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Mariam Anana & Adeyemi Adewale Akinola

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A Discourse Analysis of Online Library Resources: A Study of Students' Projects abstract

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ABSTRACT

Many students in tertiary institutions have not followed the normal structure of writing their projects' abstracts. Despite lecturers' efforts to supervise students in order for them to follow projects' writing rules, there are disparities in the patterns of writing project abstracts by undergraduate students in Nigeria. This study investigates online abstract from students' projects submitted in partial fulfillment for the award of first degrees in Nigeria universities. It adopts Hyland's (2000) and Swales and Feak's (2009) Models of Move Analysis. The study also adopts a qualitative research design; with data collected at random from colleges with online abstracts of undergraduates' projects stored in the library on-line institutional repository. Findings reveal that universities in Nigeria has no agreed patterns of abstract structure for students' project; none of the projects has complete macro and micro patterns of abstract, and none has the concluding part of a standard abstract. The study concludes that Nigeria University students' abstract writing does not meet the acceptable global standard. However, universities should organize a project writing workshop with a greater emphasis on how to write an acceptable abstract.

Keywords: Online library resources, projects' abstract, discourse analysis, Move Analysis, students

INTRODUCTION

One of the primary responsibilities of a university is to preserve existing knowledge. The university library can help with this by acquiring the necessary information sources. The primary function of every library is to disseminate printed and online information sources to users. To some, a library is a place to read books, relax and keep up with current events by reading current newspapers, conduct research, access or share information in response to a specific need, and so on. Barfi, Afful-Authur & Agyapong (2013) define library information resources as "raw materials that provide essential services in the teaching and learning process". Libraries play an important role in organizing information, facilitating user access to it, and assisting users in finding the information they need.

Despite the fact that today's library users have access to a vast amount of information via the internet and online databases, the importance of library information services has not diminished. The quantity and diversity of material that is constantly being added to online databases and the internet is one of the key factors contributing to the expanded function of library

information service units. We live in a digital age, where information is crucial in many situations. The primary tool for information sharing is the digital network. Thanks to digital technology, information of various types, such as text, audio, video, and electrical, can now be created, saved, managed, accessed, and transported in ways we never imagined before.

Many users find online information sources appealing because they appear to be the most practical way to gather information. Online sources provide the most up-to-date information because they are distributed more frequently than print resources by the majority of libraries with internet access. Using online resources, users can access information in a variety of formats, such as videos and audio recordings that may not be available in a library collection.

Professionals working in libraries today are educated to give users the most recent information. While there is a wealth of useful information available online, a sizable portion of it is supported by evidence and suitable for scholarly use. In other words, before you ever see any of the resources in the online library, they have all been evaluated in some way.

Knowing the advantages of online libraries is a good place to start. But it's also crucial to become familiar with the online library. The primary goal of any library, according to Olajide & Adio (2017), is to support the teaching, learning, and research activities of its parent institution.

Using a search engine to find those few trustworthy sources for a project or abstract is similar to looking for a needle in a haystack. Using an online library allows you to quickly narrow and broaden searches in scholarly databases. Long-term, learning how to use the online library can give you more accurate, pertinent, and evidence-based information while saving you hours each week. There will be more time available for working on assignments and less time available for finding sources.

Gathering, analyzing, and sharing open source information from the web is becoming more common, including from e-journals, e-data archives, e-manuscripts, e-maps, e-books, e-magazines, e-theses, the World Wide Web, e-newspapers, e-research reports, and e-bibliographic databases (Sharma, 2009). Online information databases for libraries are now a valuable resource for collecting theses and dissertations on specific topics. This service will be extremely useful to users who are primarily researchers. It reduces the amount of research done twice and assists library patrons in selecting a research topic. Because these can be searched by subject, the work of the reference staff is greatly reduced.

This study attempts to analyse one of the online resource materials (i.e. the undergraduate project abstracts. Although many scholars have done heavy works on abstract generally, for over “the past two decades” (Bondi & Sanz 2014), many students still find it difficult to write abstract appropriately; this may be informed by the fact that undergraduate students in Nigeria do not understand the structures of the genre of abstracts of their projects. This ignorance has been replicated in the abstract section of projects they submit on yearly basis. The cycle continues as the upcoming students use past projects as their guides in writing theirs. This present study attempts to address this problem.

Imsa-ard (2021) opines that scanty studies are done on abstracts of articles in Thailand; in a similar observation and to the best of our knowledge no serious works of this nature have been done on abstracts of undergraduates projects in any private university in Nigeria (before now);

hence, this work fills in the existing gap by analysing online abstracts of undergraduate students' projects in a private university using move analysis.

We believe that the findings from this study will be useful to undergraduates and teachers in higher education who write and supervise projects respectively. This will also serve as a resource material for academic stakeholders to understand the move structure of project.

OBJECTIVES OF THE STUDY

The objectives of the study are list below. They are:

1. To identify online resources that may be useful to students
2. To analysis undergraduates projects' abstracts
3. To suggest a project pattern that may be adopted by undergraduates in Nigerian Universities

LITERATURE REVIEW

Online Resources

According to Croom & Buekholtz (2000), campus researchers and students now have a plethora of options as a result of the rapid advancements in digital technology during the 1990s (2001). Students can use online information sources such as Wikipedia Online, Bioline, the Internet, Google Books, Refdesk, the Internet Public Library, Litsum, the Encyclopedia of Life, Answer.com, Questia, and the Farmer's Almanac (Palmer & Sander, 2003; Croom & Buekholtz, 2001). Tsakonas et al. (2006) define online information resources as information resources that are available in electronic form and are accessible via the internet. E-books, e-journals, online databases, CD-ROM databases, e-thesis, e-dissertation and other computer-based electronic networks are examples of these resources.

According to Rose (2001), full text searching, convenient access, timely availability, and access from home are factors that encourage the use of online information resources by faculty members at Tilburg University in England. Bishop Ken (1995) observed that engineering faculty and students desired quick and easy access to electronic journals, but they also desired customizable interfaces and the ability to create personal collections, whereas economics students and faculty desired the addition of data sets (Nicolaidis, 2001). According to McKnight et al. (1998), more students believed that accessing periodicals online was easier than doing so on paper. Agu (2002), in order for students to succeed in the future, they must be critical consumers of information. She continues by stating that the advancement of information and communication technologies (ICTs) has enabled students to access databases from a broader range of sources. A few factors have been discovered to influence students' use of online resources. In Tenopir's seminal paper in this field from 2003, these factors were identified as student status, subject discipline and task, type of institution, age, and gender. In a study of a similar nature, Shaqour & Daher (2010) identified similar factors, such as but not limited to institution resources, instructor support, course prerequisites, student characteristics, and course characteristics. In order to identify

who said what regarding the key research questions, the researchers included gender, age, and subject disciplines as the personal characteristics of the undergraduate participants in this study.

Dhanavandan & Tamizchelvan (2012) define electronic resources as "resources in which information is stored electronically and is accessible through an electronic system and network environment." Electronic resources are defined as "databases, books, journals, newspapers, magazines, archives, theses, conference papers, exam papers, government papers, research reports, scripts, and monographs in electronic form" by Deng (2010).

Deng (2010) pointed out that there are following nine major types of online resources which may available in the university library. They are:

- i. library catalogue
- ii. online journals;
- iii. website information;
- iv. online newspapers;
- v. electronic books
- vi. online magazines;
- vii. online archives;
- viii. online theses; and
- ix. exam papers

Previously, the scholarly community only regarded electronic journals and books as trustworthy sources of information. According to some researchers (Armstrong & Norton 2007; Nikam & Rahenda 2009), academicians use both scholarly and non-scholarly resources. According to Kirkwood and Price (2007), information and communication technologies (ICTs) have grown in importance over the last three decades. With the advancement of ICTs, online information sources have grown in popularity among academicians, researchers, and students (Marcum & George, 2003; Wakeham & Garfield, 2005). Online information sources with multiple formats are becoming more common in a variety of subject areas (Wakeham & Garfield, 2005).

In a study by Bar-Ilan et al., (2003), senior faculty members at Israeli universities have access to a wide range of online information resources, which they use in a variety of ways for academic and research projects. The level of satisfaction among respondents was 50%. Faculty members' recruitment databases are available to library patrons. Undergraduate students typically use the library catalogue (OPAC), whereas academic staff and postgraduate students use bibliographic database tools such as TEFAL and CAB abstracts. Martin (2008), most (78%) undergraduate students preferred to use open access, free online resources for the convenience of accessing digital resources rather than the quality of the content. Hussain (2013) discovered that students typically access online resources from hostels before going to the library in a study on ICT library services for undergraduate students. The paper explains why professors and students spend the majority of their time in dorms or libraries, where they can also get immediate assistance if they have any problems using digital resources.

Akintola & Olayinwola (2004), people in developing countries may struggle to find the online information they require due to slow internet speeds, expensive online services, and a lack of internet access in the majority of Nigerian libraries. One issue that Singh and Jindal (2009) identify as preventing undergraduates from using online information resources is a lack of technological infrastructure. This includes issues such as a lacklustre or non-existent national ICT

policy, poor internet connectivity, and a scarcity of personal computers, among others. Manda (2006) notes in his contribution that, while internet access is now widely available, its effectiveness is low because many libraries in Nigerian universities regularly experience downtime.

DISCOURSE ANALYSIS

The term, DA is said to have emanated from Zellig Harris (1952)'s seminal paper titled "Discourse Analysis". Prior to this, linguists were occupied with the analysis of sentences, rather than analysis of stretch of either spoken or written language. It is very "broad field of study that draws some of its theories and methods of analysis form disciplines such as linguistics, sociology, philosophy and psychology" (McCarthy et al 2014; He, 2017; Kamulu & Osisanwo 2015: 169); and very ambiguous (Duaa 2015).

The study of discourse manifests itself in virtually all disciplines in the humanities and social sciences. Grill (2000) observes that it encompasses a "variety of different approaches to the study of text, which have developed form different theoretical traditions and diverse disciplinary locations. Gill further states that there is "no single discourse analysis but many different styles that lay claim to the name; and identified 57 varieties. It is the study of language, a sub-field of linguistics (Jones); an analysis of "different patterns of people's utterances in different domains of social life (Philip & Jorgensen 2002:1). It is the structuring and patterning of spoken and written interactions produced in different contexts such as functional, structural, social constructionism, discourse analysis, empirical discourse analysis, political discourse analysis, genre analysis, etc. It is the "organisation of language above the sentence or above the clause" (Duaa 1); and with language use in social contexts. It studies "larger linguistic units" (Duaa).

Like Applied Linguistics, DA focuses on the way people use language in real life to do things; and this is based on four main assumptions namely (1) Language is ambiguous, (2) Language is also is "in the world", (3) The way we use language is inseparable from who we are and the different social groups we belong to. Language is never used all by itself. McCarthy and Carter (2014) observe that it has grown into a wide-ranging and heterogeneous discipline (McCarthy & Carter). It originates from the various disciplines in the 1960s and 70s from semiotics, linguistics, psychology, anthropology and sociology (McCarthy & Carter 2014). Discourse Analysis is a "close study of talk (or text) in context" (735). DA) studies language in use; spoken, written and sign languages are the focus of DA.

DA finds unity in the analysis of language above the sentence level and language in use in all fields of human endeavour and contexts. Hence the adoption of both Hyland's (2000) Move model and Swales and Feak's (2009) Move Model in analysing but macro structure and micro structure of a genre of students' research project from Mountain Top University, Mowe, Ogun State, Nigeria.

Students Projects' Abstract

Abstracts are summary of what students have written in chapters one to five of their research projects. It is an important component of a project that enables "readers to see the whole picture" (Kosasih 2018) of a project. It is expected to be simple, short and straightforward; and sincerely

captures the totality of the sections of a research work. A good student' project abstracts should have 5Ps namely the preamble (introduction), purpose (objective/goal), problem (gaps), procedures (Approach/methods) and product (results/ findings). The authors' 5Ps of abstract's structure is an extensive view of Bhatia 1993's four moves (Introduction, Method, Result and Discussion (which is also known as conclusion) but slightly different from Weissberg & Buker's (1990)'s five Move Model namely the background, purpose, method, results and conclusion.

Genre Analysis

Genre Analysis (GA) as a discourse theory is traceable to a Greek Philosopher, Aristotle who "distinguished genre as classes of texts", (Trosborg 1997). Other terms such as text typology, register analysis, Lexicostatistic (Swales 1988), frequency analysis (Robinson 1991), rhetorical analysis, textual analysis and text types are synonymous to GA. It is suitable in analyzing the structures of research articles (RA). This informs the communicative purpose of a text ; which is believed to "turn teachers' and students' attention away from the surface structures of" texts "to the socially situated use of texts with specific intentions (Hüttner, Smit, & Mehlmauer-Larcher, 2009; Wannaruk, A., & Amnuai, W. (2016).

John Swales (1981) was the first scholar to use the term GA by investigating 48-research articles in aspects of article introduction. He later reviewed this to contain three moves namely, Move 1, Move 2 and Move 3. These moves are further explained as follows:

Move 1 "Establishing a territory" through "Claiming centrality," "Making topic generalization(s)," and "Reviewing items of previous research": "Scholars within genre studies have established" • Move 2 "Establishing a niche" through "Indicating a gap": "Yet all of those sources of variations gathered together cannot account for" • Move 3 "Occupying the niche," through "Outlining purposes: "In this article, I want to explore the implications of"

(Swales as cited in Devitt 2015: 3).

Genre Analysis is equally a study of how language is used in a particular setting (Cao & Cuo 2015), Genres are recognizable social activities, distinctive categories of discourse of any type. Spoken or written, with or without literary aspiration (Trosborg 3). According to Cao & Cuo literary genres are poems, dramas, novels, narratives, expositions, argumentations, fables, ballads, etc and non-literary types are lectures, seminars, recipes, manuals, news report, emails, etc.

Genre Analysis may focus on the tone, diction, content, and style, expected medium of genre, audience and purpose. All these can be analysed in any type of genre. The tone takes care of the "overall tone of voice," diction deals with both formal and informal word usage, content focuses on the theme of the write-up, styles entails the format or the way it is expected to be written or the way it is written. The expected medium entails where the write-up is expected to appear. The audience are discourse participants/ the readers or listeners. Purpose is the goal of the write-up; is it meant to inform, persuade, instruct, etc.

Genre analysis on abstract composite of macro and micro levels of textual analysis (Pho 2008). This work concentrates on the stylistics analysis which structures or moves of abstracts domiciled. Macro and micro levels of moves are analysed.

There are various approaches to genre analysis such as (Swales 2004, Johns et al, 2006, Kress 2003 Johns, 2002, 2003; Paltridge, 2001, Malekzadeh, 2020, Kanoksilpatham 2007)

approaches; however, this study adopts Hyland 2000 and Swales and Feak's (2009) Moves Analysis because of their suitability to the macro level and micro levels of project abstract analysis. Both macro and micro levels of abstract analysis are done using Hyland's (2000) five-move framework for macro analysis and Swales and Feak's (2009) model for micro analysis of the structures of abstract. Hyland's model has been extensively used for the analysis of abstracts (Amnuai 2019) such as in Bhatia, et al 2019, Imsa-ard 2021; Samraj 2014); every move is a “ realization of communication purposes” (Imsa-ard).

Hylands (2000) observes that an abstract contains five parts namely, introduction, purpose, method, result and conclusion; below is the example of Hyland's Five parts moves model and Swales and Feak's micro level moves. Bhatia et al (2021) maintain, “Move analysis is a helpful tool in genre studies since moves are semantic and functional units of texts” (42).

Hyland's (2000) A- Five -Move' Model

Move	Function	Example
Introduction	Establishes context of the paper and motivates the research or discussion	Discourse analysis is a polymorphic method as well as a theory...
Purpose	Indicates purposes, thesis or hypothesis, outlines the intention behind the paper	The study investigates, examines...
Method	Provides information on design, procedures, assumptions, approach, data, etc.	This is a qualitative or quantitative analysis..
Product	States main findings or results, the arguments, or what was accomplished	The findings of this work shows
Conclusion	Interprets or extends results beyond scope of paper, draws	The results agree with Anana (2022) conclusion...

Table 1

(Modified from Sarl 2015)

In Move Analysis, the introduction move is used to show the background of the study and is expected to be written mostly in simple present tense as the first sentence of any abstract. The purpose move should be located in the second to third sentences (this paper investigates, this study analysis, etc.). The method move focuses on research designs approaches, data collection, assumptions and procedures. The product moves centre on the findings and results realized from the analysis of the data, (the study revealed, we found out, etc.). The conclusion move is the last move which signals the conclusion of the work. Such expressions as the project concludes, in conclusion, the implication of this is that, are written to indicate the concluding part. The Introduction-Purpose-Method-Product-Conclusion (I-P-M-P-C) model is to be followed in a sequential order in students' project research.

Table 2: Patterns of Swales and Feak's (2009) model

Length of Abstracts	Less than 250 words Less than 200 words Less than 150 words
Use of Tense	Present Verb Past Verb
Use of Citation	Integral citations Non-integral citations
Use of 1st Person Pronoun	I or We
Use of Acronyms	Any acronyms

*Table 2**(Modified from Sarl. 2015)*

RESEARCH METHODOLOGY

This is a qualitative research; data were gathered from online abstracts of undergraduates' projects stored in Nigeria universities library on-line institution repository. These online abstracts were randomly gathered from colleges; in which three (3) abstracts were gathered from Computer Science, Biochemistry and Geophysics Departments; and three (3) abstracts were collected from Finance, Mass Communication and English Department.

DATA ANALYSIS

Six (6) abstracts (excluding the titles and keywords) from students' research projects were analysed using Hyland's 200 five move framework and Swales and Feak's (2009) Move Model. Binary features of plus (+) and (-) were used for the presence or absence of any feature and (*) was used to indicate features that were present but defaulted in a section titled summary of features.

SUMMARY OF DATA ANALYSIS OF STUDENTS PROJECTS
Summary of Availability or Absence of Models' Features

Hyland's (2000) five-Move Model (HFMM) (Macro level Analysis)						
Move Patterns of HFMM	Abstract 1 (Finance Department (Dept.))	Abstract 2 (Computer Dept.)	Abstract 3 (Biochemistry Dept.)	Abstract 4 (Mass Comm. Dept)	Abstract 5 (English Dept).	Abstract 6 (Food Science & Tech. Dept.)
Introduction	(*)	(*)	(*)	(-)	(+)	(*)
Purpose	(+)	(-)	(-)	(+)	(+)	(+)
Method	(+)	(-)	(-)	(*)	(+)	(+)
Product	(+)	(-)	(-)	(+)	(+)	(*)
Conclusion	(-)	(-)	(-)	(*)	(-)	(-)
Swales and Feak's (2009) Move Analysis Model (SWMAM) (Micro level Analysis)						
Move Patterns of SWMAM	Abstract 1 (Finance Dept.)	Abstract 2 (Computer Dept)	Abstract 3 (Biochemistry Dept.)	Abstract 4 (Mass Comm. Dept)	Abstract 5 (English Dept).	Abstract 6 (Food Science & Tech. Dept)
Length of abstracts	342 words	100 words	189words	220 Words	356 words	342 Words
Use of tense	Past Tense	Future Tense	Mixed Tenses (Past & Future Tense)	Past Tense	Mixed Tenses (Past and Present Tenses	Mixed Tenses) Present and Past
Presence of any Citation	(-)	(-)	(-)	(-)	(-)	(-)
Presence of 1st person Pronoun	(-)	(-)	(-)	(-)	(-)	(-)
Acronyms	(+)	(-)	(-)	(-)	(-)	(+)

Table 1

(Source: authors)

Data Analysis of Abstract 1

From Table 3 above, Abstract 1 (from Finance Department) has a total of 342 words, Across the Departments, all abstract adhere to the specified number of words which is expected of a standard abstract. Although abstract 1 starts with an introduction, it is rather very long, it is similar to the beginning of the introduction of Chapter 1 of student's projects. This abstract uses a passive voice, it has method, objective and result. There is no conclusion but recommendations.

Data Analysis of Abstract 2

Abstract 2, (from Computer Science Department) has 100 words, this lacks basic features of abstract; there is none of HFMM's pattern that is captured in this abstract. It also lacks all the basic characteristics of SWMAM; rather it is written in future tense as if it were a proposal.

Data Analysis of Abstract 3 (from Biochemistry Department).

Abstract 3 has 189 words' the I-P-M-P-C move is defected in this abstract. The "I" is not properly written, the "P", "M", "P" and "C" are not captured at all. Tenses are mixed here; the researcher applies both past and future tenses. There is no citations, first person pronoun and acronyms

Data Analysis of Abstract 4 (form Mass Communication Department)

This abstract contains 220 words. Although this abstract follows the I-P-M-P-C, at the micro level analysis, a mixture of past and present tense is applied. It uses past tense; there are no citations, first person pronoun and acronyms.

Data Analysis of Abstract 5 (from English department). It has a total of 356 words. The "I-P-M-P" is followed; but "C" is omitted. The researcher mixes past and present tenses. There are no citations, first person pronoun and acronyms

Data Analysis of Abstract 6 (from Food Science and Technology Department). The introduction lacks it basic ingredients as it's resembles detailed introduction in Chapter 1

FINDINGS

The study revealed that there are discrepancies in the move patterns of all the abstracts. This suggests that there are has no agreed patterns of abstract structure for students' project across universities. None of the projects has complete macro and micro patterns of abstract. Those who attempt to have basic patterns of introductions produce pseudo introductions (introductions that do not adhere to the normal conventions of what they should be). Besides, there is none that has the concluding part of a standard abstract.

CONCLUSION AND RECOMMENDATIONS

Abstract writing is an important part of writing a systematic research paper, which is also known as a project summary. According to the findings of the study, students were not adequately prepared or trained to conduct meaningful research that could significantly contribute to the resolution of societal problems. It also suggests that students lack the ability or knowledge to write an acceptable abstract. It was discovered that Nigeria University students does not have guidelines or a paper document outlining the rules of the game when it comes to abstract writing. Universities, on the other hand, should organize a project writing workshop that focuses more on how to write an acceptable abstract. A paper document outlining the guidelines for students to follow when writing should be provided.

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