SEMANTIC FEATURES OF MODALITY IN RESEARCH ARTICLES: A COMPARATIVE STUDY BETWEEN INDEXED AND NON-INDEXED JOURNALS

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Abstract: The present paper concerns the semantic features of modality markers in Linguistics research papers across two subsets, the indexed journals and the non-indexed English-medium journals published in Vietnam. The data is 30 Linguistics research papers from 2017 to 2019, selected from *English for Specific Purposes* and *VNU Journal of Foreign Studies*. The findings indicate a small disproportion in the frequency of modality between two groups of authors. Semantically, the preferred subtype in both groups is epistemic modality. Comparatively, the Vietnamese researchers are found to use more deontic and dynamic modality markers whereas the international writers tend to opt for epistemic modality. The issues unfolded from this study could contribute to a better understanding of modality in research papers in general and in those in the discipline of Linguistics in particular; the study has the practical contribution to promote the Vietnamese researchers in their endeavor to join the international academic community.

Keywords: Modality, epistemic modality, deontic modality, dynamic modality, research articles

1. Introduction

Modality, which is concerned with the speakers'/writers' opinion and attitude towards the propositional content, has become the centrality of innumerable academic papers for decades. Regarding academic written discourse, the implementation of modality markers has been explicitly acknowledged to enable authors to convey their stance, affection or judgment both to the propositions they make and to the readers, as well as to modify their statements and avoid the risk of face-threatening communicative activity on the potential addressees (Almeida & Pastor, 2017). The proper use of modality would substantially support the pragmatic aspect in academic writing, assist scholars in accurately expressing their research findings and also reflect an advanced level of both linguistic and pragmatic proficiency in the written mode (Chen, 2010).

Given its prominent role in the genre of academic writing, especially the research article (RA), an essential vehicle for disseminating new knowledge, modality has been the main focus of a host of linguists who have a keen interest in this area of knowledge. However, it is noticeable that the large number of cross-cultural and cross-disciplinary studies on modality in the RAs has mainly centered on epistemic modality (Orta, 2010; Pastor, 2012 among others), leaving other modality subtypes, namely deontic and dynamic, rarely examined.

To bridge these gaps, this study, confined to RAs on Applied Linguistics, sets out to examine modality based on the tripartite scheme of epistemic, deontic, and dynamic modality

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(Palmer, 2013). In addition, this study is aimed to compare this feature between two sets - the internationally established journals and the non-indexed English-medium journals published in Vietnam. The research questions are: (1) What are the semantic features of modality in the RAs? and (2) To what extent do the semantic features vary between two groups of authors - namely the international and the Vietnamese authors – in the investigated RAs?

2. Theoretical background

2.1. Definition of modality

Ever since its first introduction, modality has become the object of continuous scrutiny. Nonetheless, no adequate and precise definition of the term has been widely agreed upon, and there has also been considerable debate on how to interpret this linguistic category (Palmer, 2013).

Various scholars (Lyons, 1977; Quirk, Greenbaum, Leech and Svartvik, 1985; Simpson, 1993; Bybee, Perkins, & Pagliuca, 1994; Biber, Johansson, Leech, Conrad, & Finegan, 1999; Palmer, 2001, 2013) relate the term *modality* to speaker's/writer's subjective stance. It has been widely argued that language is not merely used to convey factual information about the truth of the proposition contained in an utterance but also to express one's attitudes, opinions, ideas and ideologies about the events. According to Lyons (1977, p.452), modality realizes the speaker's "opinion or attitude towards the proposition that the sentence expresses or the situation that the proposition describes". This definition is also embraced by Palmer (2013), an advocate of a semantically-oriented approach to modality. Modality can also be defined as the *linguistic encoding* (Biber et al., 1999, p.966) or *grammaticization* (Bybee et al., 1994, p.176) of the beliefs, subjective attitudes and opinions of speaker/writer towards the proposition manifested. Simpson (1993) refers to modality as a speaker's/writer's attitude toward or opinion about the truth of a proposition expressed by a sentence as well as the attitude toward the situation or event described by that sentence. Along the same line, Quirk et al. (1985, p.219) propose that at its most general, modality may be considered as "the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgment of the likelihood of the proposition it expresses being true".

In general, it is noted that with each scholar having their own way to approach the fuzzy notion of modality, a clear-cut definition of the term has not yet been determined. This paper, however, will strictly follow the one proposed Palmer (2013), considering modality as the realization of the speaker's/writer's opinion or attitude towards the situation of the proposition, or the proposition itself.

2.2. Classification of modality

Scholars' various ways to delineate modality result in the lack of consensus on its classifications. While Quirk et al. (1985, p.219) advocate the classification of modality into *intrinsic* and *extrinsic*, ample works follow Lyons' (1977) binary distinction between *epistemic* and *deontic*. Meanwhile, other scholars such as Palmer (2013) adopt a tripartite scheme which involves *epistemic*, *deontic*, and *dynamic*.

On the whole, there has been a proliferation of terminology applied to distinguish different kinds of modality. In this paper, Palmer's (2013) threefold division of epistemic,

deontic and dynamic modality would serve as the conceptual framework, and a detailed account of which will be presented below.

Palmer (2013) delineates the division of modality into three subclasses – *epistemic, deontic* and *dynamic* modality.

Epistemic modality

Epistemic modality (EpM) is included in almost every study on modality, even if what this terminology refers to somewhat varies from scholar to scholar. EpM is considered by Palmer (2013, p.50) as "the simplest type of modality to deal with" as it is both syntactically and semantically distinct from others, and it has "the greatest degree of internal regularity and completeness".

Unlike other scholars who refer to concepts like *belief* (Hoye, 1997, p.42, as cited in Almeida & Pastor, 2017, p.279), or *commitment* (Lyons, 1977, p.797), Palmer (2013) employs the term *judgment* to clarify this notion. For Palmer (2013), EpM is regarded as "the modality of propositions" rather than of actions, states, events, etc. as it applies to any modal system that does not indicate a factual assertion but the speaker's judgments about the truth of the proposition, evaluating the possibility that "something is or is not the case" (p.50). This definition in a way aligns with those of the above-mentioned linguists as they all signify the involvement of the speaker's opinion or attitude towards his/her utterances.

Deontic modality

There seems to be a tacit agreement among linguists when it comes to the interpretation of DeM, which has been defined as obligation and permission attached to the performance of certain actions (Lyons, 1977; Palmer, 2013; Simpson, 1993, etc.). In a similar vein, Palmer (2013) claims that DeM is concerned with influencing actions, states or events, as via DeM markers, a speaker may give permission, lay an obligation or make a promise or threat.

Dynamic modality

The tradition of conflating dynamic modality (DyM) and DeM has led to a lack of original materials concerning this domain. However, as the differences between these two domains are relatively apparent, it is essential to factor DyM out from DeM. Palmer (2013) differentiates DyM from the other two by stating that DyM is concerned with "the ability or volition of the subject of the sentence, rather than the opinions (epistemic) or attitudes (deontic) of the speaker (and addressee)" (p.36), and revolves around the properties and dispositions of the subject in the clause.

2.3. Modality markers

It has been widely agreed by many linguists that the most pervasive and principal means of modality expressions is modal verbs. Nonetheless, lexical devices (lexical verbs, adverbs, adjectives and nouns), though having long received a disproportionate amount of attention from linguists, can also convey modality meanings.

While the creation of a list of potential modal markers for each discrete modality subtype seems unrealistic due to the lack of one-to-one correlation between modal verbs and the

meaning they convey, the task is feasible for these lexical devices. Drawing heavily on the results of the previous studies on this domain (Biber et al., 1999; Palmer, 2013; Quirk et al., 1985), the possible lexical items denoting each modality subcategory are presented in Table 1.

Table 1. Lexical modality markers

Modality subtype	Lexical modality markers
EpM	actually, allege, allegedly, apparent, apparently, appear, arguably, argue, assume, assumption, assuredly, attest, belief, believe, bet, calculate, certain, certainly, certainty, chance, claim, clear, clearly, conceivably, conclude, confident, consider, convinced, danger, decidedly, definitely, doubt, doubtful, doubtless, doubtlessly, estimate, estimation, evidence, evident, evidently, expect, fear, feel (like), figure, find, for me, gather, guess, hope, imagine, imply, in my mind, in my opinion, in my view, in truth, incontestably, incontrovertibly, indeed, indicate, indication, indisputably, indubitably, inevitably, infer, know, likelihood, likely, look (like)/(as if), manifestly, maybe, naturally, necessarily, needless to say, obvious, obviously, odds, of course, opinion, ostensibly, patently, perhaps, plainly, positive, possibility, (im)possible, possibly, potential, presumably, presume, probability, (im)probable, probably, propose, purportedly, question, reckon, reputedly, (would) say, seem (like), seemingly, so far as appeared, sound (like), speculate, speculation, suggest, suppose, supposedly, sure, surely, suspect, tend, tendency, theory, think, to me, to my mind, true unarguably, unavoidably, undeniably, undoubtedly, unquestionably
DeM	advisable, advise, allow, appropriate, ask, authorize, compulsorily, compulsory, constrain, convince, critical, crucial, desirable, essential, expedient, fitting, force, good, important, indicate, indispensable, mandatorily, mandatory, menace, necessarily, necessary, necessity, needful, obligatorily, obligatory, oblige, order, permission, permit, possible, promise, proper, proposal, recommend, request, require, requirement, suggest, suggestion, suppose, threaten, undertake, urge, vital, warn
DyM	able, ability

3. Methodology

3.1. Data collection

The data of the study comprises two subsets - RAs from an internationally established journal and those from a non-indexed journal published in Vietnam, 15 articles each. The RAs in the international subset were chosen from *English for Specific Purposes*, a well-established journal, included in the Social Science Citation Index (IF: 2.612); the RAs in the Vietnamese subset were taken from *VNU Journal of Foreign Studies,* a non-indexed journal. This is an official and independent publication of the University of Languages and International Studies, Vietnam National University. This journal is currently one of the most prestigious, leading in the discipline of linguistics in Vietnam. *VNU Journal of Foreign Studies* releases bimonthly four English editions and two Vietnamese ones. The RAs collected for this study are from the former.

The RAs in this research were compiled from the latest issues in the three most recent years since the data collection process began, in June 2019. Between 2017 and June 2019, *English for Specific Purposes* contains 71 RAs, all of which are on Applied Linguistics. 13 out of 73 RAs in *VNU Journal of Foreign Studies* are of Pure/ Theoretical Linguistics. To ensure consistency, these 13 RAs were excluded. Additionally, three RAs were found to be written by foreigners, not native Vietnamese writers, were also removed. The examination of the RAs collected also suggests the common structure of RAs in both journals is Introduction - Literature review - Method - Results and Discussion - Conclusion. As a result, those RAs which fail to conform to the

aforementioned framework would be removed for the sake of uniformity, leaving 53 RAs in the international subset and 38 RAs in the Vietnamese one. Finally, 15 RAs were randomly chosen from each subset (five RAs each year). The data therefore comprises 30 RAs in the field of Applied Linguistics published during a three-year period from 2017 to June 2019.

The 30 English-medium RAs which had been chosen based on the abovementioned criteria and steps were compiled and downloaded as PDF files. Then the files were converted into text documents. Redundant details were also excluded to prepare the texts for later full-scale investigation. These details involve (1) information about author(s), volume and issue of the journal; (2) sections of abstract, acknowledgement, references, appendices; and (3) endnotes, page number, and all figures, tables, charts, and diagrams. The total word count of RAs chosen varies from texts to texts, but RAs by international writers would generally be of longer length than those by Vietnamese ones. The word count of each subset is presented in Table 2.

Table 2. Word count of two subsets

	Minimum length (words)	Maximum length (words)	Mean length (words)	Total word count (words)
International subset	5551	10,985	7,898.4	118,476
Vietnamese subset	2746	7912	5,088.0	76,320
Total			**6,493.2**	**194,796**

3.2. Data Analysis

Identification and categorization of markers: For each RA in the corpus, a manual verification was carried out in order to identify and categorize the modality markers into: Epistemic (EpM); Deontic (DeM), Dynamic (DyM), and Indeterminate (including ambiguous cases where there is a fusion of meaning between modality subclasses).

Calculation of occurrence frequencies: Since the texts in the corpus are not of the same length, the comparison of raw frequencies might lead to biased and unreliable results. A normed frequency allows users to know how many times an item occurs per X words of running texts, which represents the base of normalization. Thus, to gain normed frequencies, researchers need to take the raw frequency of an item appearing in one section, divide it by the size of that section, and then multiply the result by the base of normalization. The base of normalization would depend on the size of the corpus: it could be set to per 1 million words of running texts if the corpus is of approximately 100 million words, or per 10,000 words of running texts if the corpus is of 1 million words. As the overall size of the present corpus is nearly 200,000 words, it is justifiable to set the base of normalization at per 1000 words of running texts. The formula to convert each frequency into a value per a thousand words is as follows: $\mathbf{F_N = F_O*1000/C,}$ with F_N: the normalized frequency; F_O: the observed frequency; C: the corpus size. It was these normed frequencies that were based on to describe findings concerning the distribution of modality markers between two subsets of data.

4. Findings and discussion

4.1. Findings

Table 3 summarizes the frequencies of modality in the entire RAs produced by two groups of authors. The analysis unfolds that the 30-text corpus consists of a total of 194,796

words, 3,053 of which are markers denoting modality. In detail, regarding RAs by the international researchers, it is found that the 118,476-word subset includes 1,908 tokens of modality markers. Meanwhile, the RAs by Vietnamese authors, which are approximately 1.5 times shorter in length (76,320 vs. 118,476), contain 1,145 cases of modality in total. The raw tokens show a much larger number of modality devices in the RAs by the international writers than in those by the Vietnamese writers; however, by the normalized values, we can see that the overall frequency of modality markers employed by the international authors is only slightly higher than that by the Vietnamese researchers, with the distribution per 1000 words being 16.10 and 15.00 respectively.

Table 3. Distribution of modality markers in the entire RAs

	C	**F_O**	**F_N**
International subset	118,476	1,908	16.10
Vietnamese subset	76,320	1,145	15.00
Total	**194,796**	**3,053**	**15.67**

Note. C = word count; F_O = observed frequency (occurrences); F_N = normalized frequency
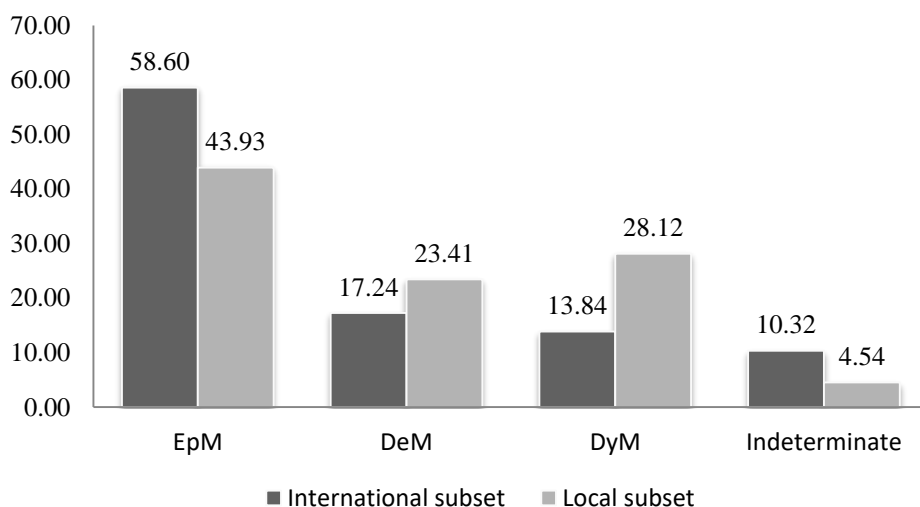

Figure 1. Percentage of semantic subtypes.

The proportion of the three semantically-based subtypes employed by two groups of writers is presented in Figure 1.

On the whole, the bar chart reveals that EpM markers constitute a considerably large proportion in both subsets, taking up 58.60% in international subcorpus and 43.93% in the Vietnamese one. With regard to DeM and DyM, the statistics suggest that these two subclasses are more widely used by Vietnamese researchers than international ones. The figures of DeM devices employed by international and Vietnamese authors are 17.24% and 23.41% respectively. Meanwhile, the percentage of DyM markers in the international group is 13.84% and in the Vietnamese one is 28.12%. Finally, as far as the ambiguous cases are concerned, the number found in the international RAs is about twice as many as this in the Vietnamese RAs (10.32 vs. 4.54).

The use of EpM in RAs is mainly to convey writers' doubt or certainty in the proposition they are making. For example,

(1) *In Move R3, the writer moves beyond reporting to interpret the results. In Step 1, Explaining results, the writer may give information that assists the reader in understanding displayed results (example oo) or may interpret results.* [I1701]

(2) *Although many investigators have used the term "opening" in interchange with the term "greeting" (Omar, 1989; Youssouf, Grimshaw & Bird, 1976; Firth, 1972; Kendon & Ferber, 1973; Duranti, 1992), these two concepts are definitely different.* [V1703]

On the one hand, it can be seen in (1) that the researcher is uncertain of the method that one writer may use to explain the results of the study. Therefore, the modal verb *may* is employed to indicate two possibilities that can happen, which is offering information or interpreting the results. On the other hand, the use of the adverb *definitely* in (2) serves to denote writers' high level of commitment to the propositions, which is the clear distinction between the term *'greeting'* and *'opening'*.

EpM is also an indicator of futurity. It could express future events and probabilities involved in the studies in general – what might happen in the future – as in (3), or refer specifically to actions to be taken into account by people involved in the studies as in (4).

(3) *The content included brief introductions to aspects of phonetics and phonology that are important for pronunciation teaching, pronunciation teaching methods, as well as background on the nurses who would be participating in the course and an introduction to the course texts and teacher's guide, created by the author.* [I1902]

(4) *In the scope of this study, the authors mainly dealt with [...], because the function of speech acts will be treated as the one with performatives.* [V1805]

The presence of the modal verb *would* in (3) helps indicate the future course of actions of the nurses, which is to join the learning program. *Will* in the next example, however, serves to draw attention to the content that would be discussed later on.

Compared to the extensive use of EpM, the rest is much less dominant. DeM is the second most common modality subtype. DeM in the corpus mainly serves to convey the authorial voice and attitude towards the actualization of certain actions, ranging from permission to obligation and requirement.

(5) *The main point here, though, as seen in the discussion of definite article use in 4.2, is that this practice needs to be addressed more closely in this kind of writing because of its impact on the dialogue, i.e. that of effectively bringing it to a close when lines of communication should be kept open.* [I1805]

(6) *Third, it is essential that teaching conversations include teaching speech act types expressing different language functions as it is of great importance for students' success in performance and interpretation of speech acts in real communication.* [V1704]

As for DyM, the findings indicate that it is nearly as preferred by researchers as DeM. DyM markers in RAs, for the most part, function to convey the ability or properties of the subject noun phrase.

(7) *Drawing on this more extended approach, we <u>might</u> engage students in activity-based assignments in which they design multimodal objects (e.g., posters, Power Point presentations, objects from 3-D printers, web pages, videos) for varied audiences and purposes.* [I1803]

As for the blurred cases, where it is hard to classify an item into one distinct subclass, it was categorized as Indeterminate. The situation may happen when there is a fusion of meaning between modality subtypes. This group accounts for a small proportion (8.1%). Most ambiguous cases revolve around the subclasses of EpM and DyM as in (8).

(8) *There is also a strong sense of the writer trying to "sugar" the relationship. Such an approach <u>can</u> ironically have the effect of flagging an upcoming problem, but [...]* [I1805]

In (8), the use of *can* may denote a sense of possibility or ability. It might mean that (a) it is likely that the chosen approach has the specific effect of flagging the problem or (b) the chosen approach is able to have the effect of flagging the problem.

A minority of unclear cases is tokens of can be interpreted as either EpM or DeM (as in 9) an either DeM or DyM (as in 10).

(9) *In his study, Nordstrom (2010) stated that all linguistic studies involving modality <u>must</u> eventually have a connection with the speech act theory by Austin (1962) and the notions of performatives & illocutionary force because one of the functions of modality is to denote speech acts. (Nordstrom; 2010: 49).* [V1805]

(10) *Nevertheless, we suggest that language and literacy high school teachers <u>can</u>, with reasonable confidence, identify language belonging to, for example, the technical vocabulary of particular STEM subjects.* [I1901]

In (9), the employment of *must* presents two possible interpretations of the proposition. It can present a firm statement of Nordstrom that there is a very good chance that all linguistic studies involving modality have a connection with the speech act theory, which is a case of EpM; it can also be understood as a strict necessity that all linguistic studies involving modality have a connection with the speech act theory – a case of DeM. In (10), the modal verb *can* may indicate the obligation or ability. The proposition can be understood as (a) language and literacy high school teachers should identify language belonging to the technical vocabulary of particular STEM subjects – a case of DeM – or (b) language and literacy high school teachers is able to identify language belonging to the technical vocabulary of particular STEM subjects – a case of DyM.

4.2. Discussion

The analysis indicates a minor difference in the frequency of modality markers between the international and Vietnamese subsets, which likely suggests that the Vietnamese researchers

are as proficient in the employment of modality as the international ones. The present findings are in contradiction with the previous results obtained from the other researches on the modality-related performance of non-native high school or college students, graduates or postgraduates (Chen, 2010; Milton & Hyland, 1999) who tend to underuse, overuse or misuse modality expressions. The explanation for this distinction might lie in the different level of language proficiency of the subjects involved; the writers in this study are mostly researchers, teachers and university lecturers with undoubtedly a high command of English, who would be able to produce language more accurately and skillfully. This claim aligns with the statements of Milton and Hyland (1999), which advance that non-native students would approximate native-like usage in tentative expressions as their proficiency improves, and of Chen (2010), which contend that the increase in language proficiency of non-native learners would result in a progress in intercultural pragmatic competence.

It can be seen that EpM prevails over other categories in both groups of authors, accounting for 58.60% and 43.93% in the international and Vietnamese subset respectively. This predominance of EpM in RAs agrees with Almeida and Pastor's (2017) findings, which point out that EpM outnumbers the other subtypes in every section of the RAs. Their study investigates the RAs in two disciplines, Linguistics and Engineering.

The essential role of EpM in RAs has been emphasized in various works. Orta (2010) and Pastor (2012) also conclude that writers often opt for EpM so as to issue more tentative and reserved statements and establish a proper tenor in their RAs. The use of EpM markers enables scholars to present their new claims with an appropriate level of precision and politeness (Hyland, 1996). Mitigating the strength of their claims helps researchers introduce new knowledge with appropriate "accuracy, caution and humility" (Hyland, 1996, p. 434), hence allowing them to gain ratification for their claims and to persuade their readers. The prevalence of EpM in the corpus, therefore, appears to be equitable as it serves to point out existing gaps in the field (in *Introduction* section), present perspectives in previous works (in *Literature review* section), propose the authorial stance and plausible interpretation of the results (in *Results and Discussion* section), and justify the contributions of the present study as well as address possible limitations and suggestions for further work (in *Conclusion* section).

The other two modal meanings, namely DeM and DyM, are also of great importance in RAs. Regarding DeM, this modality subtype is usually utilized to express the author's stance of permission, obligation or requirement towards the realization of certain actions. DeM markers therefore will typically be found in *Method* section to address the criteria and requirements to be met when collecting the data as well as in *Conclusion* section to put forward recommendations and suggestions for later works. In regard to DyM, its main function is to describe the capacity or characteristics of the subject noun phrase, which is not representative of any specific section; therefore, DyM markers would not appear in one particular section but scatter over the entire RA. It is suggestive that DeM and DyM are not as versatile as EpM in meaning; as a result, the proportion of these two modality subtypes cannot be comparable to that of EpM.

Additionally, the proportion of EpM markers utilized by international authors is about 2.2 times larger than that by Vietnamese ones. As EpM expressions allow academics to produce claims with less assertiveness and a certain level of uncertainty, these findings could possibly

imply that Vietnamese writers are not as skillful at expressing the areas of uncertainty in their papers as the international fellows. That Vietnamese authors employ EpM expressions to a lesser extent might also indicate that their RAs would convey firmer, more direct, and less qualified statements, which may not be highly encouraged in presenting new findings to the scientific community.

5. Conclusion

The study is an in-depth enquiry into the employment of modality in Linguistics English-medium RAs from a comparative perspective. The groups to be compared are the indexed RAs and the non-indexed RAs by Vietnamese writers. It is hoped that this research paper could contribute to a better understanding of modality and attract more attention to this domain. Theoretically, the overall picture of the modality employment in Linguistics RAs drawn from this thesis confirms the prevalence and significance of modality in RAs in particular and in scholarly written genre in general, thus pointing out the need for further studies on this notion in the future. Practically, the investigation into the modality use of both international and Vietnamese authors offers authentic models of commonly used modality markers in RAs and the writers' strategies and preference when expressing modality. It is expected that this knowledge would benefit the teaching and learning of modality in language courses as well as assist undergraduates and postgraduates in their thesis writing process. Additionally, the detailed description of the resemblances and discrepancies in the employment of modality between Vietnamese academics and their international counterparts is believed to help Vietnamese researchers construct more stylistically appropriate RAs, adhering to the conventions and requirements laid down by international academic communities.

There remain some unavoidable limitations which need to be acknowledged and addressed in future research. The data for this study is confined to only two journals as representative for two groups of authors. Future analyses should be based on a larger corpus drawn from more journals. Then the sole focus of this research is on RAs on Applied Linguistics; it would be instructive to explore this feature in RAs in other subfields within Linguistics. It might also be both theoretically and practically significant to conduct cross-disciplinary and cross-cultural studies regarding modality use.

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ĐẶC TRƯNG NGỮ NGHĨA CỦA CÁC PHƯƠNG TIỆN BIỂU ĐẠT TÌNH THÁI TRONG BÀI BÁO KHOA HỌC Ở TẠP CHÍ TRONG DANH MỤC QUỐC TẾ VÀ TẠP CHÍ CHƯA XẾP TRONG DANH MỤC

Tóm tắt: Công trình nghiên cứu đặc trưng ngữ nghĩa của các phương tiện biểu đạt nghĩa tình thái trong bài báo khoa học thuộc chuyên ngành Ngôn ngữ học ở hai nhóm tạp chí – tạp chí trong danh mục quốc tế và tạp chí chuyên ngành tiếng Anh chưa xếp trong danh mục được xuất bản ở Việt Nam. Cứ liệu khảo sát là 30 bài báo khoa học trong khoảng thời gian 2017-2019 từ tạp chí *English for Specific Purposes* và *VNU Journal of Foreign Studies*. Kết quả nghiên cứu cho thấy tần suất sử dụng phương tiện biểu đạt nghĩa tình thái của hai nhóm tác giả không quá chênh lệch. Về mặt ngữ nghĩa, tình thái nhận thức là phạm trù tình thái phổ biến nhất trong cả hai nhóm. Các tác giả Việt Nam sử dụng nhiều tình thái đạo nghĩa và tình thái năng động; trong khi đó, nhóm tác giả quốc tế có xu hướng lựa chọn tình thái nhận thức. Các vấn đề được trình bày trong công trình này phần nào đóng góp cho việc nghiên cứu các phương tiện biểu đạt nghĩa tình thái trong bài báo khoa học nói chung cũng như trong bài báo thuộc chuyên ngành Ngôn ngữ học nói riêng; về mặt thực tiễn, công trình này có thể giúp ích cho những nhà nghiên cứu người Việt có mong muốn gia nhập cộng đồng học thuật quốc tế.

Từ khóa: Nghĩa tình thái, tình thái nhận thức, tình thái đạo nghĩa, tình thái năng động, bài báo khoa học