

A Study of Reporting Verbs Used in Research Papers of Yangon University of Education Research Journal

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Abstract

The purpose of this research paper is to raise awareness as to the use of reporting verbs in academic writing. Six sample research papers were chosen out of twelve education research papers of Yangon University of Education Research Journal (Vol. 10. (2), June 2020) (two Educational Theory papers; two Methodology papers and two Educational Psychology papers) for data analysis. The methodology used in the study was Thompson and Ye's (1991) engagement theory of reporting verbs. The factive reporting verbs were related to general engagement. Counter-factive and non-factive reporting verbs were related to critical engagement. It was found from the analysis of the data that in one Educational Theory paper, reporting verbs of all types were used. In the other four samples only non-factive verbs were used. This indicated the limited ability of research writers to fully engage with their previous researches. Educational Theory paper writers were fully aware of the power of the reporting verbs when compared with the other paper writers. It is hoped that the study of reporting verbs can help research article writers to become aware of the evaluative power of reporting verbs and at the same time engage critically with the previous scholars in the same field.

Key words: Reporting verbs, factive, non-factive and counter-factive

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