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교육학석사학위논문

**Citation Practices in Korean Master's Theses
and Research Articles in Applied Linguistics**

응용언어학 분야

학술 논문과 한국 석사학위 논문의 인용문 연구

2021년 8월

서울대학교 대학원

외국어교육과 영어전공

안 채 영

Citation Practices in Korean Master's Theses and Research Articles in Applied Linguistics

by

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ABSTRACT

Citation is an important rhetorical device in academic writing that provides an intertextual link between one's work and the wider disciplines. Strategic use of citations allows writers to pinpoint the works' significance in the breadths of related literature and enhance the credibility and persuasiveness of the claim. In this regard, previous studies have steadily recognized the importance of citations and provided various perspectives on the reporting practices (e.g., Charles, 2006a; Hyland, 1999; Marti et al, 2019; Mansourizadeh & Ahmad, 2011; Petric, 2007; Swales, 1990; Thompson & Tribble, 2001).

Despite the efforts on revealing the citation practices in academic writing in the previous literature, citation analysis has mainly focused on particular aspects such as citation forms, functions, and lexico-grammatical elements surrounding citations, rather than providing connections between them. Also, earlier studies have analyzed L1 writers' disciplinary differences in research articles in a whole text and relatively pay less attention to L2 writers' use of citations in a specific discipline or sections of text. Considering that different sections require distinct rhetorical purposes (Swales, 1990), there is a need for research to examine specific sections in academic writings.

Based on the research gaps, the current study analyzes the citation usage between Korean master's theses and published research articles. This study attempts to search for links between citation form and function in relation to the rhetorical usage in the two corpora in applied linguistics. To achieve the aim, the study first

examines the frequencies of overall citations and citation types in each corpus. In the qualitative analysis, individual functional use of citations is investigated according to the rhetorical moves in each section.

The findings indicated that Korean novice writers mostly use citations in the introduction section whereas experts distribute the citations more in the discussion section. In terms of citation types, integral citations are frequently used in novice writing and non-integral citations are favored by expert writers. In the qualitative analysis, various functional usages were identified according to the sub-moves in the introduction and discussion sections. There are particular types of citation functions according to each of the sub-moves in both corpora, however, in general, novices tended to use basic citation functions such as attribution and experts used multifunctional citations of establishing links between sources and support. Korean novice writers tend to utilize clausal constructions to elaborate information about a single study, whereas international experts employed non-integral citations with nominalization to provide generalization of multiple sources and encapsulate informative contents.

These findings provide pedagogical implications for Korean EAP writing. The current study reveals the importance of genre knowledge of rhetorical moves in each section to effectively employ citations. Also, the study suggests that Korean novice writers might reconstruct grammatical structures concisely in order to provide more comprehensive understandings of how to report previous sources. In this way, Korean

novice writers could tactfully use citations and increase their acceptance of claims by the discourse community.

Key Words: EAP writing, applied linguistics, citation analysis, expert writers, novice writers, IMRD structure

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CHAPTER 1

INTRODUCTION

The present study investigates how citations are employed in English academic writing, specifically in Korean graduate students' master's theses and published research articles in applied linguistics. Based on this goal, this chapter illustrates the purpose of the study and addresses two main research questions of the study.

1.1 Purpose of the Study

Citation is a distinctive feature of academic writing that involves intricate syntactic and semantic variations in integrating other texts into one's knowledge construction. It is an important intertextual rhetorical tool to contextualize previous research, create intellectual linkage, as well as support one's interpretation or argument on propositions. This "explicit and direct form of intertextuality" (Bazerman et al., 2005, p.12) allows researcher readers to notice the significance of one's study in the breadths of related literature, thereby preparing them with the evidence needed to support their own research claims. In this regard, research writing is a negotiation of shared disciplinary knowledge and interaction of meaning by the discourse

community. This explicit intertextual link has been given attention in previous research and referred to as citation (Bazerman, 1988), reporting (Thompson & Ye, 1991), academic attribution (Hyland, 1999, 2002), intertextuality (Salager-Meyer, 1999), bibliographic reference (Flottum, Dahl, & Kinn, 2006) and referencing (Small, 2010). These studies have shown that efficient and strategic use of citation forms and functions enhance the acceptability and credibility of one's claim and increase academic persuasion (Charles, 2006a; Hyland, 1999; Mansourizadeh & Ahmad, 2011; Thompson & Tribble, 2001).

Based on the seminal citation analysis by Swales (1990), the existing literature of citation practices has been primarily concerned with different citation forms and functions in various disciplines. Swales (1990) divided citations into two major types of integral and non-integral citation according to the syntactic position of references; integral citations are the ones that include a reference as a grammatical component and non-integral citations involve references at the end of a cited sentence, separately inside a bracket. Quantitative investigations on citation forms are mainly corpus-based, focusing on disciplinary differences. Previous quantitative studies have identified overall frequencies of citations (Hyland, 1999, 2002; Hyland & Jiang, 2017; Thompson, 2001; Thompson & Tribble, 2001), reporting structures (Charles, 2006a, 2006b; Hyland, 1999), and citation signals such as reporting verbs in academic texts (Bloch, 2010; Hyland, 2002; Thompson & Ye, 1991). Overall, higher densities of integral citations are observed in the soft fields, such as applied linguistics compared to the so-called hard fields, showing the discursive character of the field (Hyland,

2002). In a more specified citation type of binary categorization (i.e. integral and non-integral citation) with relation to the subject types, human subjects are much more employed in soft disciplines whereas non-human subjects are frequently used in hard disciplines (Charles, 2006a; Hyland, 1999). This has been explained by some as stemming from the imperative role of human actors and writers' interpretation in the soft field and the focus on objective facts and research results in the hard field. The findings of quantitative studies indicate that certain forms are more preferred in particular fields due to the different focus on knowledge construction.

Recent studies have turned more attention to the qualitative analysis of citation functions in specific disciplines such as chemical engineering (Mansourizadeh & Ahmad, 2011), gender studies (Petric, 2007), and biology (Samraj, 2013). These studies have extended the framework of Thompson and Tribble (2001), which subdivided the binary categorization of integral and non-integral citations between agricultural botany and agricultural economics. The studies together detailed the functional categories of citation practices (e.g., attribution, establishing links between sources, and support) and found that citations are mostly used to attribute ideas to the cited author or to contextualize research findings. Also, when the expertise level was considered in each discipline, skillful writers have employed more complex citation functions such as establishing links between sources and support than novice writers.

The two lines of studies on citation form and function have each revealed characteristic citation practices across disciplines and in specific disciplines. While the studies have revealed either quantitative analysis of citation forms or qualitative

analysis of citation functions, there seems to be less effort on the connection between the two in the previous literature. However, considering that citations are employed with forms and functions together, holistic approach on the citation practices is needed. Prior studies have also acknowledged the interrelatedness of form and rhetorical use in citations, for example, Thompson (2001) claimed that “form and purpose should be seen to be inseparable” (p.31) and the analysis of citation usage should involve both forms of language and organization of rhetorical choice together. To date, a comparative analysis of Samraj (2013) dealt with the issue of both citation form and function. This study included the occurrence of citation types of integral and non-integral citations and expanded the citation functional typology between eight L1 master’s theses and eight research articles in the discussion section in biology. The study also accounted for the major moves of the discussion section (Yang & Allison, 2003) and thoroughly examined the rhetorical purpose of citations. This study, however, still more focused on the qualitative aspect rather than the linkages in between the citation form and function. The current study further extends the literature by searching for links between the citation form and function in a single discipline of applied linguistics. Also, to specify the functional citation usage according to the rhetorical purpose, the current study tries to examine citation practices in specific sections in consideration of major move analysis of the sections.

Previous research on citation practices has mostly focused on experts’ citation usage in research articles (Harwood, 2009; Hyland, 1999, 2000; Hyland & Jiang, 2017; Lee & Uhm, 2015; Shim, 2006) or L1 Ph. D. dissertations (Charles, 2006a, 2006b;

Thompson, 2001, 2005; Thompson & Tribble, 2001). Citation analyses of L2 novice writers such as in master's theses have been less explored compared to the experts use in research articles (Petric, 2007; Mansourizadeh & Ahmad, 2011; Marti et al, 2019). What has been revealed so far in the comparative analysis on expertise level is that novice writers prefer integral citations over non-integral citations (Sun, 2008) and they employ basic functions of attribution. Novice writing is also found to be more aimed toward "descriptiveness rather than analysis" of sources (Petric, 2007, p.248) compared to the experts. It is reasonable to assume that experts' citation usage would include more sophisticated citation functions and various structures than the novices, but this does not mean that novices' citation practices are less likely to perform appropriate citation forms and functions within the context. Thus, the current study tries to fill the research gap by illustrating similarities and differences in the use of citations between Korean master's students and international expert writers. Investigation of citation practices would provide meaningful pedagogical implications for Korean EAP writings.

1.2 Research Questions

The current study first investigates the overall frequencies of citations and citation types in Korean graduate students' master's theses and published research articles in applied linguistics. Then, individual instances of citation practices will be analyzed thoroughly in relation to rhetorical functions in specific sections.

To achieve the aim of the study, the following research questions are considered:

1. What are the similarities and differences in the overall frequencies of citations and citation types in each section between Korean graduate students' masters' theses and research articles in applied linguistics?
2. How are the citations employed in each corpus according to the rhetorical purpose in each section?

1.3 Organization of the Thesis

The current study consists of five chapters. Chapter 1 introduces the purpose and motivation of the study and presents research questions. Chapter 2 covers the theoretical background of citation practices and intertextuality and provides previous studies on citation practices in EAP writings. Chapter 3 includes information about the corpora and data analysis. Chapter 4 illustrates quantitative analysis on citation forms and qualitative analysis on citation forms with functions in each section. Finally, Chapter 5 concludes with a summary of the findings, pedagogical implications, limitations, and future suggestions.

CHAPTER 2

LITERATURE REVIEW

This chapter provides the theoretical background and previous literature on citation practices. The theoretical background of citation and intertextuality is first presented in Section 2.1.1, focusing on citation forms in Section 2.1.1.1 and citation functions in Section 2.1.1.2. The previous studies on citation practices are covered in Section 2.2. Disciplinary practices of citation are reviewed in Section 2.2.1, followed by novice practices of citation in Section 2.2.2.

2.1 Theoretical Background

Research in EAP writing has focused on citation practices in a variety of ways in relation to intertextuality. In this section, the concepts of citation forms and functions are discussed.

2.1.1 Citation Practices and Intertextuality

Academic texts are “inherently intertextual, constituted by elements of other texts” (Fairclough, 1992, p.270). That is, research writing involves tactical reconstruction and transformation of prior texts into new knowledge for the purpose of academic persuasion. Explicit reference to the work of other researchers is thus seen as a fundamental component, exhibiting rhetorical and interactive features of academic research writing (Hyland, 1999). Research writers have to employ appropriate citations within the context to gain acceptance by a discourse community.

Past decades of research on citation practices have dealt with overall two aspects of intertextual links in academic writing. One line of studies has focused on the citation strategies of academic writers, such as how they choose references from multiple texts and paraphrase the sources to integrate into their own texts (Campbell, 1990; Dong, 1996; Pecorari, 2003; Shi, 2004). These studies drew attention to the textual borrowing strategies of student writers in the process of academic writing. For instance, Campbell (1990) analyzed the density of citation use and the ways of using sources between native and non-native students and observed the effect of language proficiency in the different citation practices. A more in-depth analysis on the development of citation usage by Dong (1996) identified the difficulties that three Chinese doctoral students encounter in integrating sources with the new argument. This line of studies of exploring source use has shown the importance of using citations in the academic discourse and provided pedagogical implications in the EAP

research.

The second area of research of intertextuality in the academic prose involves quantified measures of citation forms (Charles, 2006a, 2006b; Hyland, 1999, 2002; Hyland & Jiang, 2017; Swales, 1990; Thompson & Tribble, 2001) and detailed analysis on citation functions (Harwood, 2009; Mansourizadeh & Ahmad, 2011; Petric, 2007). This body of literature of citation form and function turned attention to citation typology and classified citations based on grammatical and functional parameters. Research in this area included more explicit examination on the citation practices in the research writing across disciplines (Charles, 2006a, 2006b; Hyland, 1999, 2002; Hyland & Jiang, 2017; Min, 2004; Thompson, 2001; Thompson & Tribble, 2001), L2 student writing (Jong, 2010; Sun, 2008), and nativeness (Lee & Uhm, 2015; Marti et al., 2019; Shim, 2006). The current study aims to reveal the possible connection between citation forms and functions identified in the Korean master's students' corpus and the published research articles. Following section reviews the major classification of citation forms and functions in the prior literature.

2.1.1.1 Citation Forms

Early citation analysis on research articles of Swales (1990) divided citations into two types of integral citation and non-integral citation. Integral citations are those in which references are embedded in a sentence as a grammatical component, while non-

integral citations are those in which the name of the cited authors are suggested at the end of a sentence, often inside brackets. Swales' binary categorization of citation forms are widely recognized in the literature and influenced many other follow-up research on citation practices (Charles, 2006a, 2006b; Hyland, 1999, 2000, 2002; Jalilifar, 2012; Mansourizadeh & Ahmad, 2011; Petric, 2007; Samraj, 2013; Thompson, 2005; Thompson & Tribble, 2001).

Based on Swales' (1990) seminal work, several corpus studies of citation forms further extended or modified the binary classification across the disciplines. For instance, Hyland (1999) examined citation density, frequency, and types in 80 research articles from eight disciplines. The study included citation categorization of four types of *quote*, *block quote*, *summary*, and *generalization*. *Quote* and *block quotes* are direct quotations presented in a sentence or a paragraph, *summary* is a citation with a single source (and includes more cases of integral citations but some non-integrals as well), and *generalization* is a citation with multiple sources at the end (non-integrals). Hyland (1999) found that *summary* and *generalizations* are effective citation tools as the flexibility of the forms allows writers to focus on the interpretation of the results and arguments. This categorization showed some general citation tendencies across disciplines but was not specified into the more detailed analysis of citation structures.

With a critical eye on a surface feature of citation, Thompson and Tribble (2001) further explored citations in the eight agricultural biology doctoral theses and eight agricultural and food economics doctoral theses, extending Swales' binary

classification into details. As presented by the researchers, integral citations are subdivided into *verb-controlling*, where the verb follows the agent of the claim, *naming*, where the references are part of a noun phrase, and *non-citation*, where the citations are given without a year reference. They further explained that the subcategories of non-integral citations are more centered on functional use. The categorization in the non-integral citation is divided into *source*, where the writer attributes the idea or proposition of the reference, *identification*, where the agent of the reference is emphasized, *reference*, which includes the directive “see”, and *origin*, where the inventor of the concept or product is indicated. The study illuminated different citation usage between the disciplines, which showed more non-integral citations than integrals in agricultural botany and the opposite for agricultural economics. The detailed functional framework was later applied to many follow-up studies on citation analysis, but the framework is limited in that there is a functional difference between the subcategories. The rhetorical functions of citation practices are only addressed in non-integral citations and the categories in the integral citation are divided according to the grammatical structure of a sentence. The limitation of differences in the subcategories of the framework of Thompson and Tribble (2001) was also recognized in the previous studies (e.g., Samraj, 2013).

On a slightly different note, citation forms began to be analyzed with specific structures like verb-complement clauses and citation signals (e.g., reporting verbs). Charles (2006a, 2006b) adopted the framework of integral citation and non-integral citation and further analyzed subject types (human subject, non-human subject, *it*

subject) in the reporting clauses in the eight politics/international relations and eight material science doctoral theses. The study found that writings in the materials included more non-integral citations with non-human subjects, although both disciplines mainly used integral with human subjects. Charles' classification clearly showed the structural aspect of citation use with the combination of citation types (i.e. integral and non-integrals) and subject types. Previous studies have acknowledged the importance of the choice of subject types, for example, providing a source with non-human subject strengthens the objectivity of the claim (Hyland & Tse, 2005) and the use of human subjects in citation focuses on building arguments and discussions about a topic (Marti et al., 2019). This framework was also applied to extensive quantitative corpus analysis of citation forms in the research articles in the follow-up studies (e.g., Marti et al., 2019). The current study adopts the classification of Charles (2006a) to examine the citation structure in the data and further extends the literature by including all citation instances of the corpora.

Simple descriptions of the framework of Charles (2006a) are as follows. As was indicated earlier, the primary distinction between the two citation types of integral and non-integral citation stands on whether the reference is included as a grammatical component or not. In many cases, integral citations are used with human subjects followed by reporting verbs such as in *Dussias (2003) investigated*, putting the name of the author in the subject position. Integral citations with non-human subjects involve different types of phrases like "the result of X", "A similar result in X", "according to X", "In X's study" such as an example (1). Subject types, references,

and important phrases surrounding the references are italicized in the examples below.

(1) *According to Halliday and Hansan (1976)*, a kind of cohesion device, such as liking adverbials (e.g. thus, however, in addition, because) plays an important key role to make one text connected to another text more appropriately. (KMT, #1)

On the other hand, in non-integral citations, authors of the sources are provided outside the sentence. Most of the non-integral citations involve non-human subjects as in example (2) below. When non-integral citations are used with human subjects, writers refer to multiple “researchers” or “scholars” like in the example (3).

(2) *A few studies* examined the cohesion of texts from textbooks for native speakers of English (*Lightman et al., 2007; Ozuru et al., 2005*). (KMT, #10)

(3) However, *researchers* have found that attention to grammatical form is both helpful and essential to language learning (*Dekeyser, 1998; Scheffler & Cinciala, 2010*). (KMT, #5)

The searched citation concordances were categorized based on the above classification of Charles (2006a) in the current study. The following section further focuses on previous studies on citation functions.

2.1.1.2 Citation Functions

While earlier citation studies are mainly concerned with the citation forms and citation signals like reporting verbs, some fairly recent citation analysis has turned the focus on the detailed rhetorical citation functions in the research writing (Harwood, 2009; Mansourizadeh & Ahmad, 2011; Petric, 2007; Samraj, 2013). The studies of qualitative citation functional analyses considered expertise (Mansourizadeh & Ahmad, 2011; Samraj, 2013) and proficiency level (Petric, 2007) of the academic writers. These studies have modified Thompson and Tribble's (2001) citation classification of non-integral citations and applied the criteria into all citation instances to fully examine functional citation usage within the context.

In the comparative analysis between eight high- and eight low-rated L2 master's theses in the gender studies, Petric (2007) identified nine citation functions as suggested in Table 2.1. *Attribution* function was commonly used in both corpora, showing the simplistic rhetorical citation usage and essential citation feature of displaying knowledge in the student writing (Petric, 2007). High-rated student writers, however, differed from the low-rated students in that they chose a wider variety of non-attribution citation functions involved with linguistic complexity.

TABLE 2.1

Identified Citation Functions in Academic Texts

Petric (2007)	Mansourizadeh & Ahmad (2011)	Samraj (2013) <i>in discussion section</i>
<ul style="list-style-type: none"> ● attribution ● exemplification ● further reference ● statement of use ● application ● evaluation ● establishing links between sources ● comparison of one's own work with that of other authors ● Other 	<ul style="list-style-type: none"> ● attribution ● support ● reference ● establishing links between sources ● identification ● comparison of one's findings with other sources 	<ul style="list-style-type: none"> ● comparison of results ● interpretation of results ● explanation of results ● evaluation of study ● research recommendations ● applied recommendations ● background

Note. Bolded functions are identified or modified in the current study

Within the field of chemical engineering, Mansourizadeh and Ahmad (2011) further explored functional citation usage among seven master's student writers and five expert writers in Malaysia. This case study on citation practices also mainly adopted Thompson and Tribble's (2001) framework in non-integral citations and

classified it into six main categories as shown in Table 2.1. The thorough investigation on citation function among novice and expert groups has shown novices' extensive use of *attribution* compared to the experts, while experts employed citations more to support and justify their claims.

The last study of Samraj (2013) focused mainly on the rhetorical citation usage in the discussion section. He compared eight master's theses to eight research articles in biology. The comparison of functional citation practices turned out to be similar across the corpora overall, yet student writers tend to use more integral citations with verb controlling and expert writers exhibit more complex citation use in the function of evaluation of the study. In this study, Samraj (2013) referenced genre move analysis research, which shows rhetorical orders and sequences of a section in certain academic texts, in the discussion section. Although not specifically included in detail, the writer attempted to add rhetorical steps of earlier move analysis in discussions sections in the detailed citation function framework of the study. This perspective shed light on the comprehensive citation analyses in relation to the rhetorical movement in a specific section, allowing more detailed analysis of purposeful citation usage within the context. The current study further takes account of previous major move analysis in some sections in-depth to identify the rhetorical citation usage between the corpora. Following paragraph briefly explains the move analysis in the literature.

Previous literature in applied linguistics had focused on the "rhetorical movement" within a specific section of a text in particular genres such as research articles (Swales,

1990, p.140). The rhetorical analysis of a sample text of a section shows how academic writers organize and sequence their texts in general (Basturkmen, 2009). This also shows the overall shape and structure of a section reflected by community practices within the academic field. A pioneering move analysis of Swales (1990) had identified the “CARS (Creating a Research Space) model” in an introduction section of research articles, revealing significant rhetorical movements of the section. In the study, these rhetorical movements were labeled as “moves”, which is “a segment of text that is shaped and constrained by a particular communicative function” (Holmes, 1997, p.325). Each move includes specific sub-moves of a text, also known as “steps”. This genre analytical approach was later adopted in different academic texts in numerous follow-up studies such as in the introduction section (e.g., Bhatia, 1993; Bunton, 2002; Kawase, 2018; Kwan, 2005, 2006; Martin, 1992; Samraj, 2008) and discussion section (e.g., Amirian et al., 2008; Basturkmen, 2009; Dudley-Evans, 1986; Holmes, 1997; Yang & Allison, 2003). In the current study, the move analysis is referenced to identify particular communicative purposes within a section. Specific information of move analysis of distinct sections will be later detailed in Section 4.2 of qualitative analysis on citation function.

In sum, the studies of qualitative citation function analysis mentioned in Table 2.1 have provided meaningful categorizations on citation practices in different disciplines so far. The current study mainly adopts the framework of Mansourizadeh and Ahmad (2011) because the study focuses on the citation analysis in master’s theses and research articles, and also the functions are qualitatively explained

thoroughly with examples. In addition, the present study further extends the literature by providing functional citation usage in relation to the move analysis in different sections across the corpora with various examples in detail. Also, the study exclusively focuses on citation practices in the field of applied linguistics and adds citation form analysis to find the linkages between the citation forms and functions.

The typology of rhetorical functions of citations in the current study consists of five citation functions, following Mansourizadeh and Ahmad's (2011) functional framework. Originally, as indicated in Table 2.1, the framework of Mansourizadeh and Ahmad's (2011) included six instances of attribution, support, reference, establishing links between sources, identification, and comparison of one's own findings with other sources. In the current study, identification and attribution functions are analyzed under the same function as the only difference between the two functions lies in the presence of reporting verbs (Citations with reporting verbs are separately categorized into the citation function of identification). The present study attempts to focus on the rhetorical function of citation practices between the corpora in the qualitative examination. The following offers a presentation of the citation functions utilized in this research.

1) Attribution

This type of citation is used to identify and address the source of the reference. The citations are used to provide information and acknowledgment of the source such

as what the study is about, what kinds of methods are used, and what the results are. The following example shows the very basic type of attribution function, which illustrates the specific information about a study.

(4) Schweizer (1999) investigated children's preferences for picture type with regard to content, color, and style. (KMT, #14)

2) Establishing links between sources

The citation is used to point to the relations between earlier studies, grouping the studies by similar research findings or arguments. This citation function is also used to present different lines of research focus between studies. For instance, example (5) shows previous research that analyzed the acquisition of “concrete words” among L1 and L2 speakers and assembles studies with similar results to generalize the findings. The citation function is also used to present different research focus in the literature as shown in example (6).

(5) For example, studies have demonstrated that words deemed more imageable and concrete words are learned more easily (Ellis and Beaton 1993; de Groot 2006) and produced earlier (Salsbury et al. 2011) than less imageable and concrete words and that L2 speakers process hypernymic (i.e. hierarchical) relations in a manner similar to L1 speakers (Crossley 2013). (PRA, #2)

(6) Studies comparing the two genres have examined different aspects, such as politeness strategies (Myers, 1989), schematic structures (Nwogu, 1991), lexical cohesion (Myers, 1991), narratives (Myers, 1994), rhetorical analysis (Fahnestock, 1998), visual elements (Miller, 1998), and interaction with readers (Hyland, 2010). (PRA, #24)

3) Support

This type of citation function is mainly used to provide a rationale for one's argument on propositions or research findings. That is, this function is employed in a context where writers need to justify their explanations about a topic, methods they used, or results of one's study. In the following example, the writer provided multiple previous research that supports writers' views on the "importance" of the issue.

(7) These issues are of importance considering the prominent role vocabulary knowledge plays in comprehension of English texts (Hu & Nation, 2000; Schmitt, Jiang, & Grabe, 2011; Webb & Macalister, 2013), which is one of the major routes of knowledge acquisition in tertiary education in Taiwan (Shih & Reynolds, 2015, 2018). (PRA, #22)

4) Reference

The function is used to refer to an extended discussion on a study for further information. Citations with this type of reference function are often preceded by "see",

allowing writers to suggest additional details on a topic to save space as in the example (8).

(8) The benefits associated with focus on meaning were also highlighted by the CL group subjects participating in retrospective interviews (for a full discussion of qualitative data pertaining to this study, see Jacobsen (2015)). (PRA, #9)

5) Comparison of one's own findings with other sources

The function is used to compare the similarities and differences between one's own research results with previous studies. The findings of one's study are shown and referred to studies with similar findings as in the following examples. Writers can refer to a single study like in example (9) or present multiple sources that share the result such as in example (10).

(9) This result of the overused amplifiers corresponds roughly with the result of Lorenz (1999 p. 169). (KMT, #3)

(10) This result is in line with the claims of earlier studies that EFL learners overuse LAs significantly (Bolton et al., 2002; Granger & Tyson, 1996; Lee, 2004; Yoon, 2006). (PRA, #7)

Thus, the current adopts the above adapted framework from Mansourizadeh and Ahmad (2011) and further analyzes the functional use of citations in each section in the two corpora.

2.2 Studies on Citation Practices in EAP Writing

In this section, previous research on citation practices of disciplinary differences and academic levels is provided with a detailed assessment on citation form and function in EAP writing. Section 2.2.1 presents citation practices across disciplines in the literature and Section 2.2.2 summarizes studies of novices' citation usage and the expert writers'.

2.2.1 Disciplinary Practices of Citation

As indicated at the beginning of Section 2.1.1, earlier studies on citation practices within EAP writing focused on disciplinary characteristics of the citation form and function. Previous studies have agreed upon the substantial rhetorical differences in citation practices across disciplines in research articles (Hyland, 1999, 2002; Hyland & Jiang, 2017; Min, 2004) and Ph.D. theses (Charles, 2006a, 2006b; Thompson, 2001;

Thompson & Tribble, 2001). The differences indicate that the academic writers' "discoursal decisions are influenced by, and deeply embedded in, the epistemological and social conventions of their disciplines" (Hyland, 1999, p.341).

Interestingly, disciplinary differences were explored with citation forms such as frequencies and densities of citation types (Hyland, 1999, 2002; Hyland & Jiang, 2017; Thompson, 2001; Thompson & Tribble, 2001), reporting structures (Charles, 2006a, 2006b; Hyland, 1999), and citation signals such as reporting verbs (Bloch, 2010; Hyland, 2002; Thompson & Ye, 1991), whereas citation functional analyses have focused on within-disciplinary characteristics in chemical engineering (Mansourizadeh & Ahmad, 2011), gender studies (Petric, 2007) and applied linguistics (Lee & Uhm, 2015; Park, 2011; Shim, 2006). Most of the studies documented L1 academic writers' citing patterns across the disciplines, while some had compared citation differences based on nativeness (Lee & Uhm, 2015; Shim, 2006) and language variance between English and Chinese (Hu & Wang, 2014) and English and Korean (Shim, 2006).

Previous studies have shown disciplinary citation differences between broad contrasts of "soft" and "hard" disciplines (e.g., Hyland, 1999; Hyland & Jiang, 2017). Greater citation density and more choice of integral citation were observed in the soft fields (e.g., social science) compared to hard fields (e.g., mechanical engineering and physics) (Hyland, 1999, 2002). Also, according to the research, the soft fields tended to take a more critical stance toward a source, whereas research writers in the hard fields presented the sources neutrally. In the case of evaluated sources, more frequent

use of human subjects in the soft disciplines was explained by the importance of human actors and writer interpretation in the field (Hyland & Tse, 2005). In the hard disciplines, non-human subjects were frequently used in the citations to focus on the propositions and findings (e.g., Charles, 2006a; Hyland & Tse, 2005). These differences depended on the particular knowledge construction of the field; for example, soft fields put more emphasis on shared knowledge by the discourse community (Hyland, 1999). To note, the differences could change as the characteristics of a field reshapes. For instance, in a more recent review on citation disciplinary practices by Hyland and Jiang (2017), citation rate and the instances of non-integral citation have increased over the years across the disciplines. Non-integral citation forms in the applied linguistics have grown extensively in the study, showing that the field is becoming more objective and scientific.

To be more specific, earlier citation corpus analysis of Hyland (1999) investigated citation density, citation form, and citation signals (e.g., reporting verb) in the whole 80 research articles across eight disciplines and clear disciplinary differences were identified between the corpora. Hyland found that citations, especially direct quotations, were more frequently employed in the soft field like humanities compared to hard fields. Also, although there was a tendency toward non-integral citations across disciplines in general, integral citations are more commonly used in the soft field compared to the hard field in Hyland's study. This reflects a more interpretative and discursive nature of the field of convincing readers by emphasizing the authors of a source (Hyland & Tse, 2005). This was later confirmed

in follow-up research on citation practices across disciplines as well (Hyland & Jiang, 2017; Thompson, 2001; Thompson & Tribble, 2001; Min, 2004).

Thompson and Tribble (2001) also presented disciplinary variance in the citation densities and types between agricultural botany and agricultural economics. It was found that non-integral citations were favored in the former discipline and integral citations in the latter (Thompson & Tribble, 2001). The researchers explained that the latter discipline is more discursive than the former and so the writers focused on the cited author in referencing in integral citation forms. Especially, according to Thompson's (2001) more detailed citation coding scheme into the subdivision of integral and non-integral citations, verb controlling (cited author in a subject position followed by lexical verbs) was found the most frequent in the integral citation. This finding is partially supported by citation analysis in reporting clauses of Charles (2006a), as the study found integral citation with human subject form as the most common form in Ph.D. theses in political and material science. As Charles (2006a) indicates, integral citation structure is better to display knowledge, giving a detailed discussion on a reference.

Extending Thompson and Tribble's (2001) functional citation typology of non-integral citations, a few recent studies on citation functions started to draw attention to rhetorical citation uses within the specific disciplines. For instance, Petric (2007) compared citation functions between eight high-rated and eight low-rated L2 masters' theses in gender studies. Attribution function was the most common citation function in both corpora, showing that attributing information or activity to the cited author is a

primary function of citation practices. This finding was also observed in other studies as well (e.g., Jalilifar, 2012; Mansourizadeh & Ahmad, 2011; Lee & Uhm, 2015; Samraj, 2013). Other aspects of citation functions according to the expertise level will be discussed further in the next section.

To date, research on citation practices in the Korean EAP context is mostly focused on the Korean expert writers' functional use of citations in the research articles in English education. Studies have focused on nativeness (Lee & Uhm, 2015; Shim, 2006) and language variance (Shim, 2006). For example, Shim (2006) compared three corpora of Korean introductions by Korean scholars, English introductions by Korean scholars, and English introductions by native English-speaking scholars in English education. When nativeness is considered, there were similarities in using the non-integral citation forms to review the items of previous research. More recent citation functional analysis by Lee and Uhm (2015) examined citation practices between Korean and English-speaking expert writers in research article introductions of applied linguistics. The study combined the previous qualitative citation function typology of Mansourizadeh and Ahmad (2011) and Petric (2007) and found that both L1 and L2 writers employed similar frequency toward each type of citation and served the same function of attribution, establishing links between sources, exemplification. These studies have revealed similar citation patterns and rhetorical use between Korean and native expert writers.

Overall, the majority of existing literature indicates an extensive focus on citation forms across disciplines and limited research on citation functions within a single

discipline. Also, previous analyses on citation practice have examined either citation form or function and there seems to be lack of connection between the citation form and function. The present study aims to search for possible links between the two in a single discipline of applied linguistics. In addition, considering the Korean EAP contexts, the present study tries to reveal the Korean master's students' citation practices and international expert writers based on the expertise level.

2.2.2 Novice Practices of Citation

Employing appropriate citations could be a challenging task for apprentice writers who had just embarked on scholarly writing, especially from the L2 context (Lin, 2020). A growing number of studies have identified novice writers' characteristic use of citations in the research papers (Mansourizadeh & Ahmad, 2011) and master's theses (Jalilifar, 2012; Samraj, 2013; Sun, 2008; Petric, 2007) in different disciplines. Previous literature which focused on the expertise level differences in citation usage has examined the whole text (Kafes, 2017; Mansourizadeh & Ahmad, 2011; Petric, 2007) or separate sections of introduction (Jalilifar, 2012; Samraj, 2008) and discussion (Samraj, 2013).

In the field of gender studies, Petric (2007) analyzed the rhetorical use of citations between eight high-rated and eight low-rated master's theses, detailing the

citation function typology of non-integral citations in Thompson and Tribble (2001). In Petric's study, low-rated master's theses exhibited "descriptiveness" (p.248) of attributing ideas or propositions to the cited author to display the knowledge of the field. High-rated ones included non-attribution functions such as "evaluation" and "establishing links between sources" to provide writers' own perspective on the source and complicate arguments in one's study. Petric (2007) explained that more proficient writers tend to put more effort into knowledge transformation than knowledge display. A similar tendency was found in the functional citation case study of Mansourizadeh and Ahmad (2011) in chemical engineering. There was a clear preference for integral citations in attributing sources among novice writers, whereas expert writers used more complex citation functions such as "support" for the justification of their claims. These studies overall showed novice writers' limited range of functional use in citation practices and preference for attribution function compared to expert writers.

In follow-up two studies on functional citation analysis, researchers have focused on a particular section of academic writing, introduction section in applied linguistics (Jalilifar, 2012) and discussion section in biology (Samraj, 2013). Based on a comparative functional analysis, both studies compared citation practices between master's theses (L2 Iran students in Jalilifar and L1 students in Samraj) and research articles. The studies revealed novice writers' frequent use of integral citations followed by lexical verbs (verb-controlling) and *source* function (corresponding to *attribution* in Petric (2007)). However, in the study of Samraj (2013), rhetorical use of

citations between the corpora resembled in general, although expert writers are found to be more sensitive in using citations for evaluating purposes.

In addition to the comparative citation studies on expertise levels, some studies have solely focused on the limited citation practices of non-native novice writers. For instance, Sun (2008) inspected citation density, citation form, and lexico-grammatical resources (e.g., tense use and types of reporting verbs) in 100 Chinese master's theses in applied linguistics. Overuse of integral citation and human subjects were identified and the major function of citation use was to provide authoritative support rather than giving critical comments about the study. The researcher pointed to novices' limited disciplinary knowledge and lack of awareness of various citation types and purposes.

Overall, previous research on novice writers' citation practices has not received much attention and the focus is dispersed throughout the disciplines, genre, and section. Despite the importance of citation practices in the soft disciplines where shared knowledge plays an imperative role in academic persuasion, earlier comparative studies on expertise levels have focused on hard disciplines such as chemical engineering and biology. In addition, studies have shown a broader perspective of the citation practices in the whole text, and so the rhetorical functions of citations are analyzed in general. However, given that there are different rhetorical purposes and aims of using citations in each section (Jalilifar, 2012; Samraj, 2013), there is a need to analyze citations in the subsections of the text in detail in relation to the sections' distinct rhetorical discourse. Thus, the current study plans to show a full picture of the citation practices between Korean novice writers and international

expert writers in a whole text, as well as considering the rhetorical effect in each section in detail. Specifically, the study tries to explain similarities and differences of citation practices between the two corpora in consideration of move analysis. In addition to the previous literature, this study will further provide what kinds of citation functions are used in the major sub-moves of each section in specific. Detailed examples will be provided in the qualitative examination of citation function to compare the citation usage in the previous literature.

CHAPTER 3

METHODOLOGY

This chapter explains data collection and the process of data analysis of the current study. Section 3.1 provides materials gathered for the study and Section 3.2 shows the procedures of data examination.

3.1 Data

The present study aims to investigate the citation practices of academic professionals and Korean graduate students in the field of applied linguistics. For this purpose, two comparable corpora are compiled; Published research articles (PRA) are set as a reference corpus to represent expert writing and Korean masters' theses (KMT) as novice writing. Published research articles are considered as a norm in academic writing (Bolton et al., 2002; Ädel, 2006), which shows a "prominent position in discourse communities" (Jalilifar, 2012, p.28). On the counterpart, Korean masters' theses are chosen to show the early stage of academic writing, providing implications for Korean EAP pedagogy. Theses are viewed as an important genre of postgraduate writing, which are at the summit of students' academic achievement (Hyland, 2004).

To note, published research articles could be regarded as a different genre from masters' theses in a strict sense when length difference and status between writer-readers are considered. Samples of masters' theses are generally longer than research articles. There is also an imbalance of writer-reader relationship in novice writing (Hyland, 2008) as the first readers of thesis writing would be the writers' advisors, experts of the field. Despite the discrepancy, previous studies have chosen the two types of corpora for the comparative analysis (e.g., Basturkmen, 2009; Samraj, 2013; Jalilifar, 2012) and have offered insight into the rhetorical patterns and characteristics of the research writings. Also, previous studies have agreed that theses/dissertation and research articles' structure resemble the traditional macrostructure of IMRD (Introduction, Methods, Results, and Discussion) framework and they share the common purpose of academic persuasion (Paltridge, 2002; Samraj, 2002, 2008; Swales, 1990; Thompson, 2005). The focus of the current study is to illustrate how each corpus used citations in consideration of the section's rhetoric within the context. This study tries to reveal what kinds of citation forms writers chose and how they present it with different citation functions, thereby searching for links between the citation form and function in each corpus.

In the compilation of the PRA corpus, a special effort was made to represent expert writing and achieve equivalence between the subcorpora. Thirty articles were collected from four internationally established research articles in applied linguistics: *Applied Linguistics (APP)*, *TESOL Quarterly (TESOL)*, *English for Specific Purposes (ESP)*, and *Journal of English for Academic Purposes (JEAP)*. The journals were

often chosen for the genre analysis in applied linguistics (e.g., Yang & Allison, 2004). They are also among the top seven journals in Egbert's (2007) quality indicators, showing high visibility and impact factor of the articles. Each article was chosen among the "Articles" category of the four journal websites and the years of publication are between 2016 and 2019.

The KMT corpus was also selected with utmost attention to ensure parallelism of the subcorpora and to represent novice writing. Twenty-six Korean masters' theses were compiled from either English education or English linguistics major, the subfield of applied linguistics, in five universities in Korea. The universities were Dongguk University, Korea University, Chung-Ang University, Chonnam National University, and Kyungpook National University. The universities are chosen considering the accessibility of the electronic resources through dCollection (www.dcollection.net), availability of the theses written in English, and the location to ensure representativeness of the data. The theses were written from 2013 to 2019 as shown in Table 3.1.

In the compilation of the PRA corpus, about twelve articles in each research journal were first collected by reading the abstracts to control the topic and contents. For the KMT corpus, about eight theses in each university were first collected in a file, and again, in the process, abstracts and contents were considered. Both data were chosen with special consideration of the topic, methodology, and structures to clearly focus on the citation practices in each section of the corpus. The topics included language instructions, corpus analysis, and second language acquisition. To control

the effect of topical and methodological differences, only empirical studies were compiled and mainly qualitative studies such as case studies and conversation analysis were not chosen. Finally, titles, abstracts, footnotes, tables, examples, and appendixes are excluded from the corpus.

After the collection, theses and articles were then randomly selected following Brown's (1988) stratified random sample strategy and then checked again one by one to see if it measured up the criteria. About seven to eight articles were selected in each journal in the PRA and about five theses were selected in each university at random in the KMT. Table 3.1 shows numbers of total words by sections in detail of the two corpora.

It is important to note that the macro-organization of the corpora is examined in consideration of the widely-documented IMRD framework. The canonical IMRD framework of research articles is broadly accepted and reported in earlier studies on genre analysis (e.g., Holmes, 1997; Swales, 1990; Yang & Allison, 2004) and is identified as the traditional type of thesis framework (Dudley-Evans, 1999; Thompson, 1999). Previous comparative research on citation functions also analyzed research articles and thesis writing together with reference to the IMRD structure, following the similarities in the overall organization between the academic writings (Mansourizadeh & Ahmad, 2011; Samraj, 2013).

TABLE 3.1**Description of the Corpora**

	Published Research Articles (PRA)	Korean Master's Theses (KMT)
Sources	<i>Applied Linguistics, TESOL Quarterly, English for Specific Purposes, Journal of English for Academic Purposes</i>	Master's theses from Korean universities (Dongguk University, Korea University, Chung-Ang University, Chonnam National University, Kyungpook National University)
Years of composition or publication	2016-2019	2013-2019
Number of total words	208,464	208,424
Number of words by section	Introduction	87,086
	Method	38,488
	Result	41,768
	Discussion	41,082
Number of texts	30	26
Average number of words per text	6,949	8,016

Even though the general structure of the two corpora resembles the IMRD structure, some recent studies have acknowledged emerging structural diversities in the research articles or thesis/dissertation writings (for a further discussion on the macrostructure of the academic genre, see Hyland & Shaw, 2016). Indeed, in the process of compilation of corpora in the current study, a separate section of the

literature review was identified; however, considering that the current study focuses on the purposeful use of citations between the corpora within the context, introduction and literature review parts were analyzed under the introduction section. To note, previous research has recognized similarities in the major moves of the introductory part of academic research in introductions and literature reviews (Bhatia, 1993; Kwan, 2005, 2006; Martin, 1992).

Section headings and subheadings provided important information for the analysis of macrostructure and the studies with clear identification of the sections are included in the corpora. There are, however, ambiguous boundaries of sections at times (for instance, combined result and discussion section). In these cases, the content and rhetorical functions of the surrounding contexts were analyzed for the division of the sections. Metatextual signals of the context are also taken into account following the structural analysis of Yang and Allison (2004).

3.2 Data Analysis

To reveal the citation practices in each section of the two corpora, four main processes were conducted using SketchEngine (Kilgarriff et al., 2014). First, following Hyland (1999, 2002) and Hyland and Jiang's (2017) identification on all possible citation instances, the current study concordanced all the names in the bibliographies of the articles and theses in each corpus. To note, in an original framework of Charles (2006a), general reference type was separately included. That is, Charles divided citation into three categories of integral citation, non-integral citation, and general reference. However, in the current study, general references (e.g., *corpus-based register functional research*) are unaccounted for, since previous analysis on the similar framework showed no significant differences in the general reference category in research articles across disciplines (Charles, 2006a, 2006b; Hyland, 1999, 2002) or between novice and expert groups (Marti et al., 2019). All of the searched citation instances were manually inspected to include the citations with specific authors and citations with multiple authors are checked again to avoid overlap of the frequencies.

Second, the current study employed the quantitative citation analysis framework of Charles (2006a) to categorize citation forms and subject types (Table 3.2). This framework was based on the traditional citation categorization of Swales (1990) and was used for previous quantitative citation analysis (e.g., Marti et al., 2019; Parkinson, 2013). As indicated in Section 2.1.1.1, this framework includes a citation and subject

types of the references. Each of the categories is described in detail with examples from both corpora in Table 3.2.

TABLE 3.2

Categories Identified in Citation Practices (from Charles, 2006a)

Categories		Examples
Citation Types	Integral	<i>A similar result was also found in Wang and Lee (2014)</i>
	citation	<i>where Korean advanced EFL learners' pre-task planning process was investigated. (KMT, #22)</i>
	Non-integral citation	<i>Fewer studies have explored the effect of planning on L2 written performance (Ellis and Yuan 2004; Ong and Zhang 2010, 2013; Johnson et al. 2012; Ong 2014). (PRA, #5)</i>
Subject Types	Human	<i>Dussias (2003) investigated ... (KMT, #25)</i>
	Non-human	<i>Numerous past studies have found that ... (PRA, #21)</i>
	It	<i>It has also been shown that ... (PRA, #28)</i>

Third, regarding the first research question of quantitative analysis, overall frequencies and densities of citation practices in each section were calculated and investigated. The section was divided into Introduction-Methods-Results-Discussion of Swales' (1990) traditional macro-structure of research articles. Citation instances went through a screening process and were then organized into the separate

“annotation” tap in SketchEngine. The current study considered normalized frequency per 10,000 words to compensate for the different corpora sizes and the chi-square test was carried out to determine the significance of the differences. The study also counted the effect size by Cramer’s V and residual analysis was applied as a post-hoc test.

Lastly, based on the citation densities identified in the two corpora (the sections where citations were frequently used) in the quantitative analysis and the important sections in using citations suggested in the previous literature, two sections were selected for qualitative analysis: introduction and discussion section. Major moves and sub-moves (steps) of previous research on genre analysis in each section were reviewed. Once the obligatory moves that are related to citation practices were identified, individual instances were carefully monitored at the sentential level to examine the rhetorical purpose of citation practices. In this process, the result of quantitative analysis was taken into account; the researcher focused on the three citation forms that are identified as frequently used in both corpora (integral citation with human subject, integral citation with non-human subject, and non-integral citation with non-human subject). Whenever necessary, the surrounding context was also checked to discern the citation patterns and rhetorical functions. Although this stage of scrutinizing citations was exhaustive and time-consuming, it was an indispensable process to identify possible connections between citation form and function. The researcher focused on revealing the rhetorical function of citation practices with relation to the citation and subject types within the full context.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter shows the main findings and interpretations of the study. Quantitative analysis is presented in Section 4.1 and qualitative analysis is given in Section 4.2.

4.1 Quantitative Analysis on Citation Form

The study reports a quantitative examination of the study in this section. Overall frequencies of citations are provided in Section 4.1.1, followed by the frequencies of citation types in Section 4.1.2.

4.1.1 Frequency and Density of Overall Citations

The overall frequencies of citations in published research articles and Korean master's theses are shown in Table 4.1. First, the result of normalized frequency suggests that expert writers exploited more citations (a density of 90.5 per 10,000 words) than Korean novice writers (a density of 79.6 per 10,000 words). When the

chi-square test was conducted, a significant difference between the two corpora was found ($\chi^2=14.48$, $df=1$, $p<.001$), but the effect size reveals a weak association (Cramer's $V=0.004$). In terms of the raw or normalized frequencies, the finding is in line with the previous studies of comparative citation analysis in that expert writers generally employed more citations than novice graduate students in the whole text in the field of applied linguistics (Kafes, 2017; Marti et al., 2019) and chemical engineering (Mansourizadeh & Ahmad, 2011). For instance, Mansourizadeh and Ahmad (2011) identified expert writers' higher instances of citation use (a density of 9.18 per 1000 words) compared to students in the master's (a density of 7.57 per 1000 words) in a case study of citation practices in the chemical engineering. A citation exploratory study of Kafes (2017) also showed that native English speaker expert writers employed far more citations (a raw frequency of 1680 instances) than Turkish novice writers (a raw frequency of 928 instances) in the applied linguistics. The lower density of citation usage among novice students implies their less involvement in contextualizing their research with related studies compared to the experts.

TABLE 4.1

The Overall Frequency of Citations in Each Corpus

Section	PRA		KMT	
	Raw	Normed	Raw	Normed
Total	1886	90.5	1660	79.6

Note. $\chi^2=14.48$; $df=1$; $p=0.000$; Cramer's $V=0.004$

Table 4.2 shows the frequency of citations in different sections in both corpora. Overall, both expert and novice writers densely used citations in the introduction section, followed by the discussion section. The writers employed citations less in the method and result section. This finding partially reflects Thompson's (2005) citation investigation on Ph.D. theses. Like Thompson's study, the present study also identified that citations are centered in the introduction section (including the literature review section) and discussion section in research writings. Citations are frequently used to position one's work in relation to the previous literature, announce the importance of the field, review and summarize previous studies, and indicate research gaps in the introduction section. Citation usage in the discussion section is mainly linked to research findings to compare the results and to support writers' interpretations (Thompson, 2005).

TABLE 4.2

Frequency of Citations in Each Section

Section	PRA		KMT	
	Raw	Normed	Raw	Normed
I	1032	49.5	1227	58.9
M	289	13.9	161	7.7
R	80	3.8	57	2.7
D	485	23.3	215	10.3

Normalized frequencies of citations in Table 4.2 revealed that Korean novice writers significantly employ more citations (a density of 58.9 per 10,000 words) in the

introduction section than expert writers (a density of 49.5 per 10,000 words). On the other hand, expert writers used twice more citations in the discussion section (a density of 23.3 per 10,000 words) than novices (a density of 10.3 per 10,000 words). This finding corroborates novice writers' heavy citation use in the introductory section (Jalilifar, 2012; Thompson, 2005) and expert writers' intensive citation use in the discussion section (Mansourizadeh & Ahmad, 2011; Samraj, 2013) in previous literature. Interestingly, expert writers considerably employed more citations in the methods section as well (a density of 13.9 versus 7.7 per 10,000 words). This result is relatable to a study of stance resources (Yu & Oh, 2020), which revealed expert writers' unique rhetorical strategies in rationalizing the framework in the methods section. It was found out that expert writers explicitly reference themselves in the method section to identify the improvement of the adopted framework in the study, thereby claiming "originality" and "stronger authorship" of the research (ibid. p.99).

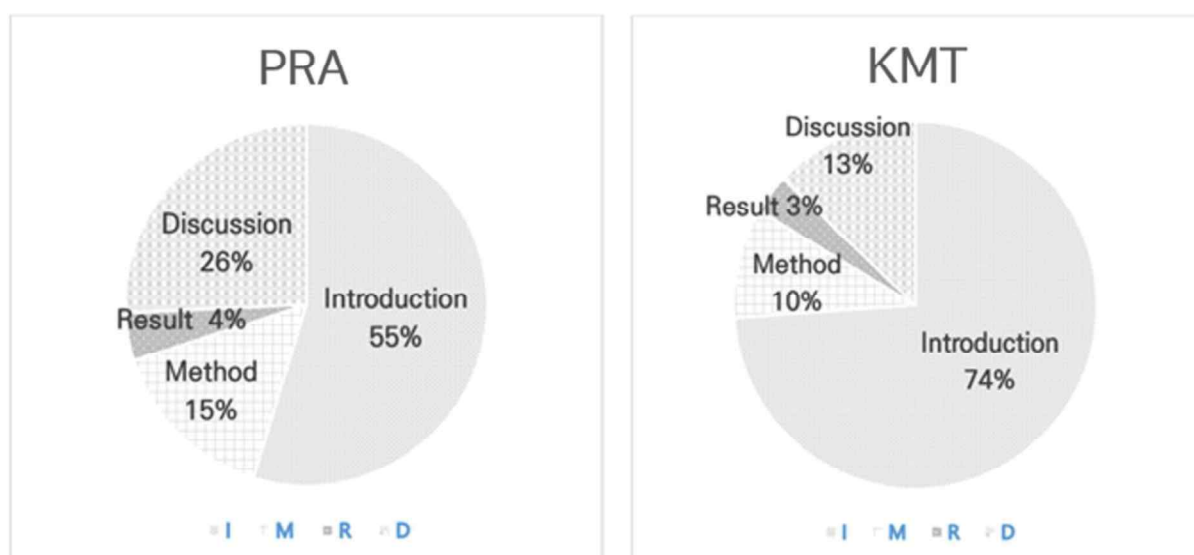


FIGURE 4.1 The Proportion of Citations in Each Section

Considering the proportion of citations in each section (see Figure 4.1), citations were differently distributed in each corpus. Novice writers employed citations mostly in the introduction section (74% compared to 55% in expert writing) but fairly much less in the discussion section (13% compared to 26% in expert writing). In PRA, citations were employed more in the introduction section, but the writers utilized considerable amount of citations in the discussion section as well. It could be said that sectional proportion differences of citation usage between introduction and discussion section are more prominent in the KMT than PRA.

In sum, current quantitative analysis in each section revealed that citations were actively employed in the introduction and discussion section in both corpora. Indeed, numerous previous studies have agreed upon the importance of the sections in the citation practices (e.g., Dudley-Evans, 1986; Kafes, 2017; Mansourizadeh & Ahmad, 2011; Thompson & Tribble, 2001; Thompson, 2005) and research has focused on the functional use of citations in introduction section (Jalilifar, 2012; Lee & Uhm, 2015; Lin, 2020; Park, 2011; Samraj, 2008) or discussion section (Basturkmen, 2009; Samraj, 2013) in various disciplines. Thus, considering the frequency and differences between the corpora and previous citation analysis in the introduction and discussion sections, the current study further provides a detailed examination of how the citations are employed considering the important rhetorical moves of two significant sections in the qualitative section.

4.1.2 Frequency of Citation Types

As a next step, a more detailed analysis of citation types was conducted, following Charles' (2006a) classification of citation forms. Binary citation typology of integral and non-integral citation with different subject types was analyzed between the published research articles and Korean master's theses. Several studies have also examined the frequency of subject types in citation practices (e.g., Hyland, 1999, 2002; Marti et al., 2019). It has been observed that the choice of subject types reflects the writer's intention. For instance, writers attempt to sound more objective and scientific by using non-human subjects. When writers use human subjects and put them in front of a sentence, the cited author's role is emphasized (Hyland, 1999).

Distribution of citation types was suggested and chi-square tests were conducted to confirm the difference regarding the distribution of citation types. The standardized residuals (R) were also analyzed to examine the major contributors of the difference between the citation types between the two corpora.

The chi-square test indicated that there is a significant difference regarding the distribution of the citation types ($\chi^2=220.77$; $df=5$; $p=0.000$; Cramer's $V=0.249$). The calculated standardized residuals show that integral citation with human subject type and non-integral citation with non-human subject type are above the absolute value of R greater than 1.96, meaning these two factors contribute to the difference between the corpora. A large standardized residual value demonstrates the observed frequency

in the types is significantly different from the expected frequency (Nam, 2017). Thus, it could be said that the two types of integral citation with human subject type and non-integral citation with non-human subject type are confirmed as statistically different between the corpora, as shown in Table 4.3. Further discussions on the citation types are provided with examples below.

TABLE 4.3
Frequency of Citations Types

Corpus	PRA			KMT		
	Observed count	Expected count	R	Observed count	Expected count	R
Integral citation with human subject	399	578.13	-7.45	688	508.86	7.94
Integral citation with non-human subject	271	301.56	-1.76	296	265.43	1.87
Integral citation with <i>it</i> subject	9	9.04	-0.01	8	7.95	0.01
Non-integral citation with human subject	84	73.39	1.23	54	64.60	-1.32
Non-integral citation with non-human subject	1047	857.90	6.45	566	755.09	-6.88
Non-integral citation with <i>it</i> subject	76	65.95	1.23	48	58.04	-1.31

Note. $\chi^2=220.77$; $df=5$; $p=0.000$; Cramer's $V=0.249$; Effect size=0.25 (small effect size)

Integral citation with human subject, the most frequent integral citation form in

both corpora, highlights the cited author and emphasizes human argument in academic writing (see example (11)). This pattern is much more prevalent in soft disciplines, showing the discursive character of the field (Charles, 2006a; Hyland, 1999, 2002; Marti et al., 2019). Integral citation, especially with human subject, is also known to give opportunities for dialogic space and allow “alternative positions and voices” (Martin & White, 2005, p.102), as the form reveals an individual’s view of a source. Readers could consider the citation as one of many positions of related studies and recognize that there are still other perspectives to the cited matter. This form generally demonstrates an argument of a single source. The citation form and subject type are italicized in the example below.

(11) *Schmitt (2000) suggests that* words can be relatively easy or difficult to learn depending on their parts of speech. (KMT, #4)

However, excessive use of this form may hinder writers from creating a smooth flow of the text, especially when the forms are used one after another without explanation. This problem was recognized in previous studies of novice writing (Sun, 2008; Kafes, 2017). When residual analysis was applied in the current study, it was confirmed that the integral citation with human subject type made a major distribution to the differences between the two corpora. The positive R number of KMT in the integral citation with human subject type shows that the type is more frequently used than the expected value. For instance, example (12) describes previous arguments on

the advantages of literature use in L2 instruction consecutively. This continuous use of integral citation with human subject is used to detail information about a study, thereby displaying writers' knowledge of the field. This tendency was also identified in the previous literature. Novice writers are known to use a significant amount of human subjects in integral citations compared to expert writers (e.g., Marti et al., 2019). Overuse of this form by Korean novice writers in the current study could be seen as heavy reliance on the authority of the cited researchers to give personal credit to the author (Charles, 2006a; Sun, 2008).

(12) *Amer (2012) describes the benefits and rationales of employing literature in L2 classroom by examining previous studies. Referring to the advantages of using literature in L2 learning, Collie and Slater (1990) mentions four supporting reasons for employing literature in L2 classroom: language enrichment, valuable authentic material, language enrichment and cultural enrichment. In addition, Heath (1996, p. 776) states that "There is no rival against literature in its influence on creating natural repetition, reflecting on language, and attention to response of audience on parts of learners."* Therefore, integrating L2 learning and literature can make a learning environment which can provide a low affective filter and comprehensible input (Rodrigo et al., 2004). *Strong (1996) also insists that literature should take an important role in any L2 classroom since it provides an ample source for L2 reading. (KMT, #19)*

On the other hand, non-integral citation rather emphasizes the cited proposition itself, showing voices and perspectives of various sources. While the non-human subjects were the most frequent non-integral form in both corpora (see Table 4.3), this pattern was extensively used in PRA and the difference was revealed by a residual analysis, showing R number of 6.45. The use of non-human subjects in the non-integral form allows writers to emphasize the propositional content, summarize, and connect the related works. This “information prominent” form (Weissberg & Buker, 1990, p.43) contributes to an impersonal tone of the writing, indicating the reported information as facts. In example (13), the expert writer uses “research” as the subject and puts the reference at the end of the sentence. This combination of citation and subject type emphasizes the rhetorical purpose of the citation; the writer synthesizes previous findings of related studies and focuses on the presented information. Expert writers in applied linguistics favor this form since they can present the cited information objectively, adding credibility to the knowledge (Hyland, 1999, 2002; Marti et al., 2019; Kafes, 2017).

(13) In fact, *research has shown that* working memory is a well-established predictor of reading comprehension performance (*Carretti , Borella, Cornoldi, & De Beni, 2009; Daneman & Carpenter, 1980; Kintsch & van Dijk, 1978; Linck, Osthus, Koeth, & Bunting, 2014; Nouwens, Groen, & Verhoeven, 2016*). (PRA, #11)

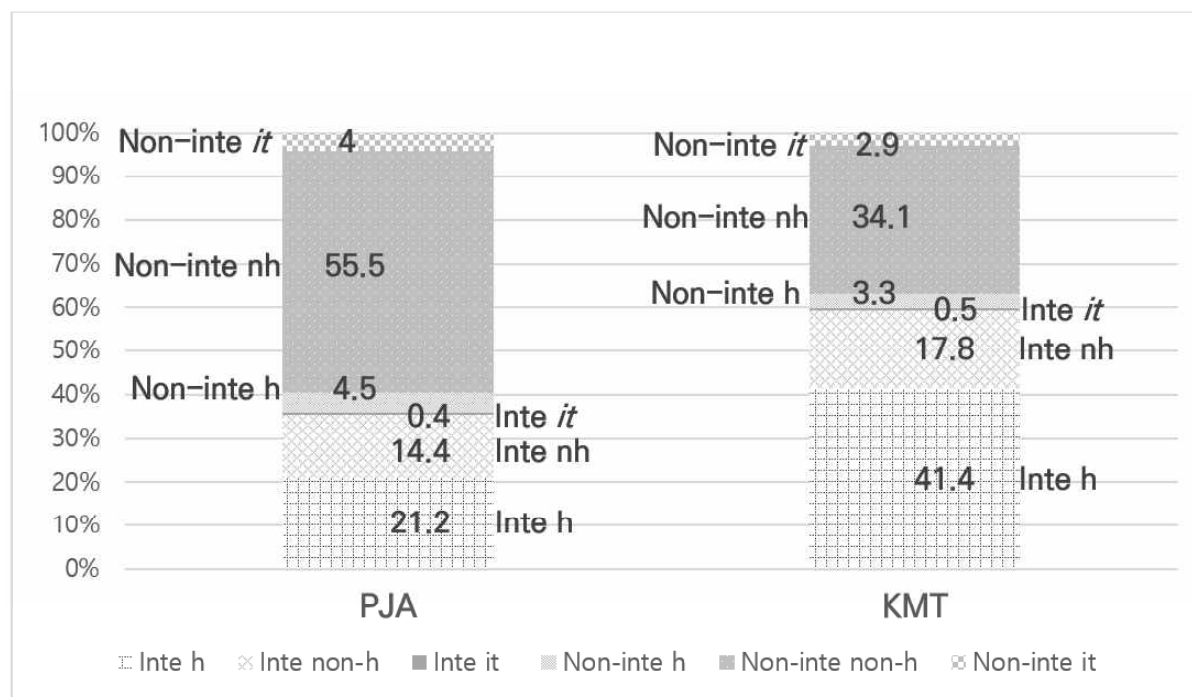
The third most frequent form in both corpora, although not identified as statistically different between the corpora, was integral citation with non-human subject. As shown in example (14), the writer chooses the non-human subject “study” and identifies the source in an integral form. This form is distinguishable from other frequent forms explained earlier. While the writer is employing an integral citation to indicate an individual view of a source, he also uses a non-human subject to present the information neutrally. Previous studies (e.g., Hyland & Tse, 2005) have noted that using non-human subjects has the function of making the findings more objective.

(14) A more recent study by Watanabe (2013) found that the WTC of 190 Japanese high school students was stable over 3 years. (PRA, #10)

It is interesting to note that novice writers frequently used far more human subjects than non-human subjects, whereas expert writers distributed the citation usage in both subject types in integral citations (see Table 4.3). The more frequent use of human subjects in citation practices among novice writers was identified in Marti et al.'s (2019) corpus-based quantitative citation analysis in applied linguistics as well. It was explained that novice writers take a less explicit stance, as “the argument relies on the voices of the cited authors” (p. 107). Novice writers might lack confidence and think of themselves as not having sufficient knowledge base to suggest an idea or theories without attributing the ideas to the cited authors (Marti et al., 2019).

Overall, both corpora frequently used three types of citation forms of integral

citation with human subject, non-integral citation with non-human subject, and integral citation with non-human subject, as shown in Figure 4.2. Each corpus showed preferences for certain citation forms; a higher proportion of non-integral citation with non-human subjects are observed in PRA (55.5%) compared to KMT (34.1%). On the other hand, integral citations, especially with human subjects, were more frequently used in KMT (41.4%) than PRA (21.2%).



Note. Inte: integral citation, Non-inte: non-integral citation,

h: human subject, non-h: non-human subject, it: it subject

FIGURE 4.2 The Distribution of Citation Types

In sum, the present study illuminated that there were certain types of forms that writers preferred in citation practices. The results of the current analysis found that both corpora indicated frequent use of integral citation with human subject, non-integral citation with non-human subject, and integral citation with non-human subject. However, there were differences in the order of the preference of the three frequent forms found in the present analysis. In the KMT, the order was integral citation with human subject, non-integral citation with non-human subject, and integral citation with non-human subject. On the other hand, in the PRA, non-integral citation with non-human subject was the most frequent form followed by integral citation with human subject and then non-human subject. Generally, in the present study, expert writers preferred non-integral forms over integrals, and novices employed far more integral citations than the experts. The chi-square test confirmed the differences in the two citation types of non-integral citation with non-human subjects and integral citation with human subjects. Also, there was an inclination toward using human subjects in KMT, putting more emphasis on the cited authors than taking an explicit stance on the cited matter.

While the quantitative analysis showed the overall citation practices between the two corpora, a thorough examination of how the forms are actually employed according to the different sections seemed necessary. The extended discussion on the citation functions of several sections is provided in the following qualitative analysis.

4.2 Qualitative Analysis on Citation Function

In this section, individual instances of citation practices in each corpus are compared and illustrated in detail. Specifically, citation practices of both corpora in the introduction section are compared in Section 4.2.1 and the discussion section in Section 4.2.2.

The current study aims to interconnect between citation form and function considering major sub-moves in the introduction and discussion section. To note, the introduction and literature review sections are examined together under the introduction section, as the previous studies have acknowledged the resemblance in the major moves of the academic research introductions (Bhatia, 1993; Kwan, 2005, 2006; Martin, 1992). The sections chosen for in-depth examination were the two sections where citations were actively employed and the difference between the corpora was identified (see Section 4.1.1). There are a number of studies that tried to reveal the citation practices in the introduction (e.g., Jalilifar, 2012; Samraj, 2008) or discussion section (e.g., Samraj, 2013) and thus the current study extends the literature by comparing the results of earlier studies in both sections. Also, the current study searches for a connection between existing separate studies on citation forms (e.g., Charles, 2006a) and functions (e.g., Mansourizadeh & Ahmad, 2011; Petric, 2007). The results and discussions of this study hoped to shed light on the possible connection between citation form and function in academic research writing with relation to the rhetorical purpose of the use within the context and the major sub-

moves of each section. To note, examples in the following section show certain aspects of citation practices. Citation type (i.e. integral and non-integral citation) and subject types are italicized. Underlined parts are post-modifiers of a noun phrase and bolded texts show pre-modifiers in nominalization.

4.2.1 Citation Function in Introduction Section

Starting from the move analysis in the introduction section of research articles by Swales (1990), studies have examined the major moves and sub-moves (steps) in the introduction of masters or doctoral theses in different disciplines (Bunton, 2002; Kawase, 2018; Kwan, 2005, 2006; Samraj, 2008; Soler-Monreal et al., 2011). In the current study, Bunton's revised CARS model (2002) was taken into utmost consideration as the previous move analysis in the applied linguistics (Kawase, 2018; Kwan, 2005, 2006) employed the model in thesis introductions. The revised CARS model of Bunton (2002) includes three moves of Establishing a Territory (move 1), Establishing a Niche (move 2), and Announcing the Present Research (move 3). Previous literature had agreed upon the obligatory rhetorical patterns and the importance of moves 1 and 2 in the introductions. Specifically, 'background', 'reviewing previous research' in move 1 and 'gap in previous research' in move 2 are the steps that are identified predominantly in applied linguistics introductions (Kawase,

2018) and these are among the steps that are closely linked to citation practices (Lin, 2020).

The following section of the current study is divided into two parts considering the above steps in the introduction section of each corpus. ‘Background’ and ‘reviewing previous research’ are examined together in Section 4.2.1.1 as the citation functions in the steps share the same purpose of presenting related research focus, findings, and frameworks of a field. Further, citation usage in the ‘gap in previous research’ step is provided in Section 4.2.1.2. Taking account of the specific steps in the introduction section will be able to reveal how each citation is used within the context and what kinds of citation functions are employed in each corpus.

In terms of citation form, a thorough examination of concordances between the two corpora revealed distinctive citation patterns in each group. As was shown in the quantitative analysis, Korean novice writers preferred integral citation forms over non-integral, especially with human subjects, whereas expert writers employed far more non-integral citation forms with non-human subjects. Interestingly, the citation pattern of expert writers displayed a close link to nominalization, which is a process of making a noun from a verb or adjectives to package information for the language economy in the research writing (Yoon, 2018). The process of text formulation in nominalization will be discussed further in the following sections.

4.2.1.1 Backgrounding and reviewing previous research

The sub-moves of backgrounding and reviewing previous research are labeled as ‘making topic generalizations and giving background information’ (step 2) and ‘reviewing previous research’ (step 3) in move 1 of Establishing a Territory in Bunton’s modified CARS model. The model stems from Swales’ (1990) “Create a Research Space (CARS)” model for research article introductions. Statements about knowledge, practice, or phenomena are written in this part to present more generalized information related to the topic (Swales, 1990). It is the part where the writer addresses “information analysis and synthesis, *focusing on findings* and not simply bibliographic citations, summarizing the substance of the literature and drawing conclusions from it” (Education Resources Information Center, 1982, p. 85, italics by Randolph, as cited in Randolph, 2009). Citations in these sub-moves (steps 2 and 3) provide an overview of topic-related previous studies: what kinds of research exist in the field, how they are conducted, and what the results are, thereby displaying writers’ knowledge of the field. Identified rhetorical citation function in these steps is mostly interrelated to “attribution”, which purports to “provide acknowledgment for the source of information or research finding” (Mansourizadeh & Ahmad, 2011, p. 155).

In the KMT, novice writers often used integral citation with human subjects to explain the methods or results of a single study. They placed the author in front of the sentence to put more emphasis on the authorship of the claim, as in example (15). Expert writers more used sources with non-integral citation with non-human subjects,

reviewing detailed information about an individual study and referencing the source at the end of the sentence like in example (16). More often than not, the experts employed synthesized citations of multiple sources to generalize previous research findings such as in example (17).

(15) *Hulstijn & Laufer (2001) conducted* an experimental study about the effects of different tasks on vocabulary with EFL learners in the Netherlands and Israel. (KMT, #19, I)

(16) *One study* collected data from students who self-rated their WTC based on videotaped conversations and revealed that WTC depended on factors such as vocabulary recall and anxiety (*MacIntyre & Legato, 2011*). (PRA, #10, I)

(17) *Psychological and psycholinguistic research* have shown that implicit processing by adult learners can lead to successful learning of individual items or even to generalizations across items (*Williams 2005; Hama and Leow 2010; Ellis 2011*). (PRA, #7, I)

Repeated use of individual patterns in the example (15), (16), and (17) further linked to similar and different citation functions in each corpus. Both novice and expert writers often utilized the “attribution” citation function in the step of backgrounding and reviewing previous research to present related research focus and

findings. This attribution function is known as the basic citation function (Petric, 2007) and is found to be the most common one in the research writings (Jalilifar, 2012; Mansourizadeh & Ahmad, 2011; Petric, 2007). For instance, the example (18) in KMT and (19) in PRA both identify and address the source of the reference in explaining topic-related terms. In example (18), each term was introduced in an integral form with references in the subject position, emphasizing the authorship of the claim in each sentence. Expert writers on the other hand often chose to encapsulate topic-related labels altogether in a non-integral citation sentence as in example (19).

(18) Following the trends, there have been many different operational definitions in the early studies. For instance, *Bialystok (1982) suggested* implicit and explicit knowledge distinction as unanalyzed and analyzed knowledge, and *Schmidt (1990) addressed* unconscious and conscious knowledge. Moreover, *Krashen (1981) claimed* the two types of knowledge are distinctive as acquired and learnt knowledge. Another definition from *Dekeyser (1998) and Paradis (2004)* viewed implicit and explicit knowledge as procedural and declarative knowledge. *Ellis (2004, 2006) suggested* extensive list of seven conceptual accounts for two knowledge distinction (see Table 1). (KMT, #21, I)

(19) The term "shell noun" was first introduced... They can be seen as... This special type of noun has attracted the attention of many researchers and has

been referred to as "unspecific nouns" (*Winter, 1982*), "general nouns" (*Halliday & Hasan, 1976; Mahlberg, 2005*), "anaphoric nouns" (*Francis, 1986*), "carrier nouns" (*Ivanic, 1991*), "labels" (*Francis, 1994*), and "signalling nouns" (*Flowerdew, 2003*). (PRA, #24, I)

While both writers frequently used the attribution citation function to display their disciplinary knowledge on the topic in the step of backgrounding and reviewing prior studies, expert writers further employed a more intricate citation function of establishing links between sources. This function includes the organization of earlier research according to the similar focus or findings, thereby summarizing the lines of relatable research on the topic in a field. To effectively apply this citation function, writers need to have sophisticated disciplinary knowledge, getting beyond the explanation on a prior study on a relevant topic. Previous research on citation function has explained the function is more complex than the attribution function (Lin, 2020; Petric, 2007) and found experts better employ the function than the novices in research articles in chemical engineering (Mansourizadeh & Ahmad, 2011).

Closer inspection on the citation usages in the step of backgrounding and reviewing earlier studies indicated that the citation function of establishing links between sources often appeared in a non-integral citation form with non-human subjects, to suggest the connection between the studies in a concise and objective manner. This citation form was often associated with nominalization, a reconstruction of a sentence structure from verb clauses into nominal phrases. Nominalization is

known to encapsulate informative contents with varying degrees of complexity to effectively present the extra information (Ansarifar et al., 2018). It is viewed as a type of “grammatical metaphor” by Halliday (1985), an important academic function of providing different linguistic configurations of a given meaning. Academic writers reconstruct grammatical structures (in this case, by using nominalization) to display generalized dynamic processes into a static entity, thereby providing the cited source as a given fact. Therefore, in the current study, rather than expressing the agent of the action, expert writers focused on accentuating the effects and results of the cited proposition. Nominalization is achieved through transforming verbs into nouns and often involves pre-modification, post-modification, or complementation around an obligatory noun head. Biber et al. (1999) suggest the basic structure of noun modification as the following:

Determiner + (pre-modification) + head noun + (post-modification and complementation)

Now, consider the below example of PRA in using complex noun phrases in an overview of previous studies. The expert writer of example (20) shows the three groups of studies with similar focus (i.e. role of L1 knowledge, L2 acquisition, and evaluation on metalinguistic awareness) and successfully performs the citation function of establishing links between sources. In the example, post-modifiers are underlined, pre-modifiers are bolded, and the citation form (i.e. non-integral citation)

is italicized.

(20) Investigations of **young learners'** developing metalinguistic awareness include: studies documenting **children's** L1 knowledge (*Bryant, Devine, Ledward and Nunes 1997; Sealey & Thompson 2009; Bryant, Nunes and Barros 2014*); research into the role of **young learners'** L1 metalinguistic knowledge in L2 acquisition (*Ammar, Lightbown and Spada 2010; Horst, White and Bell 2010*); and evaluations of **language awareness** programmes, for example, multilingual programmes inspired by **Hawkin's (2005)** proposal that in **time-limited** contexts FL education should serve as a 'language apprenticeship' (*Jones, Barnes and Hunt 2005; Barton, Bragg and Serraticce 2009*). (PRA, #4, I)

The expert writer from example (20) effectively utilized nominalization in reviewing the previous studies and giving the sources at the end of noun phrases in non-integral citation. Cited ideas are densely concentrated into noun forms with details of information added as pre-modifiers and post-modifiers of the head noun. This citation form of non-integral citation with complex noun phrases allows writers to present multiple ideas economically, thereby creating a linkage between the sources. Considering that the primary purposes of 'backgrounding' (step 2) and 'reviewing prior studies' (step 3) are to present well-packaged information of appropriate sources, this type of citation form would be better for space-saving maneuvers.

Citations under the same sub-moves (steps 2 and 3) in the KMT employ attribution citation function more with a different grammatical structure of clausal constructions. Reproduction of the same citation form of integral citation with human subjects often resulted in displaying information in an individual manner. For instance, the novice writer of example (21) introduces several studies on evaluatives, explaining six instances in each sentence continuously. While the writer attempted to indicate the similarities or differences of research focus by using conjunctions such as “in a similar vein”, “on the other hand”, “in addition”, the citations used in the example lack the linkage in between. The parallel construction of integral citations without compact noun phrases could brush aside important information and impose restrictions on the logical connection among ideas (Kaplan, 1996).

(21) *According to Lyons (1997), connotation is connected with language items such as words. On the other hand, Halliday (1994) and Tench (1996) assert that affect and attitude are related with the perspective of the language user. In addition, Martin (2000) suggests appraisal and Cornard and Biber (2000) claim stance in case of expressing feelings, and judgement which involve writers' perspective. In a similar vein, Hunston and Thompson (2000) suggest evaluation, as a board term which involves appraisal, attitude, modality and stance. On the other hand, Halliday (1994) and Perkins (1983) suggest modality in order to represent likelihood about event or situation.*

(KMT, #1, I)

The example (22) from the KMT also shows a similar citation pattern of integral citation with human subjects in employing attribution function. The novice writer of example (22) presents four relevant studies on the components of debate ability and explains the categories of each study in detail. This linear citation pattern is suitable for the illustration of specific details of a study and giving credits for the source of the information. However, without writers' particular comments on how the studies are connected (such as how the categories of debate ability are interrelated and what it means in one's study), the use of citations could not lead to effective communication. Korean novice writers' citation practices of recurrent verb structures could be viewed as limited phrasal complexity and disciplinary knowledge. Growing numbers of studies on nominalization evidence that noun phrase structures are a prominent academic discourse feature, rather than clauses to present information (Biber & Gray, 2010; Liu & Li, 2016).

(22) Some researchers hold a different view regarding components of debate ability. *Park and Hur (2001) discussed* developing a new debate competence scale and validating the scale. They proposed four categories of debate competence and classified them into communication (adaption, argument, and non-linguistic competence), critical thinking (problem-defining, analysis, judgment, and prediction competence), listening, and investigation competence. They emphasized listening competence for seeking information and improve interaction. *Kang and Jang (2003) defined* debate ability as

argumentative and communication competence and attitude. *Choi (2006)* categorized it as linguistic and non-linguistic expression, argument, mutual interaction, investigation, and critical thinking competence. *Ha (2010)* considered it to be knowledge of debate, linguistic expression, argument, critical thinking, listening, mutual interaction, and active participation ability. (KMT, #20, I)

The use of nominalizations in citation practices points to the characteristics of informational prose. Previous research is gathered into complex noun phrases to make a topic generalization and provide background information in research introductions, which serves the citation purpose of establishing links between sources. Nominalized structures are well achieved with non-integral citation, especially with non-human subjects as the form allows ideas to be presented in noun phrases with a citation at the end of the phrase or sentence. Expert writers create a “recursive property of the modifying relation” in the nominal group as in example (23) to achieve high lexical density and text formality (Jalilifar et al., 2017, p. 75). Prepositional phrases post-modifying a head noun are embedding other prepositional phrases with major extensions in the example (23). With the recurrent use of the preposition *of* next to the nouns (such as observations of ~, component of ~, measures of ~), the writer provides an intricate lexical association of cited information. Compact information in the sentence also indicates links to other parts of a text (*in the above-listed studies*) to maintain cohesion. Post-modifiers are underlined in the following example.

(23) Furthermore, in the above-listed studies, the data generated stem from either teachers' rankings of the relative importance of activity-focused strategies (*Alrabai, 2011; Cheng & Dornyei, 2007; Dornyei & Csizer, 1998; Guilloteaux, 2013*), controlled observations of teaching where activity-focused strategies constituted one component of broader measures of teachers' practice (*Guilloteaux & Dornyei, 2008; Papi & Abdollahzadeh, 2012*), or experiments designed to measure the impact of teachers' motivational strategies on students' motivation (*Alrabai, 2011; Moskovsky et al., 2013*).
(PRA, #17, I)

This section has provided two citation functions of attribution and establishing links between sources in the step of backgrounding and reviewing previous research. Novices tend to use basic citation functions such as attribution in continuous clausal constructions whereas experts employ more complex citation functions like establishing links between sources using nominalization to compact information in non-integral citation form. Further functional analysis on different sub-moves of indicating research in the introduction section is provided in the following section.

4.2.1.2 Indicating a gap in previous research

The major sub-moves (steps) of move 2 (Establishing a Niche) is ‘indicating a gap in research’ (step 1A) in Bunton’s revised CARS model. This is the part where writers summarize what has been studied in the area and what is missing in the literature, thereby marking the research niche to be occupied in the current research. A holistic approach on the limitation of relevant research results or methods is critical in this step, rather than providing a narrow view on a research gap. Citation especially plays an imperative role in this step as a complex and well-organized rhetorical establishment toward a research niche enhances the acceptability of the study by the discourse community (Swales, 1990).

The important citation function of this step identified in the current study is establishing links between sources. Using the function of building bridges between the studies which share similar results or arguments, writers integrate sources to show a bigger picture to the readers (Randolph, 2009). For instance, the expert writer in example (24) synthesizes and links previous research in non-integral citation by using nouns that are derived from adjectives with the suffix *-ity*, *-cy* (**bolded**). The specific advantageous domain of *the ROP* was indicated in noun phrases as *complexity* and *fluency of L2 oral performance* and the gap (*accuracy of L2 oral performance*) as well. The writer used nominal derivatives to package related information effectively and establish one’s study in the literature while allowing readers to get right to the point.

(24) Previous research has revealed that the ROP is only more advantageous for the **complexity** (*Ahmadian and Tavakoli 2010*) and **fluency** (*Ahmadian and Tavakoli 2010; Baleghizadeh and Nasrollahi Shahri 2013*) of L2 oral performance than OP but not for **accuracy**. Research is needed to establish whether these results hold for text-based SCMC, a different medium from speaking and writing (*see Freiermuth 2011*). (PRA, #5, I)

Korean novice writers rather focused on a certain part of the link between sources to point out the research gap in the literature. Often the writers marked the inconsistency of the previous research findings on the topic and provided different results of each study individually at length, as shown in example (25). However, the elaboration of methods and results of a study are not extended to provide a thorough review of the different angles on the research results (such as “complexity”, “fluency” and “accuracy” of L2 oral performance in example (24)). It could be said that using integral citation in a row too often hampers establishing tight links between sources, which might end up showing peripheral views on the research gap.

(25) For example, several studies compared meaning-inferred and meaning-given gloss, but the results were rather inconsistent: *Hulstijn (1992) and Lin and Huang (2008) demonstrated* the advantage of multiple-choice (meaning-inferred) gloss to single (meaning-given) gloss concerning vocabulary retention possibly because the former required more mental efforts and

attention whereas in *Watanabe (1997)*, both single and multiple choice gloss conditions outperformed the appositive and control (no cue) groups but no significant difference was found between single (meaning-given) and multiple choice (meaning-inferred) gloss groups and *Miyasako (2002)* produced a similar result, seeing no difference in the effects of the two types of gloss. (KMT, #13, I)

Continuous use of integral citation with human subjects in novice writing also occurred with attribution citation function in the step of indicating a gap in the previous research. The novice writer in example (26) cites studies with different targets of “adult native speakers” and “ESL students”, claiming the need for the research on EFL students. The citation usage clearly displays writers’ knowledge on the specific limited research area in the field but lacks the integrated perspective and strong justification for the research gap. Presenting sources one by one in an integral form allows readers to get detailed information about each study, but it seems to be insufficient for the writers to perform more complex citation functions like establishing links between sources for a comprehensive review on the topic.

(26) *Littlefield (2006)* suggests the fine-grained categories of prepositions and presents the developmental stages from the first language acquisition data. Following her categorization, *Thomann (2013)* shows the results of adult native speakers, and *Jayasinghe (2018)* presents the results of ESL students.

As there are few previous researches based on EFL students following the fine-grained categorization of prepositions, the current study will address the gap by finding differences from EFL learners in different developmental stages. (KMT, #8, I)

Further complex citation function of support was additionally identified in the PRA. Expert writers used citations to directly support their arguments on the research gap for a justification of the limitation of previous research as in example (27). The first sentence indirectly cites a study that supports “little empirical evidence” on the research matter, adding credibility to the writers’ position and strengthening the necessity of the study. The cited sentences in example (27) together sum up the particular research niche identified in the literature with supporting views of earlier studies.

(27) Despite the recent attention to the flipped learning approach, there is little empirical evidence of how the approach has actually promoted students' learning (*Chen, Wang, & Chen, 2014*), especially in EFL classrooms. Reviews on flipped learning in first language (L1) classrooms (*Butt, 2014; McDonald & Smith, 2013*) pinpointed methodological limitations. (PRA, #12, I)

This supporting citation function is better achieved with nominalization in the step of indicating a gap in previous research as shown in example (28). In the first

sentence, the expert writer used the noun phrase *a small sample size* in a non-integral citation to compact meanings, rather than explaining specific samples of each study respectively. This sentence also lends direct support to the writer's argument on the limitations of the study. In the following citation, the expert writer employed direct quotation in integral citation form with non-human subject (*Benitez-Castro and Thompson's (2015)* more comprehensive review) to indicate particular points of support for the limitation of the study. Expert writers' skillful use of supporting citation function in the argumentation on research gaps strengthens the justification and purpose of one's study. Again, pre-modifiers are bolded, post-modifiers are underlined, and citation forms are italicized.

(28) Despite these interesting findings, previous studies of shell nouns have acknowledged a **small sample** size as a limitation of their research (*Charles, 2007; Flowerdew, 2003; Gray & Cortes, 2011*). A further weakness in **current** research on shell nouns is the lack of **comparative** studies of the N-be-that construction. In this regard, *Benitez-Castro and Thompson's (2015)* more **comprehensive** review of shell nouns in **academic** discourse expressed the need for more research to cover "as wide a range of text types and patterns as possible" (p. 379). Accordingly, to extend the comparative study of shell nouns in the N-be-that construction, we examine a large corpus of both popular and professional science articles to further explore genre variations in shell-noun use. (PRA, #24, I)

In sum, different types of citation functions were identified in each step in the introduction section. In the step of backgrounding and reviewing previous research, both corpora employed attribution often, yet expert writers in the present analysis further used the more complex citation function of establishing links between sources. On the other hand, in the step of indicating a gap in previous research, the citation function of establishing links between sources was used more often and expert writers additionally used citations to directly support their arguments on the limitation of previous studies. In terms of citation forms, the present study revealed that there is a tendency toward integral citation with human subjects in novice writing which often led to a description of single studies in a row. In expert writing, more complex citation functions are utilized in compact noun phrases in non-integral citation, providing a broader perspective of the literature.

4.2.2 Citation Function in Discussion Section

EAP genre-oriented studies of discussion sections have focused on major moves and steps in different disciplines in research articles (Holmes, 1997; Peacock, 2002; Amirian et al., 2008; Kanoksilapatham, 2003) and student writings (Dudley-Evans, 1986). In the field of applied linguistics, Yang and Allison (2003) provided broad descriptions of major moves and steps in the 20 research articles of the final sections. In the following study by Basturkmen (2009), a comparative analysis of rhetorical moves in the discussion section in language teaching between dissertation and research articles was conducted. In the study, the moves of Yang and Allison (2003) were extended and qualitatively examined into four moves of Background Information (move 1), Summarizing Results (move 2), Reporting a Result (move 3), and Commenting on (the) Result (move 4).

The current study has largely referenced Basturkmen's study as the fine-grained framework of major moves in the discussion section includes a key move 4 in both dissertation writing and research articles in language teaching. Basturkmen's study particularly focused on move 4 of Commenting on the Result, which is confirmed as an obligatory move in the discussion section in previous genre-based studies (Amnuai & Wannaruk, 2013; Hopkins & Dudley-Evans, 1988; Yang & Allison, 2003). The extended framework of Basturkmen includes sub-moves of 'explaining the result', 'comparing with results in literature', and 'evaluating the result' in move 4. Among the three sub-moves that are subdivided, 'explaining the result' and

‘comparing with results in literature’ are further analyzed in the current study since the steps are confirmed to have a strong link to citation practices (Basturkmen, 2009).

Thus, the following section in the current study is divided into two parts considering the important sub-moves in the discussion section; Section 4.2.2.1 indicates the functional citation usage in the step of ‘explaining the result’ and the citation practices in the ‘comparing with results in literature’ step is provided in Section 4.2.2.2. Citation functional analysis with relation to the specific sub-moves of the discussion section will further demonstrate the ways and types of citations used in each corpus within the context.

With regard to citation forms, Korean novice writers tend to employ integral citation far more than expert writers. Citation practices of expert writers are more inclined to the use of non-integral citation with non-human subjects, often involving nominalization. The choice of citation form in each corpus led to particular writing styles in explaining the result and comparing results with literature, which will be further discussed in the following section.

4.2.2.1 Explaining the results

One of the essential steps related to citation usage in the obligatory move 4 of Commenting on Results in the discussion section is ‘explaining the result’, which involves interpreting and accounting for the results of one’s study (Yang & Allison, 2003). Writers provide key findings of their studies at hand and offer possible explanations for the results, including the reasons behind the observed phenomenon and implications of the findings. Employing appropriate citations in this step is compelling yet critical since it shows what has been said in the literature about a result. Writers could build arguments upon the explanations and add their own perspectives to indicate what is new in their studies.

In the current study, Korean novice writers seem to focus on pre-existing explanations of a result in a field. The writers often used citations for the attribution function, to report other’s perspectives on the results and “provide acknowledgment for the source of information” (Mansourizadeh & Ahmad, 2011, p. 155). In this functional use of attribution, references were identified in the subject position in integral citation form to enhance the credibility of the claim. For instance, the Korean novice writer in example (29) directly quotes the cited author’s view on “a possible cause” for the results of the study.

(29) This indicates that the interaction between prior knowledge and vocabulary knowledge was interfered. *Stahl et al. (1989) provides* a possible cause for such results: "One reason for the failure to find an interaction may have been that the vocabulary difficulty was so great that students were unable to compensate for [vocabulary] with their prior knowledge". (KMT, #16, D)

The use of the attribution citation function in the step of explaining the result in novice writing is shown in example (30) as well. The novice writer displayed disciplinary knowledge of the interpretations on the similar results on the topic, providing specific details about a study in an integral citation form of extended verb clauses. A perspective on the result was illustrated one by one as in example (30). The novice writer in the example re-cited Kim's interpretation of the results using O'Grady's hypothesis, strengthening the validity and reliability of the explanation.

(30) This result provided evidence for those arguments that producing SR is easier than OR (*e.g., Kim, 2013*). *As Kim (2013) reported* Korean L2 English learners prefer to produce SR to OR, the result of the experiment showed the same preference. *Kim added that* the preference the L1-Korean L2-English learners showed can be explained by O'Grady's (1997) structural distance hypothesis. *O'Grady suggested that* the relative complexity of syntactic structure is determined by calculating the number of nodes.(KMT, #25, D)

While the novice writers used sources directly to point out the interpretations of researchers on a result, expert writers often presented multiple studies with similar results or arguments with their own. The experts synthesized previous similar arguments or explanations of a result, serving the citation function of establishing links between sources. Also, studies with similar results are indicated to utilize supporting citation functions. This indirect way of using citations in expert writing is to ultimately reach the goal of providing evidence on the writer's own interpretation, building stronger arguments for the explanations of major results of one's study. For instance, expert writers employed a citation function of establishing links between sources in example (31) by suggesting research that had similar results. In example (32), several sources are referenced to support writers' explanations on the reason for the difference in the findings of the study. These two complex citation functions are used in non-integral forms.

(31) These findings may be explained by the findings from several research studies which suggest that successful and less successful learners vary in their use of listening strategies (Goh, 2000; Rost & Ross, 1991; Vandergrift, 2007).(PRA, #27, D)

(32) Another possible explanation for the difference in the results is the quality of the teachers, their attitude towards the students, and the classroom activities they designed. ... For example, as previously mentioned, many

teachers have seen lower level classes as being full of students with behavior problems (*Chisaka, 2002; Hallam & Ireson, 2003; Kim, 2012*). (PRA, #23, D)

Developing the argument on the possible cause of the results, expert writers generalized the findings with broader perspectives of literature, using multifunctional citations with the combination of establishing links between sources and support. The multifunctional citation use was often indicated in non-integral citation forms with complex nominalizations. The example (33) consists of multiple prepositional phrases of post-modifiers with complex levels of embedding (underlined), which is known to be the most complex noun phrase modification in Biber et al.'s (2011) hypothesized developmental stages. The writer suggests various angles on the interpretation to support and generalize the findings of own study.

(33) These results suggest the importance of ideal L2 selves (*Dornyei, 2005, 2009*), imagined communities (*Norton, 2001*), goal-setting (*Locke, 1996*), and self-regulated learning (*Zimmerman, 1998*), and they support previous survey studies that found relationships between visualization and L2 motivation in general (*Al-Shehri, 2009; Chan, 2014; Dornyei & Chan, 2013; You et al., 2016*) and between visualization and goal-setting and WTC in particular (*Munezane, 2015*). (PRA, #10, D)

Korean novice writers also employed the support citation function on the interpretation of the findings such as in example (34). This supporting citation function often occurred with the expression “according to”, to emphasize the reference to provide a rationale for one’s explanation of the results. The novice writer in example (34) gave a detailed explanation in integral citation form and narrowed down the discussion of a study in specific.

(34) It is likely to be attributed to participants' level. *According to Vandergrift (1997)*, novice learners might struggle to use metacognitive strategies because they have little room for deeper processing strategies such as monitoring. *Vandergrift (1997) reported* that the novice level might be a period of instability in metacognitive strategy use. (KMT, #2, D)

So far, it seems that Korean novice writers detail their explanations on the topic by giving specific information about a source in an integral citation. Expert writers, on the other hand, tended to complicate their arguments by providing various concepts and perspectives in the previous literature. Expert writers presented synthesized information in a concise manner. This tendency is clearly observed in the citation function of reference, which is often signaled by the directive “see” as in the example (35). They used this “shorthand device” (Thompson & Tribble, 2001, p.95) to refer to information that is considered too long for further discussion in their studies.

(35) Nonetheless, the current study investigated such an effect in a text-based SCMC setting. Though text-chat has been suggested to be the electronic form most similar to speaking (Weger and Aakhus 2003), text-chat and speaking still represent different modes of communication, each with their own unique features (*see also Payne and Whitney 2002; Loewen and Reissner 2009; Freiermuth 2011; Sauro 2012*). (PRA, #5, D)

The reference citation function is used to point to procedures or detailed explanations about the source (Petric, 2007) without giving specific information. This type of citation function allows readers to stay focused on the ongoing discussion. Interestingly, the reference function was seldom used in the Korean novice corpus in the current study. Effective use of this citation function with other functions such as establishing links between sources or support will help readers to continue their focus on the important point of one's explanation and enhance the persuasiveness of the claim.

This section examined the citation practices of two corpora in the discussion section, particularly focusing on the step of explaining the result. Korean novice writers employed considerably more integral citation to attribute sources, leading to longer elaboration on the cited matter with an emphasis on the authorship of the reference. Expert writers provided multiple sources in non-integral citation using complex noun phrases to generalize and support one's own interpretation of the findings. Additional citation function of reference was introduced as well. The

following section will identify the functional use of citations in the second step of ‘comparing with results in literature’ in the discussion section.

4.2.2.2 Comparing with results in literature

The second step in the obligatory move 4 of Commenting on Results in Bastrukmen’s (2009) move analysis in the discussion section of research articles and dissertations in language teaching is ‘comparing with results in literature’. It should be noted that this second step might share some common features with an earlier step of ‘explaining the result’ in Section 4.2.2.1 in terms of reporting similar results of previous research in the field. However, whereas the citations in the ‘explaining the result’ step are used for the interpretation of the findings in one’s study, ‘comparing with results in literature’ focuses on the comparison between one’s study and the study being cited. Citations used in the second step of ‘comparing with results in literature’ often appear with the expression such as “coincides with”, “corresponds with”, and “in lines with”.

The qualitative examination on each corpus in this step of ‘comparing with results in literature’ in the current study revealed that among the citation functions identified in the previous literature (Mansourizadeh & Ahmad, 2011; Petric, 2007; Samraj, 2013), “comparison of findings with other sources” is the most common

citation function in both corpora in the current study. Indeed, the name of the step shows the close link with the citation function. Writers compare similar results in the literature with their own study's findings to improve the acceptability and credibility of one's study, as the confirmation with previous research strengthens the factual status of the results (Latour & Woolgar, 1979).

Korean novice writers tend to draw on detailed descriptions of a number of results provided in earlier research. The novice writers particularly used integral citation with non-human subject with the phrases such as "this result coincides with", "this result corresponds to", and "it is in line with". This citation form allowed the novice writers to explain the similar results of related studies in detail as in example (36).

(36) The result ... was that the overall frequency of the use of amplifiers collocated with adjectives in NNS students writings is higher than that of NS professional writings. *This result corresponds with the findings of Lorenz (1998) that NNS learners of English use far more intensifiers than the NS of English. ... the result showed that, compared to NS professional writers' writings, NNS students significantly overused some maximizers, such as quite, absolutely, and totally, and some boosters, such as more, very, and really. ... This result of the overused amplifiers corresponds roughly with the result of Lorenz (1999, p. 169).* (KMT, #3, D)

In example (37), the novice writer reiterates the findings of the related studies,

concentrating on the elaboration of the process of the research at length. This reiteration of the research findings gave more prominence to the results indicated in the literature than their own results at times. The use of integral citation forms in a row allowed readers to focus on the specific point of the common findings in the literature, however, limited in building a stronger textual link between the studies and one's study.

(37) *This result coincides with Hwang (2004), in which the students learned different types of nouns through inference, semantic grouping, and word maps. The result showed that the participants marked higher scores for concrete words than for abstract words regardless of methods of learning. Schwanenflugel and Akin (1994) also found that single abstract word as well as sentences comprised of abstract vocabulary took more time for adults to process than concrete words and sentences made up of concrete words. (KMT, #4, D)*

The use of the citation function of “comparison of one's findings with other sources” in the expert writing more emphasized the shared element between one's study and the literature, with a condensed form of noun phrases accompanied by pre-modifiers and post-modifiers on the head noun. For instance, the expert writer in example (38) widens the lens to make connections with the literature of similar results and then narrows down the view on the results of own research. The “explicit

instruction” was detailed into “focus on form” and the “structures of greater complexity” into “conditionals” on the following clause.

(38) *In line with findings of DeKeyser and Prieto Botana's (2015) meta-analysis supporting the benefit of explicit instruction for structures of greater complexity, this study demonstrated that explicit focus on form was effective for the classroom instruction of conditionals.* (PRA, #9, D)

Expert writers attempted to generalize one’s findings within the literature, providing a broader perspective in a non-integral citation and then specifying the comparison of results. For instance, the generalized focus of “self-regulatory efficacy” in example (39) is detailed in the post-modifier (underlined) “of proximal determinants of human self-regulation” in the following clause. The writer narrows down the focus from a more generalized view of the shared result into a concrete point of one’s study.

(39) In general, this study, together with previous research on self-regulatory efficacy (e.g., Bruning et al., 2013; Schunk & Ertmer, 2000; Usher & Pajares, 2008), revealed that **self-regulatory** efficacy as an **important** set of proximal determinants of human self-regulation plays an **important** role in affecting learners' academic achievement in both general learning settings and L2 writing contexts. (PRA, #9, D)

Expert writers in the current study further employed complex multifunctional citations with the integration of “establishing links between sources” with “comparison of one’s findings with other sources”, using nominalization to increase the efficiency of description and condensation of information (Jalilifar et al., 2014). The example (40) fulfills the functions of conciseness and semantic expansion by presenting one’s result in the noun phrase “The TE-EM group’s improvement” as a theme and given information of the sentence (Jalilifar et al., 2017). This expansion of the discourse from one’s own findings to the connection between research in the literature allows efficient organization of the text and enhances textual cohesion.

(40) The TE-FM group's improvement is in line with previous studies, which have consistently demonstrated learning gains following task-essential FMC practice, both when practice is preceded with EI (*VanPatten and Cadierno 1993; Marsden 2006; Agiasophiti 2013; DeKeyser and Prieto Botana 2015*) and without EI (*VanPatten and Oikkenon 1996; Marsden and Chen 2011; Stafford et al. 2012; DeKeyser and Prieto Botana 2015*). (PRA, #4, D)

The functional use of “comparison of one’s findings with other sources” is also presented in non-integral citation forms in KMT such as in example (41) to provide various sources. Yet, this functional use is more bound to the direct comparison with one’s results. Considering that the essence of the move of commenting on results is to serve the “purpose of establishing the meaning and significance of the research results

in relation to the relevant field” (Yang & Allison, 2003, p. 382), the complex structure of discussion of results could widen the scope of the references to a larger extent.

(41) Results suggest the superiority of productive learning in terms of recognizing collocation forms. The above findings are in line with previous research which has found that productive learning was more positively related to gains of productive knowledge (*Griffin & Harley, 1996; Mondria & Wiersma, 2004; Steinel et al., 2007*). (KMT, #11, D)

Writers in the step of ‘comparing with results in literature’ in the current study further pointed out the similarities or differences of research results to show the contributions of one’s findings in the literature. Again, “comparison of one’s findings with other sources” citation function was used as basic citation rhetoric in this step and non-integral citation forms are employed in both corpora to indicate several previous research of similar results.

As shown in example (42), the novice writer stressed the importance of one's study by showing the similarities in the findings (i.e. “confirmed”) between one’s study and the sources being cited. It is noticeable that the writer drew direct attention to the contribution of the findings (that her study gave “the new perspective” of working memory) after the citation, without specifying in which aspect the results show the new insight to the field.

(42) *The present study also confirmed* the some recent studies' role of WM in implicit knowledge or procedural dimension of long term memory (LTM) (*Just and Carpenter, 1992; Lee, 2014*). It gave the new perspective of WM. (KMT, #21, D)

In the expert writing, the argument on the contributions of the research finding was focused more on the distinction of one's finding within the literature. Expert writers often used expressions like “these results/our data extend previous findings” and “our findings highlight”, adding the distinctive feature of one's study. For instance, in example (43), the expert writer compared the similar findings between one's study and the related sources and further reveals what is distinguishable in one's research.

(43) Along with some previous findings (*Bandura, 2006; Schunk & Pajares, 2010*), this study also reveals that self-efficacy is a domain-specific construct under the influence of task difficulty and transferability of self-efficacy across activities. (PRA, #13, D)

In some cases, multifunctional citation usage in revealing the contribution of one's findings within the literature was indicated in expert writing, as in example (44). The writer relates to various related studies with one's research and illustrates how they are connected. The writer explains that his study "extends" similar findings by

specifying the context and exposure, showing that the present study goes one step further from the existing literature. The expert writer also demonstrates that the study is in line with related streams of research, positioning where his work belongs in the field. This subtle and detailed use of citation enhances the persuasiveness of the writer's claim.

(44) Our data extend **previous** findings that **young** learners can be taught **explicit** analysis of their L2 within an **immersion** context (*Bouffard and Sarkar 2008*), to analysis of a FL after very little exposure. Our findings contribute to the **growing** evidence (*White, Spada, Lightbown and Ranta 1991; Harley 1998; White 2008; Ammar, Lightbown, and Spada 2010; Horst, White, and Bell 2010; Serrano 2011*) that young learners (here age 9–11) are developing **metalinguistic** awareness, and are therefore able to benefit from **explicit** instruction (*Philp, Mackey and Oliver 2008; Tellier and Roehr-Brackin 2013*). (PRA, #4, D)

Altogether, this section showed that the citation function of “comparison of one’s findings with other sources” is commonly employed in the second step of ‘comparing with results in literature’ in Basturkmen’s (2009) move analysis in discussion section. Integral citation with non-human subject or non-integral citation was often employed in both corpora to compare the results. While the novice writers focused on the specific point of the comparison, expert writers employed multifunctional citations to compare research results and further extend to the importance of the study.

CHAPTER 5

CONCLUSION

This chapter provides a summary of the findings and pedagogical implications for the current study in Section 5.1. Limitations and future suggestions are illustrated in Section 5.2.

5.1 Summary of the Findings and Pedagogical Implications

The current study was conducted to identify Korean novice writers and expert writers' citation practices in the field of applied linguistics. The study aimed to extend the previous literature by searching for links between citation forms and functions, especially focusing on the different sections of academic writing. Similarities and differences in the overall frequencies of citation practices between the two corpora were investigated with qualitative examination on rhetorical functions. In this regard, 26 thesis papers were selected from five representative universities of Korea and 30 research articles from four major journals published during 2014-2019. To consider each section's rhetoric in employing citations, each corpus was divided into IMRD structure following Swales' (1990) macro-organization of research articles. Statistical

difference was examined using chi-square tests given with effect size and residual analysis was applied for post-hoc test. Sentences were manually inspected to illustrate qualitative functional citation usage in the corpora.

The first research question concerned with the overall frequencies of citation forms in each section between the corpora. Citation practices were mainly observed in the introduction and discussion section in both corpora, but Korean novice writers used citations much more frequently in the introduction section and not as much in the discussion section. Expert writers employed more citations in overall and used them more in the discussion section than novices

When the frequencies of citation types between the two corpora were examined, both expert and novice writers preferred certain types of citations: integral citation with human subject, non-integral citation with non-human subject, and integral citation with non-human subject. Experts used more non-integral citation with non-human subject form and novices favored integral citation with human subject. Novice writers tended to use the integral form, especially with human subjects repeatedly with a focus on a single source throughout the paper, to emphasize the authorship of the claim.

The second research question dealt with the functional analysis of citation practices in the two corpora. Specifically, the introduction and discussion sections of each corpus were chosen for the thorough examination of citation functions in relation to the major move analysis suggested in the previous genre-analysis-related literature. In general, the citation function of attribution and establishing links between sources

are frequently used across sections and sub-moves of a section. Certain citation forms appeared more in particular sub-moves of a section, for example, the citation function of the comparison of findings with other sources is only shown in the sub-move of ‘comparing with results in literature’ in the discussion section. This shows the importance of considering rhetoric moves in the functional analysis of citation practices, as the academic writers chose different citation forms and functions for the different purposes within the context.

Preference for distinctive citation patterns in each corpus seemed to be related to the functional use in each section. In the introduction section, Korean novice writers often employed basic citation functions such as attribution in the citation form of integral citation with human subjects. This choice effectively displayed the writer’s display of knowledge of the field by providing elaborated information about a single study. International expert writers employed more complex citation functions with non-integral citation with non-human subjects to synthesize and present the information concisely. The non-integral citation forms are occasionally involved with nominalization with varying degrees of noun phrase complexity. In the discussion section, Korean novice writers used citations directly to compare results or present cited author’s arguments with continuous clausal constructions. On the contrary, expert writers indirectly referenced sources to support one’s interpretation and used multifunctional citations to achieve complex rhetorical purposes within context.

The current study contributes to the previous studies of citation practices in three aspects. Findings of overall frequencies and densities of citation practices

according to each section show a broader picture of Korean novice writers and international expert writers. The present study illustrated citation forms in the whole text as well as in each section with a larger corpus size in the field of applied linguistics. Second, the most distinguished part of the current study stands on the connection between citation forms with functions. The categorization of the citation forms is from the larger quantitative corpus citation analysis (e.g., Marti et al., 2019), and the functions considered are used in detailed qualitative citation studies (e.g., Mansourizadeh & Ahmad, 2011). By building bridges between quantitative and qualitative corpus analysis on citation practices, the current study revealed citation patterns according to academic expertise. Finally, this study has given serious consideration to move analysis in each section to examine citation functions within specific rhetorical contexts. The results add to the existing literature of citation analysis by providing both statistical significances for the difference and detailed examples within certain major sub-moves (steps) identified in previous literature in each section.

The findings of the study offer several pedagogical implications for Korean EAP writings. First, there is a need to inform Korean novice writers of different citation styles and linguistic choices. Given that nominalization is considered as an important rhetoric device in academic prose in the growing literature (e.g., Ansarifard et al., 2018; Biber & Gray, 2011; Yoon, 2018), it is important to advise students to actively utilize the form to employ more complex citation functions. It is more crucial, however, to note the choice of a certain citation form entails a particular citation

function, and thus employing proper citation forms with an appropriate rhetorical purpose within the context is needed. In this research, Korean novice writers rely on the detailed explanation of single sources in integral citation with subject types. This reliance on the integral citation was also found among L2 novice writers in previous studies as well (Sun, 2008; Luzon, 2015). The indispensable part of effective academic persuasion involves synthesizing relevant sources and making connections from a broader perspective. Academic writers employ citations to ensure intertextuality in the ongoing discussion, to verify and position the importance of their works in the literature. Indeed, expert writers were known to prefer non-integral forms to make their argument concise (Hyland, 1999, 2002; Marti et al., 2019; Kafes, 2017) and this was also proven in the current study. Thus, in accordance with the structural variety of citation practices, instruction on the types of citations and related purposes should be taught explicitly.

The Korean novice writers' use of citation in the current study may have been affected by the assessment character of thesis writing (Hyland, 2002). The invisible audience of the completed work are their supervisors and the different academic status between the cited author and the novice writer would result in reporting each source in more detail, attributing the citations as pre-confirmed facts. Also, novice writers might have felt more need to display their knowledge in the field to identify their worthiness of the degree, rather than the generalization of information with complex citation usage. However, what is more imperative in thesis writing is to "construct a coherent text, and an appropriate persona within that text, for the thesis be adjudged worthy" of

the degree (Thompson, 2005, p. 312). Thesis writers are in the process of entering professional academic discourse, learning how to construct their own knowledge in relation to the bigger discourse community (Hyland, 2000).

It is important to note, however, that Korean novice writers' overall citation practices in the current study depicted a certain degree of similarity with expert writers in terms of commonly used citation types and following functional use of citations considering rhetorical purposes. Citation instruction of various rhetorical functions and purposes with proper forms will thus help writers' further development in academic persuasion and raise a chance of acceptance by the discourse community.

5.2 Limitations and Future Suggestions

Future suggestions are illustrated in accordance with the limitations of the study.

The current study only focused on the detailed analysis of the introduction and discussion section; however, other sections are worth further study. The method section is especially noticeable as some significant difference was observed in the quantitative analysis of the current study. Some qualitative citation differences are also found in the examples explaining the justification of the method used in the study.

Furthermore, the present study deals with the forms and functions of citation practices, yet did not consider the tense. The tense forms in the citations are known to have distinct roles and writers tacitly use them to convey different meanings (Shaw, 1992). Hence, in-depth analysis with the consideration of tense would further reveal variant aspects of citation practices in academic writings.

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국 문 초 록

인용은 학술 텍스트의 본질적 특성인 상호텍스트성을 드러내는 수사학 장치이다. 학술 텍스트의 저자들은 학계의 주된 담론을 바탕으로 논지를 전개하여 학술적 주장의 신뢰와 설득력을 높인다. 또한 연구가 더 필요한 부분을 언급하거나 기존의 연구 논리를 비판하고 반박함으로써 새로운 견해를 제시하기도 한다. 이렇듯 저자들은 인용을 적절히 활용하여 해당 분야에 대한 학문적 견해를 논리 있게 피력함으로써 학술 공동체 구성원들의 동의를 받게 된다.

인용의 중요성에 바탕을 두고, 학술 분야의 영어 글쓰기에서는 인용의 쓰임새에 관한 다양한 연구들이 진행되었다. 기존의 연구들은 주로 인용문의 유형, 인용 표현의 기능, 인용 동사 각각의 특징적인 사용 양상에 초점을 맞추었으나 종합적 관점에 대한 고찰은 부족한 실정이었다. 또한 영어 모국어 화자의 학술 논문에서의 인용문 연구는 상당히 진행되었으나 한국 대학원생이 작성한 텍스트를 직접 분석한 연구들은 미비하였다. 따라서 영어 모국어 화자와 한국 대학원생들의 인용 표현 사용 양상을 거시적으로 보여주는 연구가 필요하였다.

이에 본 연구에서는 응용언어학 분야의 학술 논문과 한국어 석사학위 논문을 중심으로, 인용 표현이 어떻게 실현되고 있는지를 분석하고자 하였다. 각 텍스트의 구조를 ‘서론(introduction), 연구 방법(methodology), 연구 결과(result), 논의 및 결론(discussion)’으로 분류하고 각 구조에 대한 기존의 장르 분석 연구(move analysis)를 참고하여 인용문을 분석하였다. 양적인 연구에서는, 말뭉치 프로그램을 사용하여 두 코퍼스의 인용문

의 유형을 통합형 인용(integral citation)과 비통합형 인용(non-integral citation)으로 분류하고 주어의 형태에 따라 인간 주어(human subject), 비인간 주어(non-human subject), it 주어(it subject)로 세부적으로 나누어 전체 빈도와 각 텍스트 구조에서의 밀도를 분석하였다. 질적인 연구에서는, 서론과 논의 및 결론 부분에서 수사학적 움직임(rhetorical move)에 따라 인용이 어떻게 기능적으로 활용되었는지를 인용문의 유형과 관련지어서 연구하였다.

본 연구 결과, 한국 대학원생들은 서론 부분에서 인용을 주로 사용하는 한편 전문가 집단에서는 논의 및 결론 부분에서 인용을 특징적으로 활용하는 것으로 드러났다. 인용 유형의 경우, 한국 대학원생들은 통합형 인용과 인간 주어를 사용해 한 연구에 대해 세밀한 정보를 제공한 반면 전문가들은 비통합형 인용과 비인간 주어를 활용하여 다양한 출처를 한 문장으로 제시하는 모습을 보였다. 각 구조에 따른 인용 표현 기능과 유형을 연결 지어 살펴보았을 때, 한국 대학원생은 절 구조(clausal construction)를 활용하여 귀속(attribution)과 같은 비교적 단순한 인용 기능을 사용하였다. 전문가의 경우 명사화(nominalization)를 비통합형 인용에서 실현함으로써 다양한 연구 결과들을 일반화하고 다른 출처들 사이의 연결점 설정(establishing links between sources), 지원(support)과 같은 보다 복잡한 다기능 인용 기능들을 활용하였다.

본 연구는 다음과 같은 교육적 함의를 지닌다. 우선, 한국 대학원생에게 학술 목적 영어 글쓰기에서 장르에 대한 명시적인 교육이 필요함을 확인하였다. 학술 목적에 맞는 수사적 기법을 인지하고 인용의 다양한 유형과 표현 기능을 활용하는 것이 중요하다. 또한, 명사화(nominalization)와 같이 인용을 간접하게 재구성할 수 있는 문법 구조를 사용하여 다양한

인용 전략들을 문맥에 맞게 활용할 수 있는 방법을 제안하였다.

본 연구는 한국 대학원생들의 인용문의 유형과 인용 표현 기능을 각 텍스트의 구조의 장르 분석에 따라 다각도로 면밀히 고찰하였다는 데에 의미가 있다. 특히 인용문의 유형, 표현 기능의 연결 지점을 시사하여 인용의 형태와 기능(form-function)에 대한 중요성을 확인하였다. 또한, 전문가와의 비교 분석을 통하여 한국 대학원생들의 인용 특성을 보다 명확하게 보여주었으며 장르와 언어 지식을 연계한 교육의 필요성을 제안하였다는 점에서 의미를 갖는다.

주요어: 학술 목적 영어 글쓰기, 응용언어학, 인용분석

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