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ANALYZING LEXICO-SYNTACTIC FEATURES IN ACADEMIC ABSTRACT TEMPLATES: A CONTENT-BASED ANALYSIS OF THESES ABSTRACTS

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Abstract

The research examines the divided structure of these templates. They are analyzed in the context of mixed methods approach using descriptive methods to discover the common pattern and structure of academic writing. The primary focus is the structure of lexical sentences, paragraphs and sentence structure, as well as the lexico-syntactic features. Abstracts for this article are chosen based on a method of purposive sampling. Researchers employ Bryman's (2008) technique to present specific descriptions of the elements that are used to evaluate qualitatively texts. The research is separated into sections that cover the aspects of the lexical items, syntax, and abstract segmentation, in order to find particular syntactic patterns that are frequently used. The results show that specific features of syntactic, such as the usage of nominatives as well as passive voice and complex sentence structure have been used consistently to communicate professionalism and impartiality. The research highlights the value of these characteristics to enhance clarity, coherence and the quality abstracts These findings provide practical methods to enhance teaching and understanding in academic writing. Particularly, it helps in improving students' ability to create simple and accurate abstracts.

Keywords: *Academic Theses Abstract Templates, Bryman's (2008) Technique, Content-Based Analysis, Lexico-Syntactic Features, Purposive Method.*

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1. Introduction

Abstracts are short summary of research papers that provide readers with a brief summary of research objectives along with the methodology along with a conclusion as well as the findings of the research (Swales and Feak, 2009). They were designed to comply with specific lexico-syntactic rules that vary between academic and non-academic disciplines, and not just an outline of the research (Hyland, 2009). For researchers and students being aware of and understanding the language characteristics is vital, since they aid in efficient interaction and also taking part in academic society.

Lexicosyntactic features that can be found in abstracts comprise phrases, rhetorical techniques and words that improve the persuasiveness and coherence of discussions in scholarly journals. These do not just explain the key aspects of the research however, they can also be used to convey writers' perspectives and the significance of the findings from the study however, they also provide information to readers. The patterns of speech illustrate the various techniques used to create information within particular disciplines, regardless of the different disciplines (Swales, 1990).

It will also explore patterns that cross the boundaries between disciplines. In this article seeks to increase the effectiveness of methods for teaching as well as help teachers and students to gain an understanding about the academic process. composition. The components of language that are different are referred to as Lexicosyntactic Elements. They impact the structure, consistency and the style of writing that is used in academic journals. These elements are essential in academic writing, as they make the author's authority clear to the writer, convey meaning and adhere to the rules.

The idea that the significance of a word can be determined by the specific word (lexicon) and its relationship to the syntactic structure is the core of syntactic analyses of the lexicosyntax. It recognizes that understanding the word (lexical semantics) is equally important as understanding their meanings and significance of sentences (their syntactic relations) (Carnie, 2012). In the phrase "The cat chased the mouse," specifically, the analysis of the meanings syntactic lexico-syntactic focuses on the relationship to the object

"cat" and the verb "chased" in relation to the subject "mouse" inside the subject-verb-object syntax pattern.

The dependency grammar also illustrates the relationships between words which connect them with phrases that depend upon these. In this way the lexicosyntactic technique does not rely on sentence structure, but it focuses on the relationships between words (Tesnière, 1959). For instance, for a sentence "She quickly ran," the verb "ran" is the sentence's highest point. The adjectival "quickly" and the subject "She" are reliant on the verb. In linking dependencies, this method helps to comprehend the grammar of the language. Syntactic analysis of lexicology is crucial for computational linguistics to complete tasks like machine translation, syntactic parsing, as and part-of-speech tag (Manning &Schutze, 1999). To effectively perform sentence parsing as well as analysis of semantics, software programs analyze the lexical characteristics of the words and also their syntactic connections.

In the past few years, there have seen significant progress in our understanding of advanced feature analysis in lexicosyntactic linguistics across various fields like psycholinguistics, computational linguistics, as well as corpus languages. Deep learning is a method of learning that incorporates neural networks as well as transformer models that analyze the syntactic features that characterize natural languages is a significant improvement. Devlin (2018) They are creators of a method for decoding languages that were pre-trained and is known by the term Bidirectional Encoder representations for Transformers (BERT). This model is widely used for various jobs, including the labeling of speech elements as well as syntactic parsing with semantic labels. The models based upon BERT provide the most recent findings in a variety of syntactic problems. These results demonstrate the capability of deep-learning algorithms to recognize complex language characteristics.

1.1. Objectives of the Study

i. To trace the lexico-syntactic features in abstracts written by students at the tertiary level.
ii. To identify and analyze the predominant patterns projected in the academic abstract templates.

1.2. Research Questions

i. What are the lexico-syntactic features in abstracts written by students at the tertiary level?
ii. What are the predominant patterns projected in the academic abstract templates?

1.3. Significance of Study

This research is to find out how the different abstracts employ language to aid readers as well as the authors. The ability of readers to understand the abstract's language is significantly increased thanks to this research. The research's objective is to improve the understanding of authors about how they write their work for better comprehension and ease of reading. Studying the different words and phrases that are discovered in abstract designs of the tertiary stage can have profound effects on academic writing and also in academic communications. Researchers are able to gain more knowledge about the word choices and language patterns that make up the most effective abstract writing. It is crucial because the information obtained will help academics with making abstracts that are captivating fast, concise and easy to read. It has also assisted in distributing research results, and it has allowed for a more open discussion of the results across disciplines. Additionally, knowing the ways the lexicosyntactic characteristics differ across academic fields and levels of expertise could aid in providing insight into the diverse methods employed by authors across different disciplines. They could change genre and discipline conventions. This will improve the communication between academic disciplines. Knowing the context and temporal variation in the usage of lexicosyntactic features can offer an understanding of the ways that writing for academic purposes as well as the publishing process develops through time. The information gained through this study can assist researchers to stay abreast of the latest advancements and adapting their writing methods.

An enormous amount of study is done within the academic realm of abstract composition. However, there is a requirement for further study into this area which gives a complete study of syntactic and lexicosyntactic elements of terti to be used in research studies. Language frameworks can be used to analyses abstract composition, but they are not comprehensive even though there is a fundamental knowledge about the basic structure of language and grammar offered by linguists in their research, including Chomsky (1957) Furthermore, there is no research regarding the effect of modifications in the academic writing process and its discourse on abstract composition. It is a process of contextualizing the modern techniques of abstract composition and is a matter of finding out how abstract writing styles evolve in time, as well as through various platforms for publishing.

2. Literature Review

The term "lexico-syntactic" is used to identify the set of features in linguistics that are a combination of syntax (sentence structures-related) as well as word-related (word connected) aspects of language. Words which have lexical elements and are also words of

similar languages are referred to as lexicosyntactic characteristics. Word forms, as along with speech elements such as phrase words and the relationship between grammatical and sentence elements comprise a number of components. Understanding the structure of the language as well as its importance in the word and sentence level requires a thorough understanding of the particulars behind these concepts.

2.1. Key Component of Lexico-Syntactic

One of the most important aspects in the study of language involves the analysis of syntactic and semantic aspects that involve the complicated interaction between words and lexical elements (words) as well as the syntactic pattern (sentence pattern). They can be classified according to their grammatical functions they carry in sentences. These classes form the basis for sentences, which are composed of both verbs and nouns together with adjectival adjectives phrases and more. (Crystal, 2008)

Words have a variety of meanings and are able to be adapted through suffixes as well as prefixes and suffixes that make the language more flexible and allow the usage of complex words. (Bauer, 2003).

2.2. Lexico-Syntactic Features

Lexicosyntactic elements control the arrangement and structure of phrases and the words in sentences according to a syntactic scale. It is possible that confusion when using this model sentences. can be interpreted through a variety of ways and comprehension may require contextual and clearness (Carnie, 2012).

Lexicosyntactic components are essential to the study of language as they assist in understanding how language impacts the understanding of cognition and language (Stockwell & Minkova, 2001). The process involves the categorization of words into adjectives pronouns, verbs, prepositions, adverbs, adjectival words, interjections and conjunctions (Crystal, 2008). Categorization is a vital system to guide the investigation of syntax patterns. It can help researchers studying the ways the words are connected to form accurate and relevant sentences.

Beyond the term class Morphological analysis gives insights into the structure of words as well as its evolution. Analyzing the various variants of terms that contain elements of grammar, like the aspects of tense, gender of the mood or case, as well as the word "person" is referred to as inflectional morphology. Comparatively, examining derivative morphology involves the process of creating new words via the addition of affixes that alter their meaning as well as words classified by their morphological structure

(Bauer, 2003). By studying the morphological form of words, one will be able to discern patterns in the word derivation, as well as in the use for inflection. This aids in understanding the complicated interaction between morphology and syntax which influence the meanings of the words.

2.3. Syntactic Components

Syntactic analysis reveals the structure of sentences and relationships between the components of the sentence at the level of sentences. The word order and phrases, their arrangement as well as the connection between grammatical terms are all influenced by syntax. It can influence the way words and phrases are placed within sentences. In analyzing syntax, diverse types of sentences and their structures are studied as well as syntactic elements like verbs, subjects as well as modifiers and objects (Carnie, 2012). Analysts are able to identify essential syntactic patterns, as well as guidelines for sentence construction by dividing sentences into syntactic parts and analyzing the syntax of sentences.

2.4. Advanced Lexico-Syntactic Feature Analysis

Advanced analyses of lexicosyntactic features have made significant advances in the last few years across many fields, including psycholinguistics and computational linguistics and corpus language. The most significant advancement is the utilization of deep-learning techniques to help in the research of analytic elements of natural languages like neural networks, or Transformer models. Bidirectional Encoder Representations of Transformers (BERT) can be described as an improved model of representation of language which was created by Devlin and coworkers (2018). The model is widely used for tasks such as syntax analysis, semantic role labels, and as an integral part of a speech tag. It's utilized in various semantic and syntactic assignments. BERT models show an outstanding performance, which demonstrates that deep-learning techniques are effective to grasp the complex features of a language.

2.5. Lexico-Syntactic Analysis Systems

Furthermore, the integration of multiple levels of linguistics like semantic and syntactic factors as well as the lexical level in computer-generated models for processing language is being studied in the recent years of studies. In one instance, Liu (2020) suggested a multi-tasking learning system that utilizes language-specific information in order to increase the efficiency of the system. It also involves forecasting the syntactic dependency of speech tags and the speech tag that is part of it in addition to the significance of semantics. More thorough and precise knowledge of the structures and their use could

be gained due to the accuracy and reliability of the system that analyzes the lexicosyntactic syntax, which is growing by incorporating various languages and sources of information.

2.6. Cognitive Mechanisms

The most recent research in psycholinguistics has explored the mechanisms of cognition, which are the basis for syntactic processes involved in the acquisition and understanding of language, along with the use of technology. Hagoort (2019) and others studying neuroimaging research are examining the neural networks involved in syntactic processing. They have discovered the processes as well as perception of syntactic patterns in the brain. Utilizing the methods that are based on neuroscience as well as experimental studies, researchers are able to enhance our understanding of brain's cognitive parts that control the process of speaking, getting a better understanding of neural structure of the brain that forms the foundation for research and developing the lexicosyntactic components.

2.7. Abstract Templates

Abstract template are hierarchical structures which are utilized, particularly for scientific as well as academic contexts, to permit the easy and systematic presentation of the most crucial data in abstracts. With the help of a template that is standard, they assist authors in communicating their findings for reviewers and readers on time. They function as an aid to authors distill the essential aspects of their work into an easy and clear layout (Smith, 2015).

Abstract templates typically comprise a number of sections. Each section is responsible for explaining the key elements of the research. The principal subject of study is listed in the section titled "Title" giving a concise and clear title (American Psychological Association, 2020). The study's basis is laid out in the introduction/background section, which follows, by providing a succinct summary of the research environment. The section on purpose and the goal describes the main purpose of the research and outlines reasons for conducting the research (Day August, 2016). The Method/approach section continues by outlining the process of conducting research by describing the techniques and strategies, and models employed to conduct the study. The results/findings section gives an overview of the major findings or conclusions drawn from the study and provides the most important results (Leedy& Ormrod, 2019). The results are then evaluated in relation to their implications. and implications in light of their greater significance in the discipline is addressed in the section on discussion and their consequences. The abstract comes to an end with a note which summarizes the primary conclusions.

If the necessity to cite sources is required, the references list which were referenced may be provided, if in line to specific formatting guidelines that include MLA as well as APA (American Psychological Association, 2020). Researchers can simplify their work to understand and comprehend with abstract format formats that ensure transparency, consistency and compliance with traditional academic standards.

2.8. Academic Abstract Templates at the Tertiary Level

The standards for academic communications can be observed in the introduction of abstracts that are secondary to students. This history outline traces the evolution of abstract template templates in addition to their significance for academics starting with simple summary sentences to arrange abstracts.

2.9. Theoretical Background

Linguistic syntactic aspects can be used to efficiently transmit the essential notions that form the basis of the field of science. This article explores the elements of linguistics that can be found in abstract structure, with a attention to the way that they are constructed with syntactic terminology, and what words they utilize as well as their usage of rhetorical strategies across a variety of fields. Research Methodology

3. Research Methodology

3.1. Research design

Researchers employ qualitative analysis of contents (CA) methods to show the different interpretations that may be drawn from various sources and determine the distinct characteristics of the text's content texts and to identify the themes or patterns prevalent to documents. This is based on Bryman (2008) .

3.2. Theoretical Framework

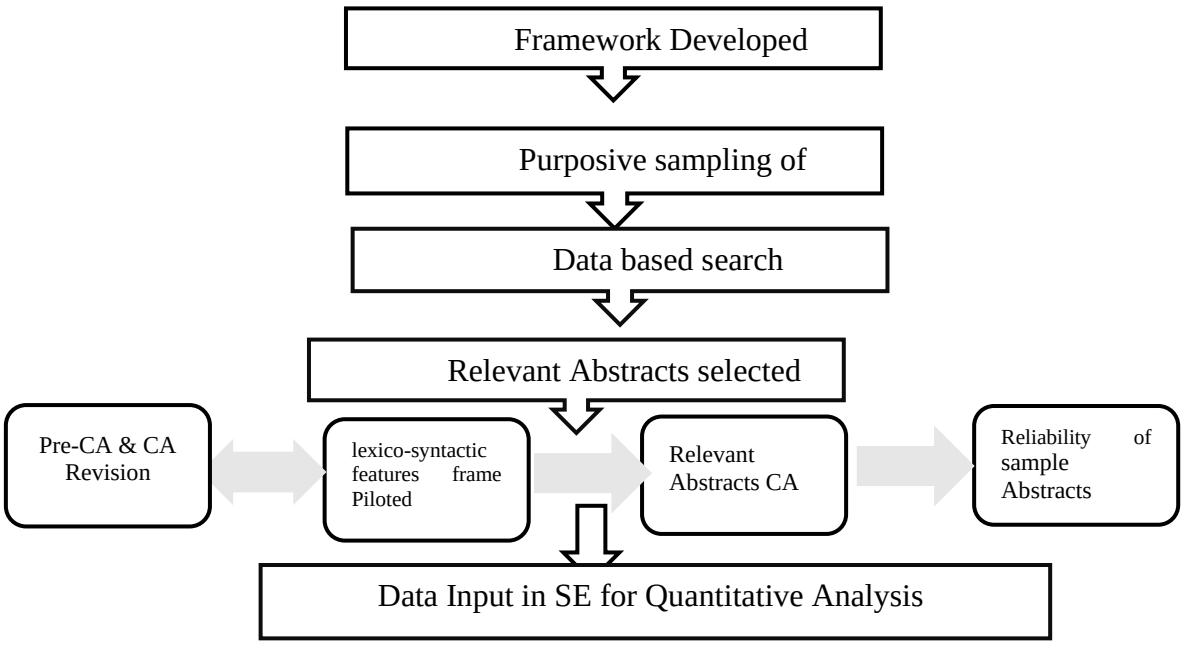
Bryman (2008) explores how to apply methods of studying qualitative data as part of his research into qualitative analysis of the content. The subject is the main focus of his research. Here is a brief summary of the principal ideas used in this particular subject.

3.3. Thematic Content Analysis (CA)

The study carried out during the study was Thematic and consists of CA. Studying and understanding of the common themes or patterns found in the material is referred to as thematic Analysis. It involves uncovering connections, commonalities and differences between the concepts communicated by communication. It is one of the major purposes.

Searching for the basic concepts that are able to be used to summarize the information, and provide insights to the method currently being studied is the aim.

Figure 1



In this research, analyzing Lexical and syntactic features entails looking at different facets of syntax and sentence structure in texts.

3.4. Data Collection

The 19 abstracts from the University of Management and Technology Sialkot Campus, 8 from the Islamic University of Islamabad, 3 from lumshave been collected for the data. To guarantee thorough coverage, the procedure has beenentailing a methodical search of scholarly databases, institutional repositories, and pertinent conference proceedings. Using a predetermined coding scheme, each abstract has been examined closely for lexico-syntactic elements, with particular attention paid to grammatical patterns, sentence structure, and word usage. To enable comprehensive analysis and comparison between the two sets of abstracts, strict documentation and data organization has been upheld. This has guaranteed solid conclusions and significant insights into tertiary academic writing habits.

3.5. Sample

Purposive sampling has been used for selecting abstracts from three universities of Pakistan. criteria for specific abstracts from 2000 to 2024.

4. Data Analysis

4.1. Bryman (2008), Qualitative Content Analysis

Bryman (2008) investigates the use of qualitative content analysis as a means of deciphering and comprehending textual data. Using this method, text is coded and categorized to find themes and patterns that offer deeper understandings of the context and meaning of the material. Qualitative content analysis, in contrast to quantitative methodologies, emphasizes the nuanced interpretation of content over quantitative analysis. Bryman highlights the value of both deductive and inductive techniques, pointing out that although deductive techniques use pre-existing theories to explain the data, inductive techniques directly extract themes from the data. Furthermore, Bryman talks about the difference between latent content, which has underlying meanings and implications, and manifest content, which is visible and surface-level. This strategy is beneficial in a number of fields, including for its capacity to convey nuanced human experiences and contextual meanings, sociology and media studies are highly recommended (Bryman, 2008).

4.2. Abstract, Category 1

The first category is devoted to the organization of research articles, specifically the way abstracts are incorporated into the composition process. Researchers in this category frequently begin by writing the abstract, then the introduction, and last, the data section. This method demonstrates how the abstract, which serves as a synopsis of the full study, can be written prior to the in-depth introduction and data analysis.

The thesis name was “A critical discourse analysis of rhetorical devices used in beauty product advertisements in Pakistani print media” from Department of English Language and Literature School of Social Science and Humanities (SSSH) University of Management and Technology, Lahore.

Table1

No.	Sentence	Move

i.	This research examines the two important aspects of linguistics in the advertisements for beauty products in Pakistan.	Introduction Move
ii.	The data is collected through purposive sampling with 50 ads being collected for the first research question and the same number of ads being collected for the second research question.	Data Move
iii.	Ultimately, the results indicated a widespread use of rhetorical devices in advertisements for beauty products in Pakistan.	Method Move
iv.	The results for the gender portrayal question indicated that traditional gender roles and constructs are apparent in the majority of ads.	Finding Move
v.	Few of the ads featured women in non-traditional roles, like being empowered or independent. Men's adopting non-traditional gender roles is a rarity and the idea behind such ads is to employ shock tactics.	Conclusion Move

4.2.1. Lexical Features

Terminology Specific to a Field: The study's emphasis on language use in ads is reflected in terms like rhetorical devices, stylistics, linguistic structures, pragmatics, discourse analysis, and persuasion.

4.2.2. Media Studies Technical Terms

The academic context is indicated by terms such as Fairclough model, rhetorical structure theory, repetition, and hyperbole.

4.2.3. Lexicon pertaining to gender

A concentration on gender studies is demonstrated by terms like gender roles, masculinity, femininity, empowered, independent, and stereotypically traditional.

4.2.4. Syntactic Features

Compound Phrases

Examples of compound sentences found in the abstract include "These are stylistics choices made in linguistics with the purpose of persuading a specific audience."

Adjective Phrase Usage

Phrases such as "non-traditional roles" and "stereotypically traditional" serve as adjective phrases to elucidate ideas more clearly.

Present Tense

When making generalizations, use the present tense, as in "The findings revealed" and "the results indicate." "The data is collected" and "the samples collected" are two instances of the passive voice.

4.3. Abstract, Category 2

A thesis or research paper's abstract may occasionally start with a succinct Introduction outlining the goal or topic of the study, followed right away by the Methods section. However, as the Methods are usually presented after the study problem has been fully stated, this structure may break the logical flow. Introduction, Methods, Results, and Conclusion is a more traditional order for an abstract. This arrangement makes it more likely that the reader will comprehend the study's background before learning more about the research methodology. Because the goal and scope of the study are still being determined, the reader may become confused if the Methods section appears too early in the abstract. Consequently, keeping a consistent framework—beginning helps guarantee clarity and conformity to standard academic writing patterns by starting with the backdrop and progressively progressing to the technique and outcomes.

The first thesis name was “a critical discourse analysis (cda) of rhetorical devices used in beauty product advertisements in Pakistani print media.” The institute name was department of English language and literature the school of social sciences and humanities university of management and technology, Sialkot. The publishing period is 2018-2020.

Table 2

No.	Sentence	Move
i.	This research examines the two important aspects of linguistics in the advertisements for beauty products in Pakistan.	Introduction Move
ii.	The data is collected through purposive sampling with 50 ads being collected for the first research question and the same number of ads being collected for the second research question.	Method Move

iii.	Ultimately, the results indicated a widespread use of rhetorical devices in advertisements for beauty products in Pakistan.	Result move
iv.	The results for the gender portrayal question indicated that traditional gender roles and constructs are apparent in the majority of ads.	Finding Move
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Adjective Phrase Usage

Phrases such as "non-traditional roles" and "stereotypically traditional" serve as adjective phrases to elucidate ideas more clearly.

Present Tense

When making generalizations, use the present tense, as in "The findings revealed" and "the results indicate." "The data is collected" and "the samples collected" are two instances of the passive voice.

4.4. Abstract, Category 3

The thesis was named as “Shifting Focus of Language Teaching In Pakistan Department of English Language and Literature School of Social Sciences and Humanities University of Management and Technology, Lahore. It was published in 2013.

Table 3

No.	Sentence	Move
i.	Developing proficiency in English is imperative because of its instructional stature among all other languages of the world.	Introduction Move
ii.	This particular research addresses the need of shifting focus of language teaching in Pakistan, primarily focusing more on vocal-skills by neglecting academic language skills.	Aim Move
iii.	The researcher has collected data through random sampling by using quantitative methods of research, research articles, research journals and during participation in various English language workshops and programs.	Data Move
iv.	The data were maintained in response of the students and teachers of higher education.	Data Move
v.	The researcher finds partiality in the attitude of the students and the teachers concerned with English as language towards the verbal / oral dimension of the target language acquisition rather than writing/academic skills.	Finding Move and Conclusion Move

4.4.1. Lexical Features

Educational Jargon

Phrases that indicate an academic and educational focus include proficiency, language instruction, lingual status, academic language abilities, tertiary educational level, and language stakeholders. Verbs for education that are frequently employed in academic writing include developing, catering, addressing, observing, and facilitating.

Formal Vocabulary

Terms that show a formal register include mandatory, prestigious, academic syllabi, course topics, and policy makers.

4.4.2. Syntactic Features

Nominalization

For more formal representation, terms like "proficiency development," "academic language skills," and "language teaching focus" employ nominalization. "The data were maintained" and "the research articles were collected" are two examples of passive structures. Phrases such as "which are inevitable part of every language" are examples of relative clauses that aid in adding context. Conjunctions are used to connect ideas in complex sentences.

4.5. Abstract, Category 3

The fourth thesis was “Gender Equality: A neglected aspect in English textbook” presented by the University of Management and Technology, Sialkot. The year of publishing was 2018.

Table 4

No.	Sentence	Move
i.	Gender inequality is stanched from the distinction in all sectors of life. It is revealed from the unequal treatment of men and women by the society.	Introduction Move
ii.	The aim of this study was to scrutinize the text book at bachelor level in order to acknowledge and disclose the difference in the usage of language towards genders.	Aim Move
iii.	The part of language use from ABC of gender analysis was utilized for the analysis of this study. The English textbook "selection of short stories" was analyzed.	Data Move
iv.	The result of this content analysis indicated that there is gender inequality in language usage and mostly stereotypical role are associated with female in English textbooks at bachelor level.	Finding Move
v.	This study is an invitation for future researcher to conduct researches to diminish the gender inequality ratio and find out remedies to resolve gender inequality. It is also helpful for the	Conclusion Move

	course designers to revise the syllabus and course outline keeping in view the present role of females in society.	

4.5.1. Lexical Features

Lexicon relating to gender

Concentration on gender studies is reflected in terms like gender representation, stereotyped roles, negative stereotypes, gender inequality, gender balanced approach, and course designers.

Educational Terminology

Terms pertaining to educational studies include syllabus, course plan, content analysis, textbook analysis, and educational reforms.

Formal Tone

Academic language is reflected in phrases such as "It is recommended," "The result of this content analysis indicated," and "The study is an invitation for future researcher."

4.5.2. Syntactic Features

Complex Phrases

use lengthy phrases with clauses built throughout, such as "This study stemmed from the notion that gender equality is matter of the day."

Passive Voice Usage

"It was suggested," "The English textbook's choice of the short stories were examined.

Consider the following example of a relative clause: "The ‘selection of short stories' in the English textbook was analyzed."

Impersonal Indication

Common in academic writing, phrases like "It was recommended" or "The result of this content analysis indicated" divert attention from the topic.

4.6. Category 4, Abstract 1

This thesis's abstracts deviate from the usual abstract order by starting with the Aim and then immediately following it with the Methods. In general, the order of an abstract should make sense: Introduction, Methods, Results, and Conclusion. It could be challenging for readers to comprehend the importance of the study if the goal is presented without first giving background information or context. Before going on to the Aim to outline the study's aims, the Introduction should ideally establish the scene for the research by describing the larger issue or query being addressed. The Methods section, which describes the research methodology, should come after this. This approach guarantees a smooth, consistent flow that aids readers in understanding the goal and background of the research before being aware of the strategy used. By using a more traditional format, the abstract becomes easier to understand and more in line with accepted academic standards.

The thesis name was “Gender representation in English language textbooks at HSSC level, The institute name was Islamic International University. It was published in 2009.

Table 5

No.	Sentence	Move
i.	The study aims at analyzing the four English language textbooks of HSSC classes on the issue of gender representation from three analytical aspects i.e., content analysis, narratological analysis and linguistic analysis.	Purpose Move
ii.	The study is divided into two parts.	Aim Move
iii.	The first part analyzes the qualitative data through FAWE/Kabira&Masinjila (1997) framework of gender analysis whereas the second part analyzes the quantitative data through the ratio of male and female characters/references.	Data Move
iv.	In Part-I, it was found that in most of the textbook item’s females are represented in a negative stereotypical way which demeans. and undermines female gender.	Finding Move
v.	In Part-II, the total number of male characters/references was found far greater than the total number of female characters or references which shows the low visibility of female gender in the textbooks.	Conclusion Move

4.6.1. Lexical Features

Terms for Gender Representation:

Stereotypical roles and gender representation: The study focuses on how gender is portrayed, frequently in stereotypical ways. Characters, both male and female, Gender

visibility refers to the quantity and kind of gender-related characters or references found in textbooks.

Terms Associated with Analysis:

The terms "content analysis," "narratological analysis," and "linguistic analysis" refer to several approaches to textbook analysis that concentrate on the narrative's structure and content.

4.6.2. Syntactic Features

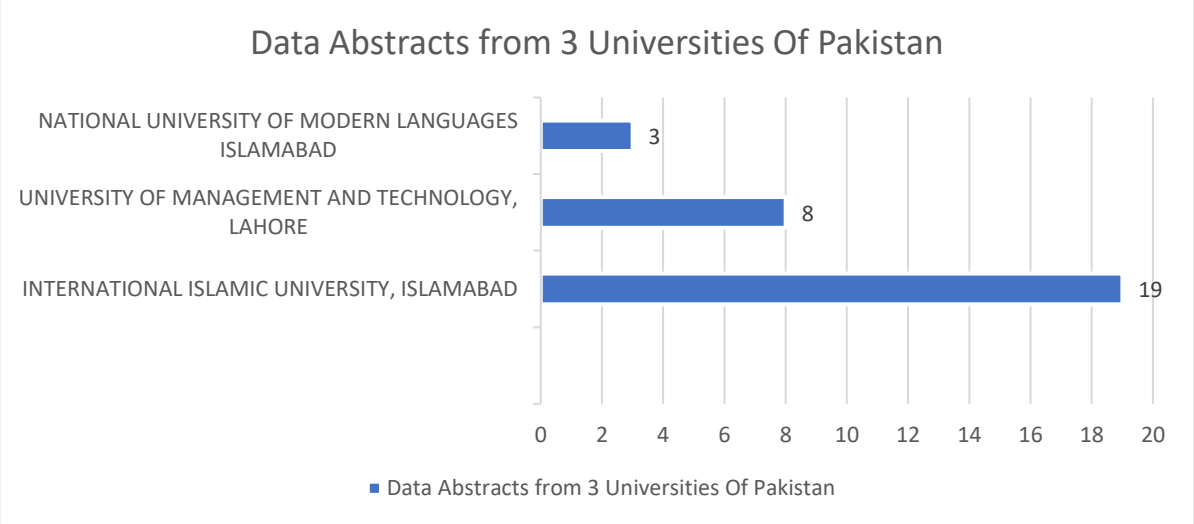
Complex Phrases:

"The study aims at analyzing the four English language textbooks of HSSC classes on the issue of gender representation from three analytical aspects..."The goal and methodology of the investigation are described in this intricate statement.

The passive voice

"Part I revealed that in the majority of as is typical in academic writing to stress objectivity, the passive voice is employed to highlight the findings rather than the researchers in the textbook's unfavorable stereotypical representation of women.

Figure 1

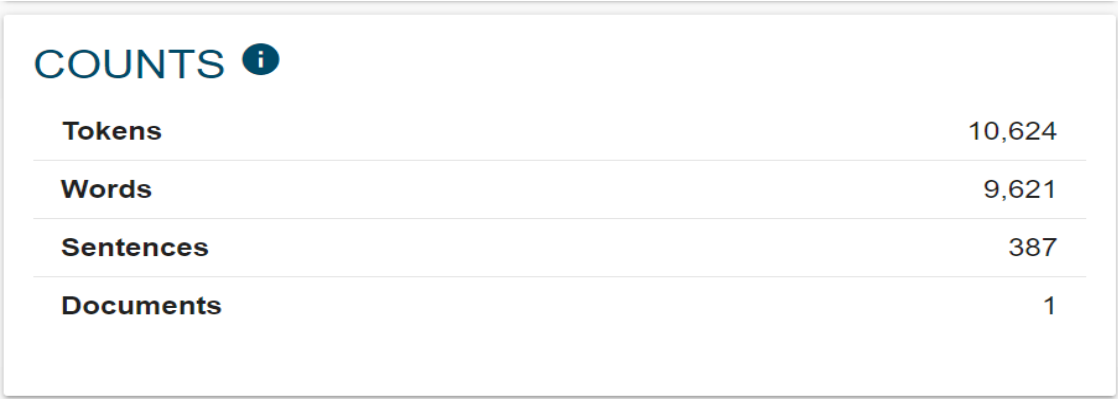


Thirty abstracts in all from publications published at the university level have been examined. For the purposes of this research project, a total of three Pakistani universities

have been selected. A total of eight from IIUI, three from IUI, and nineteen abstracts from UMT Lahore.

4.6.3. Total Corpora in Sketch Engine:

Figure 2



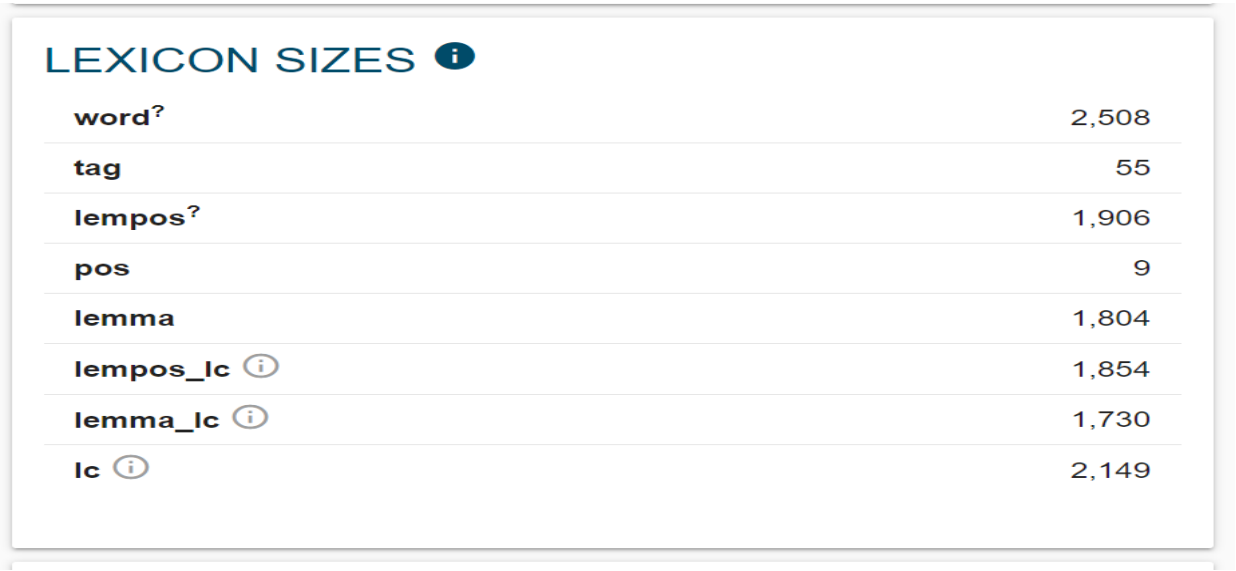
Total tokens of the corpora were 10,624, total words were 9,621, the 387 sentences were found. Lexicon sizes of this corpora in Sketch Engine of abstracts are as follows: words counted 2,508, tag was 55, 9 parts of speeches were found, lemmas 1,804, 1,854 lempos lower case were founded, lemma lower case were 1,730 and total lower case were 2,149.

Upper Case the reference to capital letters (such as "HELLO"). Uppercase letters is commonly used to accentuating nouns, or at the start of sentences.

Lower Case is an expression for words that don't contain an capitalization (e.g., "hello"). Lowercase is commonly regarded as the standard format used for various kinds of texts and is used for writing of any kind. The term is often referred to by the POS tag (Part-of-Speech Tag) The POS Tag is a phrase used to refer to a term that defines the function of the grammarian element within the sentence. Examples of such include adjectives as well as verbs, nouns and adjectives. POS tags help in understanding the structure and significance of sentences.

Lempos: This term combines "lemma" and "POS tag." It refers to a tag that includes both the lemma of a word and its part-of-speech category. For example, for the word "running" as a verb, the lempos tag might be "run_VB," where "run" is the lemma and "VB" is the POS tag for verb.

Figure 3



These results reveal the importance of formal standards and that the need for the use of specialized terminology for a particular field, as well as clarity at other levels, provide proof of the need for precise use of vocabulary and also the challenges to write syntax that is appropriate for academic purpose.

5. Discussion Recommendation:

Abstracts usually focus upon the presentation of findings or results without addressing other aspects such as the motivation behind or procedure. They aren't able to provide the complete picture of methodology that is employed during research, or even the goals of research, however the results and conclusions generally appear within the intro. Abstracts that fall into this category are unclear because they don't provide enough information that allows readers to comprehend the importance and significance of the research, well as the objectives of the research as well as the methodological approach. This type of format can make it hard for readers to understand every aspect of the research, especially its objective and the method vital to understand the entire study.

5.1. Category 2: Introduction, Methods, Results, and Conclusion

Abstracts in this class should be well-organized and flow in a non-organized manner that allows readers to be able to comprehend the information through the entire course all the way to the end page. Different abstracts may differ in how they discuss the methods used for conducting research during the past. This can make it difficult for the

reader to comprehend what the process of research involves when looking at the subject of research or background. The arrangement of an abstract will help the reader comprehend the process, history of research, and results easily and efficiently. Abstract formats are the standard format for abstracts used to study. Introductions are closely followed by processes, which are then followed by research results and findings.

5.2. Category 3: Introduction, Data, and Methods

The abstract's opening is a brief explanation of the findings and the research method without setting out the goal of the research. It is a strange arrangement that may cause it to be more difficult for readers to comprehend the purpose of the research as readers are given information about research results and strategies ahead of their capacity to grasp what the significance of research or even its purpose. Although research methods and the conclusions are clearly stated however, it is difficult to give an accurate idea of what the significance of these findings result from the absence in understanding and understanding of the topic or research topic.

5.3. Category 4: Followed by the Methods

Abstracts typically of this kind don't include a description of the background information or specifics but instead begin with defining the research's goal or objective before examining the methodology. Because they're direct towards the end goal, they don't provide readers with background information or information about the topic that the study is looking at.

The structure is distinctive and can result in it being hard for the viewer to understand. The fact that they provide readers with too much detail in small amounts, it can result in confusion as there's no description of the purpose of the study before detailing the findings of the study. While it offers a thorough study of the research procedure however, its ability to educate readers of the importance of the research is hindered due to the lack of an introduction.

5.4. On the Objectives of the Study

Goal 1 The goal is to fully analyze and identify the primary syntax and semantic characteristics which are found in Abstracts for journal articles written by universities on a third size. The principal goal of this research was to examine and discover the lexicosyntactic components that are utilized in abstracts written for educational purposes using Tertiary-level template. Its aim was to offer an understanding of the structure and contents of the language used in abstracts which are created for academic

purposes. They're an essential component of writing academically in any field. The concept "vocabulary" (lexicon) together with grammarian structures (syntax) which form the basis of abstracts designed specifically written for academic purposes can be identified by lexicosyntactic traits. (Hyland 2009)

Abstracts of the research done by academics are typically presented as brief summaries focusing on the main components of the documents such as thesis or dissertations, and research reports. For the sake of precision, clarity, and readability for readers, abstracts must be written according to specific requirements.

Active vocalization, both passive and active as well as the use of particular words are couple of characteristics of lexicosyntactic examined during the course of this study. Once you have identified these traits, it help you comprehend the standard pattern of language that is used when writing academic papers at the tertiary stage and offers more understanding of what these characteristics do within the framework of abstracts (Swales, 1990).

Additionally, it can help create some sense of the semantics behind abstracts from research abstracts, (Hyland, 2004) this type of analysis could help to understand the specific writing techniques used by academics within specific fields. The findings of this study can be used to help teach college students how to write in order to give students suggestions on how to compose abstracts that are academically acceptable standards.

Goal 2 Study the syntactic and variation in lexical terms and lexicosyntactic characteristics in abstracts written by scholars at academic Tertiary and upper levels.

The style of writing is distinct for every. Styles of writing differ even if they're written using the same method for academic abstracts (Bhatia, 1993). This study is crucial because it sheds light regarding the diverse methods and writing styles used by writers of different types and depending on various factors such as personal preferences the writing experience, educational background and the impact on the writing style of the culture.

Additionally, analyzing the different elements of syntactic as well as lexicosyntactic usage by authors could identify the possible difficulties that can hinder comprehension and comprehension of abstracts used for research. Particularly, for certain authors, they may employ jargon-laden language, or a complex grammar rule which can make the abstract difficult to comprehend.to the people who read the abstract, the impression is more. Some authors, on the other hand, might use language in a manner that is simple enough that researchers' specifics be lost. (Bhatia 1993).

6. Conclusion

Research studies generally demonstrate the tendency of writing with a passive tone. Particularly, in the areas of science where the focus is on research and not the group of researchers and scientists, the tendency to use an inactive voice is apparent. The person in influence (Mauranen 1993). To communicate scientifically sound research, and impartiality, the passive voice helps in creating a voice that is pronounced. Studies suggest using vocal active has become more commonplace especially in the field of social sciences and humanities, where the voice of the writer is more prominent in narrative (Cargill and O'Connor 2009). Research shows that abstracts written that have the greatest efficiency are more likely to keep their clarity and accessibility. Additionally, they can provide an alternative between formality and straightforward language. For an example abstracts that are written for sciences tend to be constructed using a formal format focused on the outcomes and process while abstracts in the humanities can take on the form of narratives, which include structures concepts (Swales 1990). A variety of different formats illustrate the importance of knowing the genre in question, since being aware of guidelines in the field that they're studying can significantly enhance the quality of their work.

6.1. The Implications of the Study

The analysis of the lexicosyntactic features included in the abstract academic templates for secondary schools could have a variety of implications for methods of instruction and on the academic performance of students. One of the primary motives is that these findings suggest the need for instructions in writing that are specific and is based on specific rules applicable to a variety of disciplines. Teachers could benefit from the findings of this research and create the ideal instructional program specifically tailored to the needs of different languages that form the cultural and linguistic foundations of the various topics that are part of academic study. By helping students understand the needs of various subjects they are studying This method can assist in developing the writing skills of students.

This research also demonstrates the that it is important to know the many kinds of genres essential for writing academically. Teachers can assist students in learning how write better analyses of from their studies through introducing them to the syntactic as well as lexicosyntactic aspects that make up a successful abstract. It is essential to use the right combination of tones, tense, and formalization. This enhances the clarity and accuracy of abstract concepts. Additionally, it improves the ability of abstract writers to communicate difficult concepts quickly.

This effect is also experienced by students in other classes. Abstracts composed by students who are of superior quality are likely to be recognized by their institutions that offer higher education. Abstracts that are professionally written is likely to affect researchers' ability to communicate with a wider public, which allows collaboration and the exchange of data. This study will help students achieve their objectives both in terms of academic and professional success. It could also aid in the instruction of writing in academic purposes.

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