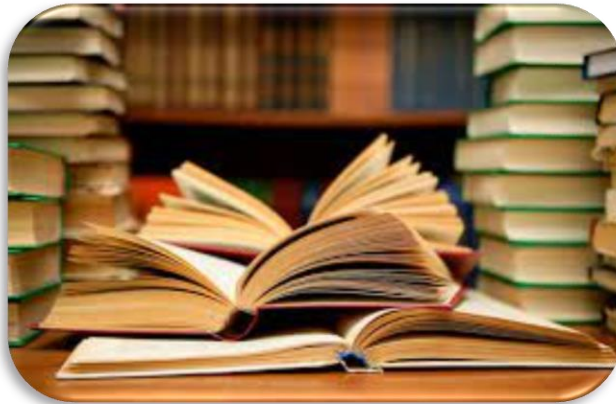**Research Paper**

Function and type of verbs in introduction section of research Articles in English literary studies

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ABSTRACT

This study aimed to examine the realization of the semantic and syntactic functions and types of verbs in the introduction section of research articles from English literary studies. The functions and types of verbs were investigated in a corpus of 20 published research articles in literary studies written by experts with English as L1. This qualitative study was built on a corpus that was purposively selected and analyzed from each article to specify functions of verbs by various patterns of the semantic and syntactic structures and determine the types and frequencies of verbs in the introduction sections of the RAs. The analyses of semantic and syntactic functions of verbs indicated the semantic and syntactic features and type of verbs, revealing how verbs are used in the introduction section of RAs in literary studies. Data analysis also highlighted different functions and types of verbs (syntactically and semantically) purposefully used in these studies. Students can benefit from the results of the present study to enhance their linguistic and writing skills in writing for academic purposes (EAP) and promote various strategies used in the production, comprehension, and reproduction of discourses in ELT.

Keywords: Introduction sections of research articles, Semantic function, Semantic type, Syntactic type, Syntactic function, Verbs.

بررسی عملکرد و نوع افعال در مطالعات ادبی انگلیسی به عنوان یک تکنیک محبوب برای آموزش زبان

مقاله حاضر به بررسی عملکرد و نوع افعال در مطالعات ادبی انگلیسی به عنوان یک تکنیک محبوب برای آموزش زبان می پردازد. این پژوهش با هدف بررسی میزان تحقق ویژگی‌های معنایی و نحوی و نوع افعال در بخش مقدمه مقالات پژوهشی مطالعات ادبی انگلیسی انجام شد. ویژگی‌ها و نوع افعال در مجموعه‌ای متشکل از ۲۰ مقاله پژوهشی منتشر شده (RAs) در مطالعات ادبی که توسط متخصصان انگلیسی با عنوان L1 نوشته شده‌اند، شرح داده شد. داده های پیکره به طور هدفمند انتخاب و از هر مقاله برای مشخص کردن ویژگی های افعال با الگوهای مختلف ساختار معنایی و نحوی و تعیین نوع، فراوانی و عملکرد افعال در بخش های مقدمه مقالات علمی به طور جداگانه، انتخاب و تجزیه و تحلیل شدند. تحلیل ویژگی‌های معنایی و نحوی افعال، ویژگی‌های معنایی و نحوی و نوع افعال را نشان می‌دهد و نحوه استفاده از افعال در بخش مقدمه مقالات علمی در مطالعات ادبی را آشکار می‌کند. تجزیه و تحلیل داده ها همچنین کارکردها و انواع مختلف افعال (از لحاظ نحوی و معنایی) را که به طور هدفمند در این مطالعات استفاده شده است، برجسته کرد. دانش‌آموزان می‌توانند از نتایج این مطالعه برای تقویت مهارت‌های زبانی و نوشتاری خود در نوشتن برای اهداف آکادمیک و ترویج راهبردهای مختلف مورد استفاده در تولید، درک و بازتولید گفتمان‌ها در زبان انگلیسی بهره‌مند شوند.

کلمات کلیدی: بخش های مقدمه مقالات علمی، عملکرد معنایی، نوع معنا، نوع افعال، عملکرد دستوری، فعل ها

INTRODUCTION

Academic writing is a significant challenge for most students to join the international community of scholars. L2 Students of literary studies are no exception, suffering from the same problem while writing research articles and theses. Verbs are a very important part of sentences in academic writing, employed to characterize movement or deliver a subject practically (Alangri, Jaworska, & Laws,2020; Yang, 2018). It is possible to infect or modify a verb to reflect a certain tense, voice or aspect, which also require agreement with a specific gender, argument, or person. Verbs also contribute significantly to English grammar and play several roles. A considerably frequent problem faced by students when writing for academic purposes (EAP) is following a clear and persuasive pattern of use of the function and type of verbs (syntactically and semantically). Hence, academic writers need to know the syntactic and semantic functions of verbs in the research article to develop their research writing (Behnam & Nikoukhesal, 2017).

Despite these limitations and according to problem-based learning in literary studies, this paper focuses on an analytical framework to understand how the introduction sections of RAs are constructed in English literary studies. The analysis of this framework not only explains the function and type of verbs (syntactic and semantic features) but also enables an understanding of the typical structure of the introduction section of RAs in English literary studies. Dudley-Evans (2002) refers to the typical "IMRAD" (introduction, methods, results, analysis, discussion) as a conventional structural type of research articles in linguistics and ELT. These analyses have examined the introduction sections of RAs of English literary studies, along with the application of the rhetorical structure and organization of RAs to achieve the goal.

The current paper aimed at investigating the syntactic and semantic features of verbs in the introduction sections of RAs in literary studies. The goal was to provide information about the semantic and syntactic functions and types of the verbs used in the introduction sections of RAs in English literary studies.

Hence, the following research questions were formulated to achieve the above-mentioned objective:

1. What are the syntactic types of verbs in the introduction sections of RAs in English literary studies?

2. What are the semantic types of verbs in the introduction sections of RAs in English literary studies?

3. What are the semantic functions of verbs in the introduction sections of RAs in English literary studies?

4. What are the syntactic functions of verbs in the introduction sections of RAs in English literary studies?

LITERATURE REVIEW

Understanding the syntactic and semantic functions of verbs (Hinkel, 2004) in the introduction sections of RAs in English literary studies is the most likely challenge in both writing and comprehending such RAs. Thus, English literary researchers need familiarity with the functions and types of verbs used in English literary studies. The verbs constitute the heart of sentences in the writing process, naturally focusing on the syntactic (describing quality) and semantic (descriptive meaning) subjects in languages. Also, a combination of these words (verbs) occurs with, tense, voice, and aspect. The tenses comprise the present, past, and future. The verb aspects consist of simple, progressive, and perfective, reflecting

various perspectives taken and expressed by speakers concerning the temporal course of different incidents, actions, process, etc. (Klein, 1994). The verb aspect explains the speakers' perspectives toward an act. As proven by literature, learners of English use avoidance strategies to show the perfective aspect. Since, they utilize uncertainty of the perfective aspect, they would represent what they intend to (Hinkel, 2004; Khodabandeh & Kasir, 2019). The third dimension is the voice of the verb (active or passive), which represents the agent of the action. The voice relives the attention to the agent or recipient of an action. However, previous studies have reported an unbalanced and incorrect use of active or passive voice in academic writing genres (Khodabandeh & Kasir, 2019; Williams, 2008).

The three verb dimensions (tense, aspect, and voice) contribute significantly to the meaning construction (semantic meaning) of sentences imposed on readers (Bardovi-Harlig, 2000; Crystal, 2004; Khodabandeh & Kasir, 2019; Williams, 2008; Wong, 1999). However, the types of (semantic and syntactic) main verbs are considered for the purpose of the current paper, computed through the frequencies and functions of verbs with which patterns of use are associated.

Researchers (Hawes & Thomas, 1997; Yilmaz & Özdem Erturk, 2017) explained the logic behind the choice of three dimensions (tense, aspect, and voice), according to which reporting and non-reporting verbs demonstrate interaction of discourse and rhetorical function of verbs in the reported activity. Based on their results, reporting verbs employed in reporting statements or citations in medical journal research articles represent different discourse functions. Reporting verbs occur through the rhetorical function of the report were in association with discourse functions. They also claimed that discourse, real-world, and cognition verbs made up the kind of function highlighted in each section of the research articles.

As shown by the review of previous studies (Khodabandeh & Kasir, 2019; Manan & Noor, 2014; Yilmaz & Özdem Erturk, 2017), the careful choice of verbs in research articles contributes substantially to higher validity of academic writing. Thus, this study focused on the types and functions of verbs used in the writing of introduction sections of RAs. Yet, as mentioned before, no research of the native origin has focused on the use of the verb and its specificities in the introduction sections of RAs in literary studies. Hence, the literature mainly focused on the rhetorical and main structure (move and steps) of verbs in the introduction sections of RAs, as well as the linguistic features of these sections. Swales (1990) prompted studies with the CARS model, which contained promising implications regarding the rhetorical structure of individual sections (IMRD) of RAs in different fields of study. Due to the above facts, the focus of the present study is on finding out the types and functions (semantically and syntactically) of verbs used in the introduction sections of RAs to contribute to the understanding of syntactic and semantic features of verbs used in this section of RAs in literary studies.

METHOD

Study design

The present paper had a qualitative design and employed a corpus analysis of the main types and semantic and syntactic functions of verbs in the introduction sections of RAs from literary studies. The following subsection describes how the data were selected, collected and analyzed.

Corpus compilation

This study was an attempt to analyze the type and functions (syntactic and semantic) of verbs in 20 published RAs in literary studies written by expert writers. RAs, all from the field of literary studies, were published between 2018 and 2020 in four prominent journals in Elsevier, which were selected based on scientometric measures (measurement of the impact of research papers and academic journals, the understanding of scientific citations, and the use of such measurements in policy and management contexts). Focusing on one database (Elsevier) aimed to ensure the homogeneity of form and style in the production and publication of RAs. Two issues were selected (odd numbers to keep homogeneity) from each journal, and two articles were chosen from each issue (N= 5 RAs for each journal). The 20 articles chosen for the present study consisted of 23,800 words. From each article, the introduction sections were selected for the analysis.

Analytical framework

This study focused on types and semantic and syntactic functions of verbs. To meet this end, verbs were analyzed for tense consists of the present, past, and future, aspect comprises simple, progressive, and perfect, and Voice comprises active and passive forms. Another focus of the corpus was to analyze the semantic functions of the verbs in RAs. The following classification of verbs' functions were used. In this classification, seven functions were proposed:

1) Activity: These verbs focus on what people do, perform, behave in a certain way, and convey an appearance of being (such as *use, give, measure, do, make, and build).*
2) Communication: This verb category involves communicative functions, including speaking and writing to share information with other people. (e.g., describe, discuss, describe, suggest, discuss, etc.).
3) Mental: These verbs describe cognitive states and functions associated with mind or intellectual process and mostly abstract actions (such as *know, believe, study, promise understand, etc.*), as well as attitudes or emotions (e.g. *prefer, love, enchant, feel, etc.*).
4) Existence or relationship: This verb category denotes a relation or a state among entities that have existence or reality (such as *include, represent, define, define, link, relate, etc.*).
5) Facilitation or causation: A new state of affairs is indicated by such verbs (e.g. *cause, allow, influence, require, need, etc.*).
6) Simple occurrence: reporting the action or fact of happening or occurring (including *develop, grow*, *change*, etc.).
7) Aspectual verbs denote the progress stage of events or functions (such *keep, continue, hold, start, finish, etc.)*

To make sure about the validity and reliability of the analysis, two experts in ELT checked a sample of 8 introduction section and agreement was met.

RESULTS AND DISCUSSION

Regarding the research questions, the current study aimed to identify the types of verbs. Also, it contributes to understanding syntactic and semantic functions of verbs in the introduction sections of

RAs, categorized according to tense, aspect, and voice and indicated in the 3 tables with frequencies and percentages.

Table 1 indicates the primary results, including the frequencies and percentages of verbs concerning tense. Verbs need to have a certain tense. Present tense shows actions really being carried out at present. Past tense refers to actions previously happened, and future tense reflects actions aimed to be carried out at later.

Table 1

Frequencies of verb tenses

Tense	Frequency	Percentage
Future	78	3 %
Past	671	30 %
Present	1,515	67 %
Total	2,264	100.0

Table 1 shows the use of 2,264 syntactic features of verbs in the introduction sections of the 20 articles, of which 1,515 (67%), 671 (30%), and 78 (3%) were the present, past, and future tenses, respectively. As demonstrated in Table 1, simple present was the most common tense. Hence, it is evident that the authors of these RAs have used a simple form of tense to write simply and directly as much as possible. The simple present tense in literary studies is called the literary present tense and is used to discuss the actions and thoughts provided in the text. It is also used when commenting on what a writer says and dealing with fiction, poetry, or nonfiction literature. In general, this tense is used to raise opinions among historians to convey historical statements in sentences and directly discuss the actions of historical actors rather than expressing or emphasizing literary content (Examples 1, and 2):

1) My own view *focuses* on the tensions generated by class, gender, and religious orientation within such networks that problematize mobility.

2) In current paper, I *trace* the history of the now dominant chronological Table of Contents since it describes an interpretive focus not critically investigated.

The second dimension of verbs in this study is the past simple tense, used for actions that started and finished at a specific time in the past. It is used in literary studies to indicate previous studies and write about certain historical events and facts in the past. It also describes an author's work, and discusses events in a book or story the writer said or did in a real-time or place. (Examples 3, and 4).

3) In the university's first decades, the 1870s through the 1930s, faculty *struggled* to achieve economic and job security, professional status, shared governance, and academic freedom.

4) Wordsworth's classification, which he *expanded and revi*sed in subsequent editions, was the only approved arrangement for his collected poems.

The last and least frequent tense of verbs is the future tense, which expresses beliefs and describes things that have yet to happen (Example 5).

5) Exposing that history to critical reaction will help us understand some fundamental and unexamined preconceptions that we now bring to Wordsworth's poetry. It *will put* us in a better position to conduct a needed reconsideration of Wordsworth's own interpretive schema.

Aspect is another dimension of the syntactic features of verbs. It was revealed that the simple aspect was the most typical among the three verb aspects in English literary studies, followed by perfective and progressive, respectively, as shown in Table 2.

Table 2

Frequency of the aspects of verbs

Aspect	Frequency	Percentage
Simple	2,104	91%
Perfect	186	8 %
Progressive	34	1%
Total	2,324	100.0

According to Table 2, 2234 verbs were used in the introduction section of the 20 articles, of which 2,104(91%), 186 (8%), and 34(1%) were simple, perfect, and progressive verbs, respectively. Aspect refers to the state of action of a verb. This study investigated 3 types of verb aspects, including simple, progressive, and perfect. The simple tenses are used for actions that occurred at a specific time either in the present, past, or future, but they do not state whether the action is finished (Examples 6 and 7).

6) This *becomes* apparent when we focus in closer detail on the words "She could not" and the difference in meaning they convey.

7) As he went, he performed his curious bobbing and swaying movements very slowly and carefully for fear of upsetting his enormous hat. Now, Miss Crawford, if you look up the walk, you will convince yourself that it cannot be half a mile long or half a mile.

Perfect aspect is used to look back from a specific time and talk about important things or events up to or at that time (Example 8).

8) Where literary critics *have sought* to critique and demystify, the continental theory has helped them.

The progressive aspect is for continuous but not completed actions. It is the collective term for verbs (in the past, present, or future tenses). It expresses an ongoing action in a progressiv*e* tense (Examples 9 and 10).

9) They *were going* to cuff him, they were going to transport him, and that he was going to do his time in Canada.

10) The Platonic resonance of this metaphysical project *is unsurprising*; indeed, in every symbol, Heidegger would find Plato's thumbprint.

A final point of concern regarding the syntactic features of verbs in this study was the voice. Many researchers find mastering this dimension an obstacle to language learning (Hinkel, 2004; Williams, 2008). This analysis tended to reveal associations between the verb voices. Table **3** shows the frequencies and percentages of active and passive verbs across research approaches.

Table 3

Frequencies of voices (passive and active)

Voice	Frequency	Percentage
Active	2,345	94%
Passive	152	6%

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Function and type of verbs in introduction section of research ...

Total	2,497	100.00

Table 3 reveals that 2,497 frequencies of voices were used in 20 articles. Active voice that means a sentence has a subject acting upon its verb had a frequency of 2,345(94%). Passive voice that means the subject is the recipient of the verb's action had the frequency of 152(6%) in this study. As shown in Table 3, the use of active voice is much more frequent than the use of passive voice in the introduction section of RAs. A more significant number of active verbs revealed the instances where the voice of the verbs intersects with the verbs across RAs. However, the authors focus on the action due to the low frequency of the passive voice in the whole corpus. It is not important or known, however, who or what is acting. In these three examples, the voices of the verbs are shown (Examples 11-13).

11) Utopian property *is to be truly held* in common when Utopia's bond slaves and penal servants, too, are held in common.

12) Anthony Grafton *has shown*; connotations of dilation rather than redaction were retained in the early age of print.

13) This text *may be archived and redistributed* both in electronic form and in hard copy, provided that the author and journal are properly cited and no fee is charged for access.

The next research question concerned the analysis of the semantic features of verbs, including their function and types in the introduction sections of the 20 RAs.

Table 4

Frequencies of semantic meanings of verbs

Semantic meanings	Frequency	Percentage
Activity verbs	493	22 %
Aspectual verbs	120	5 %
Communication verbs	482	21%
Mental verbs	253	11%
Verbs of simple occurrence reporting	176	8 %
Verbs of existence relationship	613	27%
Verbs of facilitation or causation	132	6%
Total	2,269	100%

Thus, this study came to significant findings concerning the semantic features of verbs in the introduction sections of RAs. Table 4 shows that 2,269 verbs were used in the 20 RAs. They were classified based on semantic features, of which 493 (22%), 482 (21%), and 253 (11%) were activity, communication, and mental verbs, respectively. Besides, there were 613(27%), 132 (6%), 176 (8 %), and 120 (5 %) verbs of existence or relationship, facilitation or causation, simple occurrence, and aspect, respectively.

As shown in Table 4, the first and most common semantic verb type was "verbs of existence relationship" with a frequency of 613 (27%). These kinds of verbs were used to denote a relation or a state that exists between entities (e.g., include, represent, define, link, associate, relate, influence, be,

become, have, contain, seem, appear, exist, live, stay, etc.). Such verbs are commonly used in sentences that indicate the relationship between existential statements. (Examples14-16):

14) They *seem* to 'want' to produce those responses, whether their authors intend them to or not.

15) The reader's relationship status in real life *has* no bearing on the parallel.

16) That this so *becomes* clear when we consider why it is that Eliot confronts the difficulty of 'quit[ting]' young lives.

The second most common verbs were "communication verbs" with a frequency of 482 (21 %). These verbs involve such communication activities as speaking and writing to share information with other people (e.g., describe, discuss, debate, argue, introduce, suggest, speak, answer, explain, ask, say, confirm, repeat, etc.) (Examples17 and 18):

17) Though Frown gestures to the complexity *introduced* by the reader's "dispersal through the multiple positions.

18) She *argues* proper literary appreciation became synonymous with routinized.

The third common verb type was "activity verbs" with a frequency of 493 (22%). Activity verbs are concerned with what people do, perform, or behave in a certain way, and convey an appearance of being (e.g., use, give, make, build, perform, measure, run, work, come, take, etc.) (Examples 19 and 20):

19) Furthermore, the hidden nature of such a female agency does not *make* it quietist.

20) I will *give* an attentive heed to events as they rise, but I never will be indebted for knowledge.

The fourth common verb type was "mental verbs" with a frequency of 253 (11%). Mental verbs describe cognitive states and activities related to the mind or intellectual processes and primarily abstract actions (e.g., knowledge, belief, remember, understand, consider, design, study, investigate, imagine, find, discover). They also express attitudinal or emotional states for external evaluation as there are not such concrete actions connected with our sensory capabilities, deciding, understanding, and planning (e.g., prefer, love, enchant, worry, and appreciate). (Examples 21 and 22):

21) If we read the sentence as a mere notation, we *understand* Emma as being sincerely unable to act any differently.

22) Blurring the sense of a narrator's query about the justifiable nature of what he did in the past and the performative expression of the character who *think*s, "What to do now?"

The fifth group of verbs was "verbs of simple occurrence reporting" with a frequency of 176 (8%), reporting the occurrence of events (e.g., develop, grow, increase, produce, happen, occur, promot*e,* grow and change) (Examples23, and 24):

23) Writers and physicians *promoted* the area as a location that offered the health bents of sea-side resorts such as Brighton or Lyme.

24) She would not have *changed* its furniture for the handsomest in the house, though what had originally been plain.

The sixth semantic verb type was "Verbs of facilitation or causation" with a frequency of 132 (6%), indicating a new state of affairs brought about (e.g., cause, allow, require, need, influence, help, force, let, and permit) (Examples25 and 26):

25) The classification simply does not *allow* readers to ask the questions that they most want to ask.

26) The poet England *needed* him to be Knowing de Selincourt's interest in biographical criticism.
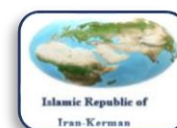
The seventh and least common semantic verb type was "aspectual verbs" with a frequency of 120 (5%). Aspectual verbs denote the stage of progress of events or activities (e.g., keep, continue, begin, start, stop, finish, and hold) (Examples27 and 28):

27) He also *continued* to include revisions to the published version in successive iterations of The Poetical Works.

28) Emily "hastily *starts* to leave, "but she saw him turn again to the papers, and she stopped.

This corpus study checked the results of the frequency and percentage of the simple structure of verbs to ensure normal distribution and confirm the simple structures of verbs in the introduction sections of RAs in English literary studies. In terms of tense, the results revealed that the present tense was the most common. The results also showed that even more advanced literary studies use language as a tool to state the subject simply and directly with a good understanding of it. However, such verbs clearly illustrate significant discoveries for all people with different levels of knowledge, highlighting how to improve the writing process with comprehensible texts. The simple present tense is the prototypical tense in these RAs, followed by the past and future tenses, respectively.

As confirmed by Swales (1990) and Hinkel (2004), the past tense is the most straightforward interpretation, reflecting general reports on what has been accomplished in the past with the highest percentage. The second dimension of verbs in the current study is the past simple tense used for actions that started and finished at a specific time. The future tense had the least frequency and percentage among the tenses, suggesting further areas of research. It was revealed that the simple aspect was the most typical among the three verb aspects in English literary studies, followed by the perfective and progressive aspects, respectively. There was an equal distribution of simple aspects of verbs between RAs of literary and ELT studies. However, the difference cannot be used to make a comprehensive generalization due to the low frequency of perfective and progressive aspects in the corpus.

Previous studies reported unbalanced sentence patterns due to the incorrect use of active or passive voices (Khodabandeh & Kasir, 2019; Williams, 2008). A more significant number of active than passive verbs represents an actor whose doer is known; hence, an active voice is chosen to highlight the agent of the action. On the contrary, the passive voice highlights the action and downgrades the doer of the action (Khodabandeh & Kasir, 2019; Williams, 2008). The results indicated that more advanced authors try to avoid the future tense, passive voice, and the perfect aspect. Hinkel suggested that teachers can notice the use of the passive voice and encourage learners or writers to stay away from the avoidance strategy. The current study found a similar result that functional analyses have contributed to the understanding of this genre and its subgenres in the academic writing process.

As Lazar (1993: 19) stated "Literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations (Lazar, 1993). It means that literary texts are often rich in multiple levels of meaning for readers and learners and can also give instructors and teachers a good resource of authentic material for language teaching.

The most common semantic verb type in this study was "verbs of existence relationship" as simplified text. Another reason for the simplicity of these studies is the use of large numbers of "To be'' as verbs of existence in a literary text, which seems to focus on clarity.

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The next evidence of simple understanding of these studies was "communication verbs" that involve such communication activities as speaking and writing. These verbs, as the second most common verbs, revealed that literature focuses on enhancing communication skills. Literature is a powerful medium of communication, whose reading can disclose human conditions. The real success of communicative approaches to language teaching lies in the ability to involve learners in the dialectic of meaning production, which can be easily provided by literary text, as it is more dialogic (Kramsch, 1993; Yeasmin, Azad, & Ferdoush, 2011).To some extent, literature teaches us the importance of developing our social voice as a type of communication. Desires, life, family, and personal values and beliefs affect literature, which, in turn, reflects awareness of social issues, usually about social justice, such as equity, rights and freedoms, power, and the environment. Values of low frequency are followed by verbs of activity, mental, simple occurrence, facilitation or causation, and aspect, respectively.

The writers tropicalize the findings and use evaluative expressions to make the utterances more convincing (Khodabandeh & Kasir, 2019). The following verbs are helpful as a means of showing how literary studies use verbs to express all statements and actions professionally and clearly.

The results of this study are consistent with the findings of previous research (Hinkel, 2004; khodabande & kasir, 2019) in ELT studies, highlighting its academic value in literary studies and effective role in making and composing a simple structure of writing. Large class size and class duration sometimes become a challenge for the teachers. The students' motivation and low proficiency also pose challenges for the teacher, who can lead learners with interesting ideas through literature and enhanced instructions for all.

CONCLUSIONS

This study provides indications that literary studies use language as an inclusively simpler and more direct and less discursive tool. It shows and identifies simple structures and types of verbs, revealing that a large number of syntactical verbs were simple present verbs. The next evidence of fluency of literary studies revealed that verbs of existence relationship were the most commonly used as the semantic features of verbs.

However, literature studies are illuminating processes, which allow students to become familiar with the function and meaning of the verbs from context. They can also give valuable information about the rhetorical structures, as well as syntactic and semantic features of verbs in writing literary research articles. Thus, literary texts may promote language learning and authentic materials or evoke a personal response and promote various strategies used in the production, comprehension, and reproduction of discourses in the ELT setting (Tevdovska, 2016).

This article outlines what it means to differentiate between the structure of English literary text and ELT in the introduction sections of RAs. Findings highlight the difference between writing in the scope of literature and ELT, indicating a high level of language in this field. In the future, educational assessments will be viewed as a facilitator of high levels of writing in student achievement and teaching them to improve their witting skills by making it as clear as possible.

The findings of this study may have some implications for EAP writing pedagogy. [n academic writing, non-native researchers may need to be aware of the generic structure of RA, especially in their fields. Besides, it would provide scholars around the world with valuable information that helps them to understand the components of RAs in literary studies. It also helps to reveal an alternative structure and

function of different types of verbs that are purposefully used in verbs in the introduction sections of RAs in literary studies. The findings of this study can highlight the role of verbs, specific moves, and constituent steps in the introduction sections of RAs in English literary studies. It may be beneficial to attract the attention of the learners and students by increasing their academic writing knowledge and skills. Finally, it may develop their linguistic skills and knowledge.

The main aim of language teaching is communication through written and spoken texts. As devised, literature proves to be a powerful resource in language when it gives cultural enrichment, variety, and personal involvement. An important implication of the current study derives from the knowledge and information of syntactic and semantic features of verbs in literary studies. This study can develop teachers' general knowledge and creativity in English language teaching and students' linguistic skills. Performing such analyses properly in a different set of fields and according to the needs of the learners can facilitate language teaching and learning.

This study had some limitations concerning the corpus and discipline selection. This study has limited its focus on only one section of the RA (introduction) and on only one discipline the is literary study. Thus, further research seems, thus, necessary to directly examine the type and meaning of linguistic features in RAs of literature. Linguistics is a base support for the knowledge ability of the international community of scholars in the ELT setting and Literary. Also, users of the research could employ knowledge of literature as a core curriculum in circulation, sharing, and exchange of information in ELT, applied linguistic, and translation. Finally, further research can examine each type of semantic features of verbs separately in a different section of RAs.

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