching how these two languages are used. One study found that Arabic speakers use more verb phrases than English speakers on the same issue. Also, Arabic prefers non-finite verbs, while English prefers finite verbs. Arabic employs declarative verbs less than English. [1] However, this study examines show Arabic and English academic writers use reporting and informing verbs functionally and positionally in social science texts. A word sketch is used to determine the most common reporting verbs in both languages and compare their usage. The software is used to supply the frequency, which corresponds to the number of occurrences of the verbs in the articles of the two languages. Statistical analysis of reporting verbs can provide a better understanding of which verbs are used most often and in what contexts. Using Hyland's (2002) paradigm, the results show that reporting verbs in both languages may be classified into research actions, discourse acts, and cognition acts.

Keywords: academic writing; Arabic; English; frequency; reporting verbs; social sciences.

استخدام أفعال التقارير في مقالات العلوم الاجتماعية العربية والإنجليزية:

مقارنة تحليلية مبنية على منهج المدونات

الدكتورة / جوهرة سعيد الأسمرى

جامعة الأميرة نورة بنت عبد الرحمن | المملكة العربية السعودية

المستخلص: يعتبر تقسيم الأفعال اللغوية إلى أفعال تصريحية (إعلامية) وأدائية (بناءة) ذات صلة خاصة باللغويين. تطور هذه الأفعال فهما لكيفية تجميع الجمل معاً والطرق العديدة التي يمكن من خلالها التعبير عن الأفكار باستخدام هياكل جمل مختلفة يتم نقل المعلومات من خلال الخطابات التصريحية، في حين يتم التعبير عن الإجراءات والطلبات من خلال الأدوات اللغوية الأدائية. يستطيع اللغويون فحص اللغة بشكل أفضل من أجل المعنى والوظيفة إذا كان لديهم فهم قوي للتمييز بين نمطي الجمليتين. أفعال التقارير ذات صلة بنقل نية المتحدث حيث تلعب أفعال الإبلاغ دوراً مهماً في التواصل اليومي من خلال جعل معنى المتحدث أكثر وضوحاً. يشير استخدام الفعل "أقترح" في جملة مثل "أوصي بأن نخرج لتناول العشاء الليلة" إلى أن العبارة يتم تقديمها كإقتراح وليس كأمر. يشير استخدام كلمة "أعتقد" في عبارات مثل "أعتقد أنه يجب عليك أداء واجبك" إلى أن المتحدث يعبر عن رأي بدلاً من ذكر حقيقة. تسمح أفعال الإبلاغ للمتحدثين بنقل أفكارهم ومشاعرهم بشكل أكثر دقة في المحادثة. في حين أن أفعال التقرير تشير إلى الاستجابة العاطفية للمتحدث للمفهوم المجادل المقدم في عمل أكاديمي. تلك الأفعال تساعد في نقل فنانة المتحدث في موقعه أو المقياس الذي يعطيه للحجة. تسمح أفعال الإبلاغ أيضاً للكاتب بإخبار القارئ إذا كانوا يوافقون أو لا يوافقون على عبارة ما. يمكن رؤية أفعال الإبلاغ في تعبيرات مثل "تقترح هذه الدراسة أن..." و "هذا الدليل يشير إلى أن..."، وبقدر ما أعلم، فإن البحث وفق منهجيات المدونات اللسانية الحاسوبية حول الأفعال التقريرية، ولا سيما الدراسات التحليلية المقارنة بين العربية والإنجليزية، نادر. وعلى الرغم من وجود دراسات لكثير من الباحثين اللغويين حول كيفية استخدام هاتين اللغتين، فإن بعض الدراسات الحديثة ناقشت بعض النتائج التي تؤيد القول حول أن المتحدثين باللغة العربية يستخدمون عبارات فعل أكثر من المتحدثين باللغة الإنجليزية في نفس القضية، بينما تستخدم اللغة العربية أفعال توضيحية أقل من الإنجليزية. ومن باب التفريق، فإن هذه الدراسة تبحث في كيفية استخدام الكتاب الأكاديميين باللغتين العربية والإنجليزية في خطاب التقرير والإبلاغ عن الأفعال وظيفياً وموقعياً وذلك في نصوص العلوم الاجتماعية على وجه الخصوص. Word Sketch أداة تحليل المدونات النصية تستخدم من خلال تحديد أفعال التقارير الأكثر شيوعاً في كلتا اللغتين ومقارنة استخدامها. يتم استخدام البرنامج لتوفير التردد، والذي يتوافق مع عدد تكرارات الأفعال في مقالات اللغتين. باستخدام نموذج (Hyland 2002)، تُظهر النتائج أن الإبلاغ عن الأفعال في كلتا اللغتين يمكن تصنيفها إلى ثلاثة أنواع: تنفيذ البحث، وأفعال الخطاب، وأفعال الإدراك. الكلمات المفتاحية: اللغة العربية، اللغة الإنجليزية، أفعال التقارير، العلوم الاجتماعية.

Introduction

To successfully portray the researcher's critical opinions in academic writing, such as a PhD dissertation, it is essential to use verbs correctly. The ability of a writer to produce high-quality writing is closely correlated with his or her command of reporting verbs. It appears, however, that writers, particularly non-native English writers, pay little attention to the correct usage of reporting verbs. This library research will give more information about reporting verbs, especially Hyland's new framework of reporting verbs and the relationship between the reporting verbs used and the professional competence of English teachers, especially in the field of social science academic writing. Even though this is an important part of teaching language, there aren't many studies that compare and contrast how declarative verbal verbs are used in Arabic and English using computer linguistics. This study looks at how Arabic and English academic authors in social science abstracts use reporting and informing verbs in terms of their position and how they work. This study also looks at how academic writers in English and Arabic use verbs of the report.

The aim of this study is to analyse and compare the use of reporting verbs in Arabic and English social science articles. The study seeks to identify the similarities and differences in the use of reporting verbs between the two languages and to explore the possible reasons for these differences. The purpose of this research is to determine which groups of reporting verbs are used the most and least in abstracts of academic social science papers. The study also aims to provide insights into how Arabic and English academic social science papers use reporting verbs in academic writing, as well as to educate language learners and educators on the importance of understanding and effectively using reporting verbs in academic writing.

1.1 Reporting verbs

In the field of English language teaching, many studies have been carried out by non-native experts (see, among others, Hazem, 2015; Kamil, 2020; and Meteab, 2020). New developments and trends in the field must be constantly followed if research is to progress. Since most scientific discoveries that are studied and published are written in English, it is necessary to improve academic English writing skills. In academic writing, it is common to cite sources. Building a solid argument requires connections between texts, the author's study, and previous research on the topic (Hyland, 2004; Flores, 2019).

Moreover, it extends into a previously unexplored area of their work (Charles, 2006; Swales, 1990; Hyland, 1999). Reporting verbs are required when writers reference other authors' assertions, criticisms, and claims (Un-udom and Un-udom, 2020). So, researchers use reporting verbs in their studies to explain and back up their points of view (Hyland, 1999).

Research on reporting in various literary forms can be traced back to Swales' (1990) seminal work. Some scholars (Hyland, 1999; Swales, 1990; and Pickard, 1995) have looked at how reporting is put together. The reporting structure can be divided into two types, according to Swales (1990). For a citation to be considered "integral," it must include the name of the author of the study; an external citation is not directly embedded in the citing text. Swales (1990) distinguishes sources that report information and those that do not. A reporting citation is a citation to an article that contains a reporting verb. Non-reporting citations can be divided into two categories: those that use reporting verbs and those that do not (Peng, 2019 for details). Swales (1990) established the groundwork for reporting studies by elucidating these distinctions.

Studies on the purposes of reporting have also been done. Weissberg and Buker (1990) state that the three main functions of the report are to 1) present the context of the study, 2) present the author's expertise in the field, and 3) connect the research to the existing literature. Gilbert (1977) states that one reason to cite prior research is to show its relevance and importance. Petric (2012) claims that rhetorical citation functions were examined in eight highly-rated master's theses in gender studies and eight low-rated master's articles in English. The results of the study suggest that low-scoring theses are more likely to use citations for rhetorical purposes than for analytical purposes. Yeganeh and Boghayeri (2015) studied the reporting verbs frequently used in native and foreign-language research articles. Most integral citations combine the reporting clause's complement with the clause's complement as the citing clause.

These studies examined differences in citation practices as well as structures, functions, forms, tenses, patterns, and semantic evaluation between novices and experts, or natives and non-natives. These studies demonstrate the importance of using reporting verbs in academic writing courses and provide practical guidance for academic writing courses.

Reporting verbs can also be called referring verbs. The academic writer uses these verbs when reporting on or commenting on another writer's work. They establish a link between an in-text citation and the referenced material. In reporting, verbs such as "said," "told," "reported," "examined," "discussed," or "argued" are usually used. The following are instances of improper verb use in academic writing:

1. Kennedy (2019) says that...
2. Kennedy (2019) reported that...

Using reporting verbs through a citation process is demonstrated in examples (c) to (e): c. Powel (2017) examines...

1. Powel (2017) argues that...
2. Powel (2009) reports that ...

Reporting verbs (such as "assert", "infer", "imply", and "argue") play a crucial role in substantiating an author's arguments in academic texts by citing other sources and reflecting the author's perspective (Hunston and Thompson, 2000; Swales, 1990; Thienthong, 2018; Uludag, Crawford, and McDonough 2021). To establish their credibility, writers choose verbs in their citations that reveal their attitude toward the information they cite. Therefore, it is common for experienced writers to use various reporting verbs to establish arguments and convey their perspectives (Hyland, 2002; Kwon, Staples, and Partridge, 2018; Liardét and Black, 2019; Wette, 2018; Yiyun and Thompson, 1991). For authors working in a second language, it can be difficult to integrate information from different sources if they do not fully understand the semantic and functional differences between reporting verbs (see Chen, Xuan, and Yu, 2022; Uludag et al., 2021). Thompson and Tribble (2001) found that experienced and novice writers used different reporting verbs depending on the discipline. Contrary to discipline-specific academic genres, research on English for Academic Purposes writing tends to focus on generic essays (i.e., classroom, school, or curricular genres). Hence, it is unclear if and to what extent such distinctions in reporting verbs occur in EAP writing.

Numerous studies have examined the reporting verbs used in specialized texts, which can be divided into four groups according to the semantic classification developed by Francis et al. (1996:97–101). These groups are: "argue" (verbs that take a point of view), "think" (verbs that have to do with mental activities or feelings), "show" (situational or factual verbs), and "find" (a verb that refers to learning something). After that, using this approach, Charles (2006) determined that the L1 English writers in politics, international relations, and materials science most frequently employed argument verbs. They were also less common in material science than in politics (i.e., a social science discipline). Although authors in both fields typically argued that their sources appeared to be accurate, authors in materials science also frequently used the verbs "find" and "show" (e.g., "show," "find," "observe") to represent their findings and observations. Frigal (2013) conducted a study on the effects of a concordance program and teaching practice on the report-writing abilities of first-year forestry students. Using the same four categories, he calculated how often each reporting verb occurred in the corpora. He discovered that advanced students tended to overuse a few verbs (such as "show" and "see") when writing research reports compared to professional writers. There was a rise in the reporting verb category of arguing after students had practised with the instructional material for two weeks. They used a wider variety of verb patterns while reporting, with less reliance on verbs in the show category.

A reporting verb is a word that provides context for another writer's work (Yiyun and Thompson, 1991; Hyland, 2002). Research results and interpretations of scientific sources are usually rendered with verbs that imply description or representation (Hyland, 2002). A writer's job often involves offering critiques of others' writing as well as their own and offering opinions on the merits or shortcomings of other people's research. All student writing must adhere to these standards.

Using words like "agreeing", "holding", "knowing", "thinking", "understanding", and "holding" an opinion about the reported information illustrates positive attitudes (Hyland, 1999). It is also possible to express a tentative viewpoint through speculation, supposition, and belief. The use of critical verbs, such as "disagree," "dispute," or "do not think," may indicate neutrality when occurring together with verbs such as "conceive," "anticipate," and "reflect." Adika (2015) states, "Reporting verbs signal our attitude as writers towards the status of an author's ideas, theories, or research; or our evaluation of the evidential status of the sources we are reviewing."

In addition, several researchers have argued that the use of reporting verbs in academic texts is crucial to the citation process. For example, citations are the act of reporting and referring to another author's work with specific reference to that author's work (Buckingham and Neville, 1997). Therefore, to properly cite another writer's work, one must refer to their work within one's own writing (Pecorari, 2008). Moreover, citations are employed in formal writing to draw attention to "anything outside of the citing text" to reference another work within your own (Pecorari, 2008). The use of reporting verbs in writing illustrates the author's perspective and creates a bridge between ideas from other sources (Hyland 2002). Reporting verbs, multiple sources, and a critical analysis of the author's arguments are the backbone of any scholarly work. Hence, Loan and Guba (2015) emphasize the importance of using reporting verbs.

Reporting verbs are important linguistic devices. Scholars cite sources in academic texts to prevent plagiarism (Eyre, 2016; Marzec-Stawiarska, 2019; Hyland, 2002; Clugston, 2008; Ibrahimova, 2016). Citations show the author's understanding of earlier literature and his or her membership in the scholarly community. In academic texts, quotations symbolize the interaction between the past and the present (see Taylor, 2019 for more details).

One of the main topics in this study is academic writing. Academic writing has its style. Academic writing includes not only research papers and books, but also student essays, theses, dissertations, and laboratory reports. According to Badley (2008), literary texts use rhetorical and persuasive language. However, the most important features of academic texts include references to sources, relevant information, and formal language (Bailey, 2015). Therefore, it is necessary to avoid jargon in academic texts because its use leads to pomposity, formalism, authority, humourlessness, and elitism. According to Badley (2008), jargon is pretentious, overly technical, authoritative, and excessively complicated.

The writer may have a firm grasp of the subject; academic essays routinely use citations, references, and bibliographies. All sorts of "text message lingo," abbreviations, slang, and clichés should be avoided in academic writing (Ivryn, 2010). In addition, the passive voice and complex sentence structures are also used. In academic texts, reporting verbs are used to support the author's statements and to convince the reader of them, especially in the literature review parts of an article (Bloch, 2010). Though, making claims requires the appropriate choice of a reporting verb,

By incorporating ideas from various sources into writing, reporting verbs can achieve persuasive effects (see Alahmed and Jabbar, 2022). Appropriately reporting verbs increases personal and compelling impact (Hyland and Milton, 1999). Carefully selecting reporting verbs is essential to a study's credibility (Hyland, 2014; Kwon et al., 2018; Liardét and Black, 2019; Yiyun and Thompson, 1991). Reporting verbs are helpful, but their meanings are nuanced and not always obvious (Thienthong, 2018). For this reason, it is more difficult to use them successfully. For example, one study shows that graduate students often use reporting verbs incorrectly (Adika, 2015).

According to Bloch (2010), students tend to employ the same set of reporting verbs repeatedly. Despite the effects of a particular reporting verb on a student's writing, they continue to utilize the same verbs (see Uludag et al., 2021). Multiple reporting verbs can provide depth and variety to a writer's work (Tian, Mu, and Yang, 2018). Reporting verbs serve different purposes, including stating, hypothesizing, and demonstrating. Therefore, they have other implications for the process of writing a thesis. Because of this default, readers will form a different impression of the author's intentions and biases (see Cichosz, 2019 for more details). Therefore, when writing college-level texts, you must think carefully about the verbs of coverage to present an argument logically and consistently.

1.2 Arabic reporting verbs

It has been established that Arabic verbs differ from other languages in several ways (Zollmann et al., 2006; Alasmari et al., 2017; Eisele, 1990). Understanding the relationship between verb tenses and time (past, present, or future) is paramount to learning any language. Therefore, great attention is paid to this issue in the study of Arabic. In addition, English and Arabic grammarians have explored the similarities and differences between complete and incomplete actions (Ja'far and Reishaan, 2008).

Since corpus-based methods haven't been used much to study the structure or meaning of Arabic verbs, the main goals of this study are:

- To better understand the verb systems in English and Arabic, consider the similarities and differences in the rendering of verbs and the aspects expressed by the verb forms.
- In the social sciences field, provide details on commonly used verbs for reporting in Arabic and English.

Verb structures in English and Arabic are different. The verb is the most important part of an Arabic sentence because it describes what the subject does and when it does it. Arabic verbs contain inflectional morphology that allows them to convey aspects and tenses.

Methodology

A corpus is just a huge collection of texts that can be analyzed linguistically. Once we have our corpus, we may assess the frequency of verbs in it using a variety of methods. The data were analyzed using corpus analysis. Language corpora are authentic texts that are digitally stored and that computers can access, retrieve, and study (Hasko, 2020; Cole, 2018; Ngula, 2018; Meteab, 2020) to investigate linguistic phenomena. Qualitative corpus analysis empirically examines the functions and meanings of language patterns in terms of the social features of the language used for communication through an exploratory, inductive approach. A detailed examination of the language used in a certain sample can be used to detect trends and patterns in verb use, draw attention to potential approaches, and determine which verbs are most frequently used. Furthermore, by understanding the frequency of verb usage, we can enhance our writing or speaking skills by using more relevant verbs for the audience or circumstance. The qualitative research design was also used in certain circumstances, as shown in Section 3.1, which is used to count the number of times a particular verb appears in the corpus.

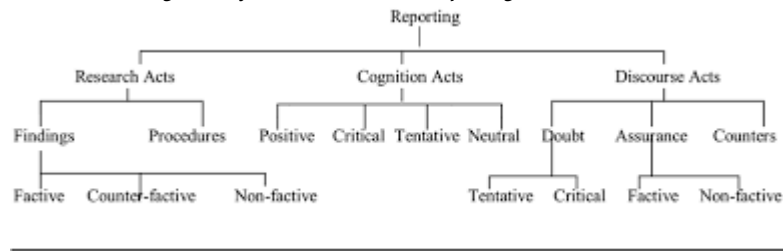
The corpus consisted of 120 items. The Arabic articles are picked from *مجلة دار النيل للدراسات والبحوث الإنسانية والاجتماعية والربوية*. The English papers are extracted from journals listed in Elsevier's top platform for peer-reviewed literature, Science Director's open-access publishers. Both platforms of the two languages provide a variety of social science and humanities-related topics, such as history, culture, geography, sociology, and education, among others. Background, Methods, Results, and Conclusions are the areas of a structured abstract where reporting verbs were considered.

We chose 60 articles written in Arabic and 60 written in English to compare how often reporting verbs are used in abstract academic texts written in Arabic and English. Using Word Sketch, a tool for corpus linguistics, this study looked at academic writing in both Arabic and English. Word Sketch might be useful since it allows us to quickly find similarities and differences between the two languages and find out which words and phrases are shared between them. The corpora were constructed solely from abstracts, which may contain the most common instances of reporting verbs. Examining abstracts is also a wonderful method for learning what is being discussed most frequently in a particular field. There are 35,158.55 per million tokens in Arabic corpora. In English corpora, there are 38,348.45 tokens per million. 30 target words in each language were searched with all feasible lemmas, and concordance lines were evaluated for each word. Comparing word frequencies is used to count each occurrence of a verb in each corpus based on the total number of words (tokens) (types).

Hyland's Framework (2002) was used to classify the reporting verbs in the articles by analyzing them as a concordance line. Within the Hyland (2002) framework, there are a variety of reporting verb functions that can be utilized by writers. First, they represent experimental activities

or actions performed in the actual world. Second, they give the writer's opinion about the mentioned work (Hyland, 2002). The diagram below depicts a summary of Hyland's (2002) conceptual framework.

Figure 1. Hyland's Framework of reporting verbs (2002, P. 122)



Results

What is the most common category of reporting verbs in abstracts in social science academic writing in both languages? According to Hyland's (2002) framework, the use of verbs in reporting can be divided into three categories: Research Act, Cognition Act, and Discourse Act. The majority of the articles (48%) contained reporting verbs classified under the research act in both languages, followed by Cognition Acts and Discourse Acts categories, which recorded 42% and 28% respectively of the total occurrence of RVs in the data in English. In Arabic, the use of discourse verbs is lower than the use of English, which ranged between 0.0082% and 0.0020%.

In other sections, the reporting verbs may be used more sparingly or be replaced with other ways of expressing the same idea. See the following figures 1&2.

16/06/2022, 18:10

Wordlist | Sketch Engine



verb

(1,140 items | 14,361 total frequency)

Lemma	Frequency	Lemma	Frequency	Lemma	Frequency
1 be	2,839	126 produce	21	251 age	9
2 have	787	127 benefit	21	252 inform	9
3 use	315	128 analyse	21	253 pose	9
4 do	191	129 continue	21	254 stem	9
5 include	175	130 implement	21	255 recognize	9
6 provide	164	131 interpret	20	256 extend	9
7 show	164	132 raise	20	257 constrain	9
8 find	131	133 call	20	258 contain	9
9 increase	126	134 depend	20	259 feel	9
10 develop	114	135 lose	20	260 trust	9
11 base	102	136 stop	20	261 function	9
12 receive	98	137 select	20	262 cope	9
13 relate	97	138 connect	19	263 pay	9
14 write	96	139 face	19	264 gamble	9
15 suggest	95	140 ignore	19	265 overcome	9
16 identify	86	141 hold	19	266 aggregate	8
17 examine	86	142 spend	19	267 formulate	8
18 make	85	143 concern	19	268 enter	8
19 understand	81	144 employ	19	269 acquire	8
20 influence	77	145 conclude	19	270 push	8
21 consider	77	146 perform	19	271 pursue	8
22 associate	76	147 share	18	272 startle	8
23 take	76	148 communicate	18	273 derive	8
24 publish	75	149 move	18	274 assume	8
25 affect	72	150 exclude	18	275 list	8
26 help	71	151 fund	18	276 buy	8
27 address	70	152 interact	18	277 deal	8
28 see	70	153 account	17	278 warrant	8
29 present	69	154 choose	17	279 mobilise	8
30 analyze	68	155 calculate	17	280 dominate	8
31 explain	66	156 result	17	281 access	8
32 give	65	157 control	17	282 cooperate	8
33 focus	64	158 come	17	283 complete	8
34 investigate	64	159 leave	17	284 try	8
35 improve	64	160 combine	17	285 modulate	8
36 lead	63	161 live	17	286 set	8
37 support	62	162 ask	17	287 neglect	8
38 follow	62	163 get	16	288 theorize	8
39 report	60	164 expand	16	289 structure	8
40 compete	58	165 look	16	290 embrace	8
41 aim	56	166 enhance	16	291 trace	8
42 emerge	55	167 rely	16	292 begin	8
43 involve	55	168 mediate	16	293 travel	8
44 contribute	54	169 attempt	16	294 translate	8
45 edit	53	170 reach	16	295 emphasise	8
46 compare	53	171 start	16	296 escape	7

https://app.sketchengine.eu/#wordlist?corpname=user%2FJOR170363%2Fsocial_articles&tab=advanced&ipos=-v&find=-v&wiattr=tempos_lc&wl...

Figure 1. Examples of reporting verbs used in English Articles as they appeared in the data.



CQL [tag=="VBP"] • 1,419
37,939.15 per million tokens • 3.8%

Sort word ×



Details	Left context	KWIC	Right context
1 doc#0	قبل كل ناسق . <s></s> شيء على تحرير ا	تعتمد	هور ل الفيلسوف الفرنسي ميشال فوكو , "
2 doc#0	عناصر العملية الاتصالية في هذه الدراسة عا	تمثل	يد ; هل ينتج متلقيا / مستخدما " قديما " ?
3 doc#0	ه (Jinni Ibn , و التبيان في شرح الديوان بر	ت392	دي العربي القديم ; و هما : الفسر البن جني)
4 doc#0	في مقابل ذلك قامت ب تحميل ها جملة م	لكن	لقديم و مجلس المراقبة في النظام الحديث ,
5 doc#0	عليه العجز المسجل في مستوى الك م ي	يشهد	الوافد ال ا فسخ المجال اوع , مم و الن ال ,
6 doc#0	, حديث السفينة , سيمياء , صورة , ب الغة	نبوي	غوية . <s></s> الكلمات المفاتيح : خطاب ,
7 doc#0	من خلالها ال همية ا مشارك تهم في العمل	يدرك	فة الخوف الى / فراد ثقافة سياسية مشاركة ,
8 doc#0	القتراب في ثقافة السالمة المهنية مقاربا	يستدعي	موع متشعب و متداخل مع متغيرات عديدة ,
9 doc#0	ليات التي اعت ا ما هي ال مد ها المشرع	لكن	رسات المناقبة ل قواعد النزاهة و المنافسة ,
10 doc#0	س نهم ما بين 9 الى 11 سنة , ذكاؤ هم عاد	يتراوح	, تالميذ عسير و القراءة و 7 تالميذ عاديون ,
11 doc#0	ع ساسيين ف ل ي مسارين ا ي بناء المعنى	تشتغل	استراتيجية قرائية بارزة في التراث العربي ,
12 doc#0	خاصة على صعيد اتساع فضلية على واجبي	يظهر	قارنة ب بقية سالك الموظفين ا العموميين ,
13 doc#0	القتراب ترجمة ل بعض المصطلحات . <s></s>	نسعى	مدى نجاعة ها في ذلك هم من كل ما سبق ,
14 doc#0	على عكس التوافق النفسي ب حيث سجل	نهالتوجدفروق	بناظر سالب ا التعامل مع الضغوط النفسية ,
15 doc#0	و ب درجات متقاربة الى ا متوسطا على العد	تشير	لك يكاد يكون معالمحتوى التعليمي المقرر ,
16 doc#0	طريقة التفكير في ها في نقطة الالتقاء الناتج	تتلخص	م الدراسة ب الاتجاه الوظيفي للعالم الجديد ,
17 doc#0	ب الحاج الى رصيد معرفي قبلي يوظر التوج	يحتاج	, و ا ل ي على مستوى ال الجامعة الجزائرية ,
18 doc#0	ل من ا تان يكو " ا ن صولهورف هم مقاصد	ينبغي	ال العنزالي في اف رادقراءة " الكش ويل ه ,
19 doc#0	من هم على سبيل المثال " : صالح بن غرم ,	نذكر	ن و الجدير ب الذكر , ا العديد من الباحثين ,
20 doc#0	ثر استخدام الفعل الماضي (خاصة و كظاهري	يك	</s></s> . <s></s> في مستوى الوحدات الفردية ,
21 doc#0	على مسند و مسند الي ه متجاورين . <s></s>	تقوم	, <s></s> الجمل المستخدمة في غالبية ها بسيطة ,
22 doc#0	لين , يملكون من القدرات ما مخاطبين مؤ ه	يستهدف	ل الك تابة في عموم ها , انتاج ل خطاب واع ,
23 doc#0	من القدرات ما مخاطبين مؤ ه يجعل هم بلي	يملكون	موم ها , انتاج ل خطاب واع , يستهدف لين ,
24 doc#0	سلبا على المؤسسة و تؤدي الى حدوث نزاعا	تؤثر	بريق تهدده عدة معوقات ا ثقافية , و لغوية ,
25 doc#0	قدوضع نا صورة ل مفهومي الحياة و القدسي	نكون	<s></s> خاتمة كخالصة ل محاولة بحثنا هذا ,

https://app.sketchengine.eu/#concordance?corpname=user%2FJOR170363%2Fa_article_2&tab=advanced&queryselector=cql&attrs=word&viewmo... 1/17

Figure 2. Examples of reporting verbs used in Arabic Articles as they appeared in the data.

It is obvious in publications related to the social sciences, in which the authors are typically aiming to get to the point as fast and efficiently as possible. Reporting verbs are frequently more brief, courteous, and straightforward than more lengthy and thorough descriptions, making them a great choice for this purpose due to their utility. In addition, the usage of reporting verbs can assist authors in being more detailed, thereby effectively communicating exactly what the author intends to offer to the reader.

"Observe", "discover", "notice", "show", "توصلت", (found) "خلصت", (deduced), "تبين" (shows) are verbs that appear in statements of findings, while "analyze", "investigate", "plot", "recover", "highlight", "identify", "illustrate", "تناول" (take up) "هدفت" (aimed to), "تبحث" (search), etc., are verbs that appear in present procedures. When the writer demonstrates a good attitude regarding the cited works, they do so by utilizing verbs such as "propose", "agree", "suggest", "hold", "understand", "advise", "assert", and "support", "تعيد النظر" (reconsider) is the second function of the reporting verbs used in the data; however, that meaning does not appear in Arabic, except once. If the authors disagree with the borrowed

knowledge, they employ verbs like "disagree", "dispute", and "reject", as shown in the data of the English corpus. The last function of reporting verbs concerns discourse acts, which are used to indicate tentative verbs, assurances, and counters. Table 1 shows that most uses of reporting verbs are in these three categories.

Based on Hyland's (2002) model, different reporting verbs and the groups they belong to are put into groups.

Table 1. Classification of reporting verbs in both languages as they appeared in the data of articles based on Hyland's (2002) model

Group of Verbs	Examples
Research Acts:	suggest, identify, find, show, solve, notice, establish, recover, discover, observe, and highlight (in Arabic: هدفت، تناولت، تبين، يسلط الضوء على، تبحث، etc).
Discourse Acts: Top of Form Bottom of Form	define, explain, summarize, argue, hypothesize, note, indicate, report, etc.
Cognition Acts:	reflect, support, suggest, advise, assert, understand, agree, hold (in Arabic: توصلت، خلصت، تفضي إلى، etc).

Table 2. Frequency of reporting verbs in English-language academic writing abstracts

Act Category	Verbs	Frequency	Percentage	Cumulative Percentage
Research	Find	131	14%	48%
	Show	154	16%	
	Identify	86	9%	
	Examine	86	9%	
Cognition	Reflect	23	3%	28%
	Support	62	7%	
	Suggest	95	10%	
	Understand	81	8%	
Discourse	Define	52	6%	24%
	Explain	66	7%	
	Report	60	6%	
	Discuss	46	5%	

Overall, the Research Acts verbs were the most frequent, accounting for 48% of the reporting verbs used in the texts. This was followed by the Cognition Acts (28%) and Discourse Acts (24%).

Table 3. Frequency of reporting verbs in Arabic-language academic writing abstracts

Act category	Word	Frequency	Percentage
Research act	هدفت (aimed to)	28	0.0286
	تناولت (Take up)	8	0.0102
	تبين (show)	6	0.0082
	تبحث (search)	2	0.0045
	يسلط (highlight) الضوء على يظهر (papers) قد تم التحقق (has been verified) تختبر (examine) اتخذت (taken) (experience) خضعت، حاولت الدراسة أن (attempt) يعالج المقال (deal, manage) تم تطبيق (apply) استخدمت (employ) تهتم الدراسة (attend to) يتضح (appear) برزت (discovered) اكتشفت (discovered)	1	0.0011

Act category	Word	Frequency	Percentage
Discourse act	(Discuss) تناقش	2	0.0020
	(say) قال	10	0.0082
	(found) توصلت.	22	0.02247
	(deduced) خلصت.	8	0.0081
	(Lead to) تفضي إلى	1	0.0081
Cognition act	(reconsider) تعيد النظر	1	0.0081

An analysis of frequently used reporting verbs used in academic writing in Arabic is presented.

3.1 Comparison of the use of reporting verbs in English-Arabic academic writing

In this study, it was found that Arabic academic writing uses fewer reporting verbs than English academic writing. The category of research acts is dominated by reporting verbs in academic writing in both languages. In English, reporting verbs are used more frequently in academic writing.

Furthermore, this study observed that reporting verbs in Arabic academic writing are primarily used in the abstract of the articles. In contrast, in English, they are used throughout research articles. They are frequently used in the introduction, related literature, and results sections, which explains their wider use in English.

Moreover, in academic texts in Arabic, verbs are used exclusively in the context of representations. They are used to conclude, represent, or show results. They are not used in summaries as they are in English academic texts. In the following example, reporting verbs in Arabic are used to conclude or present results:

وباتباع خطوات المنهج الوصفي توصلت الدراسة الى النتائج التالية

wabiātibā'i kḥaṭwātī alminḥajjī alwaṣṣīfī tawaṣālat aldirāsaṭu āly alnātāyja āltāāliāta

The verb "توصلت" (*tawaṣālat*) has been used as a point of interaction on the most important study results, that is, it influenced the results of the study or the discussion expressing a judgment or opinion.

Cognition and discourses acts such as reasoning and assertion do not use many reporting verbs. Their use of English is enormous compared to academic writing in Arabic. They are used in English academic texts not only to present results or findings. They are used more systematically in English academic texts. They are an essential part of English academic writing. They are used to relate the study to previous literature citations to make it more effective.

Using a corpus-based method to examine the frequency of verbs provides an accurate depiction of the language usage in a particular sample, as it allows you to observe not just how frequently specific words are used, but also in what contexts. By examining the concordance lines for the English verb "agree" in the Corpus, for instance, we can learn more about the numerous ways people use this verb and gain insight into how it functions in various contexts. To find the concordance lines for the verb "agree" in English from the corpus, a corpus query tool such as the Corpus Query is used. Here is an example of a concordance from the corpus to the verb "agree":

Table 4. A random sample of 4 concordance lines for the verb "agree" in English from the Corpus

Details left context		KWIC right context	
doc#0 (I D 04; ID05)	</s><s>	The companies	agreed
/x NP/n :x NP/n)/x SENT/x		DT/x NNS/n	VVD/v
			that the Deka River is severely polluted by
			IN/that/i DT/x NP/n NP/n VBZ/v RB/a JJ/j
doc#0 s transition characteristics.	</s><s>	I	thus
NN/n NNS/n SENT/x		PP/d RB/a	VVP/v
			with the critics about the relevance of critical realIN/i
			DT/x NNS/n IN/i DT/x NN/n IN/i JJ/j
doc#0 conceptual stretching?	</s><s>	While we	agree
x JJ/j VVG/v "/x SENT/x		IN/i PP/d	VVP/v
			that the use of the institutional voids constIN/that/i
			DT/x NN/n IN/i DT/x JJ/j NNS/n
doc#0 way.	</s><s>	It	might make sense to
x NN/n SENT/x		PP/d MD/x VV/v NN/n TO/x	VV/v
			in advance on a threshold of acceptable failureIN/i
			NN/n IN/i DT/x NN/n IN/i JJ/j NN/n

- The symbols used in this text are part of a part-of-speech tagging system that identifies the grammatical roles of each word in the sentence.

Here is an explanation of the symbols in the context of the sentence:

- end of sentence marker
- start of sentence marker
- ID04; ID05: these may refer to specific identifiers or codes used in the system.
- NP/n: noun phrase

- DT/x: determiner
- NNS/n: plural noun
- VVD/v: past tense verb
- IN/that/i: subordinating conjunction indicating a clause that provides further information
- VBZ/v: present tense verb
- RB/a: adverb
- JJ/j: adjective
- PP/d: prepositional phrase
- VVP/v: present participle verb
- NN/n: singular noun
- SENT/x: sentence boundary marker
- MD/x: modal verb
- TO/x: to-infinitive marker

These symbols help to identify the grammatical structure of the sentence and can be used for various natural language processing tasks, such as text classification and sentiment analysis.

By examining these paths, we are attempting to determine the context of the verb "agree," which is used as key word in context index (KWIC). The verb "agree" is often used to denote that scholars argue vehemently with one another instead of picking more engaging arguments like evidence or elaboration. They preferably progress from idea exploration to idea incorporation by presenting evidence for their theories, supporting their agreements, or debating. The verb "discuss" is another frequently used one and may denote reporting verbs used to discuss or give an account of the labor of others.

Table 5. A random sample of 10 concordance lines for the verb "discuss" in English from the Corpus.

1	doc#0	<s>Complex models can be discussed simply through this technique . </s>	JJ/j NNS/n MD/
2	doc#0	<s>Section 2 discusses the scope of the paper, which explains the need for this study , the objectives, * Corresponding author . </s>	NN/n CD/m NNS/n ,/x SYM/x JJ/j NN/n SENT
3	doc#0	<s> In this section, all the empirical results from all three methods are discussed and compared . </s>	IN/i DT/x NN/n, /x PDT/x DT/x JJ/j NNS/n IN/i DT/x CD/m NNS/n VBP/v VVN/v CC/c VVN/v SENT/x
4	doc#0	<s> We have discussed only two popular and widely used software in this study . </s>	
5	doc#0	<s>Section 4 discusses operational challenges (How can we research how governments respond to the dilemma ?) and explains the study's design and approach . </s>	NN/n CD/m VVZ/v JJ/j NNS/n (/x WRB/x MD/x PP/d VV/v WRB/x NNS/n VV/v IN/i DT/x
6	doc#0	<s>Section 6 summarizes our findings, presents theoretical propositions for further comparative empirical research, and discusses the study's findings for the functioning of liberal democracy . </s>	NN/n CD/m VVZ/v PPZ/d NNS/n, /x VVZ/v JJ/j
30	doc#0	<s> In this article, we first discuss the approaches in LCA research, which address the field of consumption and discuss why they are unsuitable for holistic assessments of consumption . </s>	IN/i DT/x NN/n, /x PP/d RB/a VV/v DT/x NNS/n IN/i NP/n NN/n, /x WDT/x VVP/v NNS/n IN/i DT/x NN/n IN/i NN/n CC/c VV/v WRB/x PP/d VBP/v JJ/j IN/i JJ/j NNS/n IN/i NN/n SENT/x

<p>31 doc#0</p>	<p><s> In this article, we first discuss the approaches in LCA research , which address topics fromIN/i DT/x NN/n ,/x PP/d RB/a VV/v DT/x NNS/n IN/i NP/n NN/n ,/x WDT/x VVP/v NNS/n IN/i</p> <p>the field of consumption and discuss why they are unsuitable for holistic assessments ofDT/x NN/n IN/i NN/n CC/c VV/v WRB/x PP/d VBP/v JJ/j IN/i JJ/j NNS/n IN/i</p> <p>consumption . </s>NN/n SENT/x</p>
<p>32 doc#0</p>	<p><s>Accordingly, the proposed framework should not be considered a substitute for existing LCARB/a ,/x DT/x VVN/v NN/n MD/x RB/a VB/v VVN/v DT/x NN/n IN/i VVG/v NP/n</p> <p>approaches, some of which we have discussed in this article , but as an addition . </s></p> <p>NNS/n ,/x DT/x IN/i WDT/x PP/d VHP/v VVN/v IN/i DT/x NN/n ,/x CC/c IN/i DT/x NN/n SENT/x</p>
<p>43doc#0</p>	<p><s>Lastly, we discuss them with regard to the gamification domain and related practices such as RB/a,/x PP/d VVP/v PP/d IN/i NN/n IN/i DT/x NN/n NN/n CC/c JJ/j NNS/n JJ/j IN/i</p> <p>metagaming - alternative practices aiding users to successfully keep or rescue a steak"" , VVG/v :/x NN/n NNS/n VVG/v NNS/n TO/x RB/a VV/v CC/c VV/v DT/x NN/n SYM/x,/x</p> <p>"" The study at hand study allowed us to better understand gamified "SYM/x DT/x NN/n IN/i NN/n NN/n VVD/v PP/d TO/x RBR/a VV/v NN/n "/x</p> <p>; interactions through the lens of SYM/x NNS/n IN/i DT/x NN/n IN/i</p> <p>metacommunication. </s> NN/n SENT/x</p>

The reporting verbs are mainly used for various discussion purposes. Each has a specific function that is beneficial at certain stages of the situation, methodology, or outcome and is characterized by a specific set of features. The overview of the discussion type in the above concordances of the verb discuss reports the following purposes: original discussions of ideas, building discussions for understanding, goals and purposes, convergence discussion, and consent discussion. In the examples taken directly from the Arabic corpus, the verb in question is used for the same purposes as in English, though not quite as frequently

وتعني سأناقش من خلال هذا المقال تأثير مبادئ المدرسة الجيوسياسية الصينية القديمة في الدور الصيني الجديد على الساحة الدولية

It means that I will discuss through this article the impact of the principles of the old Chinese geopolitical school on the new Chinese role in the international arena

✓

Transliteration

wata'ni saūnaqishu min' khilala hadha almaqali tāhira mabādī almadrasātī aljiustasiātī alsiyāsiātī fi qadīmātī fi qidāwri alsiyāsiātī aljadidi 'alay. alsāqahātī qidāwriātī

وهو ما حدث في المنطقة العربية التي شهدت الحراك السياسي، والذي كان له تأثير في تحقيق ثقافة سياسية جديدة. لذا من خلال هذا المنطلق نناقش في هذه الورقة الإشكالية التالية: ما دور شبكات التواصل الاجتماعية في دعم الحراك السياسي العربي وتأثيرها على الثقافة السياسية؟

This is what happened in the Arab region, which witnessed the political movement, which had an impact on achieving a new political culture. Therefore, in this context, we discuss in this paper the following problem: What is the role of social networks in supporting the Arab political movement and its impact on political culture?

✓

Transliteration

wahūa mā hadat hī fi almiṭāqaṭī al'arabiātī alāṭi shahidat alharaku alsiyāsīū, walād hī kāna lahu tāhīru fi taḥqīqi ḥaqāfātī siyāsīātī jadydaṭī. lidha man' khilala hadha almunālaqi nunaqishu fi hadhihi alwaraqātī al'ishkālīyātī alṭāqīyātī: mā dawri shabakātī alṭawāṣuli al'ajīṭimā'īyātī fi du'umi alharaki alsiyāsī al'arabi watahīriha 'alay. alḥaqāfātī alsiyāsīātī?

From the context of this dialogue, the verb "نناقش" (*nunaqish*) was used to disguise the true purpose of the study, which was to discuss a particular topic to reach conclusions supported by logic and evidence. It should also be noted that the verb in Arabic was used in the present tense with a future tense aspect, as it was tied to the context in which it was used. This indicates consistency with the goal of the study, which was to link it to analysis and explanation. On the other hand, in English, due to the various purposes of the verb, a shift between the past and present tense was systemic. The focus on the multidimensional context aspect enables the completion of meaning, achievement, and success in the reporting process. In Arabic discourse, some words do not represent the action that their appearance would imply.

Other popular ways to display the information in Arabic academic writing include indirect reporting verbs, using the linguistic derivations of a verb to generate new lexemes by altering the syntactic category or adding significant new meaning (or both) on a free or constrained basis, and using a composition (combination) with a meaning associated with a specific metaphorical context. The following examples show how derivation words and verbal nouns are used in Arabic to clarify a contention, theory, fact, or piece of data:

تسهدف هذه الورقة البحثية مناقشة المدلول الجديد للأمنية

This paper aims to discuss the new meaning of security.

Transliteration

tastahdifu hadhihi alfarāqātī albahṭiḥiātī munāqasḥatā almadlūli aljadīdi lifaāmnīātī

In this example, the verbal noun "مناقشة" is used to show the purpose of the paper, which is to discuss the new meaning of security.

وكانت النتائج والاقتراحات المتوصل إليها على مستويين كالأسلوب والذي يتعلق بإحداث تغيير في المستوى إلى تحريك الرقابة ومجالاتها

The results and proposals obtained refer to two levels, such as the style, which refers to bringing about a change at the level r to relocate the control and its fields

Transliteration

wkānt alnāṭayja wālqīrāḥātī almutawaṣila āiḥā 'alay_ mustawayāni kālāslūbi wālādḥi yata'alāqu biāiḥādātḥi tagḥyiriⁿ fi almustaway_ āiḥā taḥriki ālrāqabātī wamajālātihā:

In this example, the verbal noun "المتوصل" is used to describe the direction of the produced findings and proposals, which pertain to two levels, such as the style to cause a change at the level in order to relocate the control and its fields.

كما تمت معالجة نتائج الدراسة بواسطة برنامج (spss) وأسفرت نتائجها على أن المسنين المقيمين بدار العجزة لديهم مستوى مرتفع في أساليب التعامل مع الضغوط النفسية، على عكس التوافق النفسي بحيث سجل انخفاضه لديهم.

The SPSS software was used to analyze the data. The results showed that elderly people living in a nursing home have a high level of methods to cope with psychological stress, in contrast to psychological adjustment, which decreased.

Transliteration

kmā tmt m'ālḡāṭ nāiḡ āldrāsāṭ bwāṣṭāṭ brnāmḡ spss wāṣṭr nāiḡḥā 'lay_ ān' ālmsnyn ālmqymyn bdār ālḡzāṭ ldyhm mstway_ mrtf' fy āsālyb āl'āml m' ālḡwṭ ālnfsyāṭ, 'lay_ 'ks āltwāfq āalnfsy bhyt sḡl ānḥfāḍḥ ldyhm.

In this example, the auxiliary verb "معالجة" indicates that the SPSS software was used to analyze the data, and the results indicated that older persons living in a nursing home had a high degree of strategies to cope with psychological stress, in contrast to their diminished psychological adjustment.

Discussion

The purpose of this study was to identify and compare the most common verbs used in academic texts in English and Arabic. They were divided into three categories in order to analyze their frequency: discourse acts, cognition acts, and research acts. This study identified that most verbs in English language articles are used in the Research Acts category. Overall, they occurred 457 times in research articles from the social sciences, representing 48% of the verbs identified in this study. The highest-frequency verb in this category is "find." It appeared 154 times in research articles. Cognition Acts follow Research Acts in this study, cognition acts follow research acts as the most frequently used reporting verbs.

Moreover, the Cognition Acts category followed Research Acts in the frequent use of reporting verbs. Verbs from this category occurred 261 times in research articles in the social sciences. They represent 28% of the verbs identified in this research. The most frequent verb used in this category suggests it appeared 95 times in selected research articles. Discourse acts seem to be the least frequently used reporting verbs in the findings of this study.

Furthermore, the Discourse Acts category has fewer occurrences in research articles in the Social Sciences. They appear 224 times in selected research articles. They account for 24% of the verbs identified in this study. Explain is the most frequently used verb in this category, appearing 66 times in selected research articles in the social sciences.

While reporting verbs are commonly used in Arabic academic writing, but they are principally associated with research acts. 18 of the total verbs in this study are from the research act category. At the same time, 5 of the total verbs are from the discourse act category. This study shows that Arabic academic texts do not use verbs from the category of epistemic acts. In the Arabic language, "هدفت" (aimed) is the most common

reporting verb in chosen articles. It appeared 28 times out of 35,158.55 per million tokens. It is followed by the verb "تناولت" (taked up) which occurred 22 times. Arabic academic writing uses reporting verbs less frequently.

This study reveals that the usage of reporting verbs in academic writing in Arabic is less than that of academic English-language writing. In Arabic academic writings, they only present, conclude, or point out results. On the other hand, they are used more often in academic writing in the English language. They are also utilized in summaries, which is not the case with academic writing in Arabic.

Conclusions and implications

This study analyzed the use of reporting verbs in English and Arabic-language academic writings in the field of social sciences. It also compared frequently used reporting verbs in both languages. Hyland's (2002) model was used to classify the most common reporting verbs in English academic texts. In addition, the linguistic tool Word Sketch was used to create a list of the most common verbs in both languages. These were further analyzed to find similarities and differences in their use in both languages.

Research verbs, discourse verbs, and cognition verbs were the most frequently used reporting verbs, and they were classified into three groups based on their frequency. This study shows that research acts were the most frequently used in English academic texts in the social science abstracts.

The study found that in the research act and discourse act categories of Arabic academic writing, reporting verbs are used more frequently. As in the research act category, reporting verbs are not found in the cognition act category except once, and their use is also limited in the discourse act category. According to Hyland's (2002) model for reporting verbs, the performing verb is dependent on certain verbs and references. Extrapolation or examination, for example, needs the direct use of verbs that specifically express that. However, a verbal action on some propositions is not always applicable. In many instances of Arabic academic writing, it goes beyond the literal connotation of the term in order to accomplish the achievement connotations of others. This conforms to the classification of reporting verbs as indirect and direct report verbs. In Arabic-language academic writings, the writer sometimes achieves objectives without using action verbs. There were numerous methods of disclosing the various acts and functions; such occupations may be fairly explicit in their use of verbs or that these functions have derived their own meaning from the derivational verbs, specific words that have the same semantics as the verb, a semi-sentence, or from the situation, and what distinguishes e.g.

This study shows that reporting verbs are used more frequently in English-language academic texts than in Arabic-language academic texts. In English-language academic writing, they are used more systematically. In Arabic-language academic writings, on the other hand, the control of the performing capacity of the verb act extends beyond the boundaries of the utterance and its relations. It is not only a verb formula; it also refers to the intended instructive relations between the speaker and the recipient. The philosophy of the creators of the theory of report verbs, Hyland (2002), may require additional research to develop a theory that fits the Arabic language better.

Further work

In general, the roles of reporting verbs in Arabic and English are comparable, while there may be subtle linguistic distinctions that require further examination. Hyland's Framework (2002) can assist in identifying and comparing the roles performed by reporting verbs in both languages, offering a deeper knowledge of their use. To further analyze the data and corroborate the conclusions, a larger sample size, more comprehensive statistical analysis, and comparisons with other studies in the same field could be employed. Additionally, a contextual analysis of the reporting verbs used in both languages and an examination of any differences in usage between the two could be undertaken. Additionally, drawing on more language corpora to compare verbs across more languages could give more insights into how the verbs are used in different contexts. These measures would provide a more detailed understanding of the results and the patterns identified.

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