

WRITERS' STANCE MANIFESTED IN CITATIONS; ANALYSIS OF THE LITERATURE REVIEW CHAPTERS OF PHD THESES IN SOCIAL SCIENCESDr. Ijaz Ali Khan¹, Dr. Syed Sajjad Ali^{*2}, Dr. Tariq Mahmood³**Original Article**

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Abstract

Citation practices are essential to construct thesis rhetoric. This practice attributes statements to others' works (Hyland, 1999). As an essential discursive feature, these referring patterns need to be explored in L2 contexts (Kafes, 2017; Lee, Hitchcock & Casal, 2018; Peng, 2019). Pakistani academic discourse has not been studied for this purpose. The objective of this study is to investigate the authorial stance manifested in various citation forms blended with different functions and semantic roles. This study has analyzed in-text references in PhD theses across different subjects of Social Sciences. A corpus containing of thirty theses at the doctoral level was built. The study was delimited to literature review chapters only with 100 citations per thesis. The corpus was analyzed by AntConc applying concordance as sub option and added by researcher's own judgment. Thompson and Tribble's (2001) work was adopted as theoretical model. It was found that majority of the authors focused on citations enclosed in parenthesis, while Source was found the most preferred sub-pattern. In conclusion, to enhance the quality of their works and make the reported text worth presenting, the research writers are supposed to have rigorous engagement with studies conducted earlier. In fact, using different patterns of citation to incorporate the rhetorical effects in the arguments is essential for the writers in Pakistan, as an L2 context.

Keywords: Integrals, Non-Integrals, Source, Identification, Reference, Origen, Non- Citation, Naming, Verb-Control.

1. Introduction

A researcher furnishes his own findings upon the already available and well-founded study done by other researchers to establish his/her stance in co-relation with a focus on the textual semantics. This is where the focus of accurate form of citations on behalf of the researchers looms large and become indispensable. While carrying out a genuine research, citation enables the researchers to associate their findings within a given paradigm.

In-text references aims at bringing out more space with meaning in order to appeal the persuasive appetite of the readers. The periphrastic aspects of a study depend upon a well-architectonic system of citations as it makes the writer's findings more acceptable and articulate (White, 2004). The writer opines that the practice of appropriate citations evades literary piracy. The writer being a part of the sentence, citations have been examined in terms of integrated, or non-integrated having the writer in parenthesis.

The scholars like Swales (1990), Hyland (1999), Thompson (2005), along with Thompson & Tribble (2001), Thompson/Ye (1991) White, (2004), Charles (2006), Petric(2007), Samraj and Monk (2008), and others have focused on different aspects of the issue. Hyland (1999) argues that attributing propositions to the previous researchers in coalition to the disciplinary knowledge is the main purpose of citation.

Referring to other sources as an intricate communicative process with structural, thematic, and matter-of-fact variables; which may attract academics and information scientists (White, 2004). Researchers such as Hyland (1999) and Thompson and Ye (1991) have analyzed reported citations placing their work in comparison to the cited works and its authors. Some other studies (Thompson, 2005) were made to investigate the genre of theses identifying the interrelationship between contents and structural significance of citations.

Although the academics differ in their dealing discursive practices, yet they come to an agreement to consider citations as serving both purposes of acknowledging others' works as well as justifying their own claims. Despite the abundant work done on research articles, it is admitted that researchers have paid less attention to unpublished theses at both MPhil and Doctoral levels (Samraj & Monk, 2008). Charles (2006) endorses this phenomenon and argues that writers of theses in L2 contexts who are novices in this field need to learn and apply these referring patterns. Loan and Pramoolsook (2015) also accept that the number of studies on how non-natives cite in there theses is not significant.

Hence, the investigation of citation patterns has particular value in academic circles as it would encourage the novice researchers to investigate the practices of citing others and also understand its functional significance. In Pakistan's academic perspective, the matter of citation patterns was explored with the hypothesis that the writers in Pakistan usually make a choice of diverse referring patterns with a meagre knowledge regarding its various forms or they use limited options for citing others. So, it was deemed necessary to learn how theses' writers invoke other sources and how to put their authorial voices in these patterns. This is also noteworthy to apprise that why do the research writers uses one type of citation pattern instead the others.

Thus, the main objective of this research is to explore implicit techniques of persuasiveness, used by the writer while integrating their stance and showing their attitude towards the existing sources of knowledge. A number of studies held in this regard, using L1 context, had found variations in citation practices.

These variations that occurred in the use of citation practices in various disciplines had owned several factors. It was assumed that these variations were in conformity to the norms of their respective subject or sub-discipline; the particular needs of speechmaking; the functional or semantic requirements of the argument that the researcher wants to entertain.

1.1 Objectives

- a. To know the referring patterns employed in theses of Social Sciences at doctoral level.
- b. To quantify the frequencies of different citation patterns used in theses of Social Sciences.
- c. To identify semantic significance of citation variations.
- d. To contribute to knowledge regarding discursive practices in Non-English context.

1.2 Hypothesis

- i. The norms of citation practices in academic context of Social Sciences are revealed in patterns of citations.
- ii. Different citation forms represent corresponding attitude of theses' writers.

1.3 Research Questions

- i. How do the researchers refer their propositions to the previous researchers?
- ii. To what extent these patterns vary across theses in intra-discipline?
- iii. How the citation patterns represent authors' voices?

2. Literature Review

Academic discourse is academic communication and social interaction among academics. It is, therefore, considered that academic write up is an interactive process and the writers need to be conscious of readers in the same as face to face communication (Sinclair, 1981). Reppen (2002) also claims that the writers must anticipate a possible reaction of the readers, foreseeing their schema. Thus, academics create well-informed scripts expecting targeted responses in readers and convincing them to a point (Harris, 1991).

Academics choose various means to show their presence in their texts (Cadman, 1997). It is suggested that discursive practices are objective creations and the use of subjective terminologies need to be avoided (Hyland, 2009). These shared strategies natural and applied sciences but the writers in social sciences opt such practices showing explicit presence as an author (Okamura, 2008). Hyland (2005), argue that using hedges means that the author's practices are based on perception and not upon authentic sources of knowledge. Thus choosing a form of text mirrors the writers' position regarding an earlier statement.

Citation is also one of such strategies that not only acknowledge other works or sources but also presents writers attitude to a claim of previous researchers (Hyland 1999). It is a context which leads a writer to refer either through direct quotes or indirect statements. These forms of referring patterns are thought to be in line with the trends followed in a subject. Swales (1990) divided these patterns into two categories namely integrals and Non-integral citing patterns. Integrals signify to an argument where the cited person as subject or agent controls a verb or be a part of noun phrase. Contrary to this, Non-integrals mentions the cited author in parenthesis. This framework later on elaborated by Thompson and Tribble's (2001) rubric dividing each category sub-forms of citations. Such stylistic strategies mark the statement of an author more convincing (Jonsen et al., 2018). In this way, the authors' preferences for such patterns will identify a source, a study, a reference, or a model.

It is significant to know that non-English authors employ a restricted choice of these referring patterns. For example, L1 writers are more critical and speculative in their stance as compared to L2 writers' neutral stance. It infers that the writers in non-native context tend to show more regard for the stated right of the works published (Joseph et.al., 2018).

Studies conducted in Pakistan reveal that these were meant to define, impact factor, the number of publications, frequency of citations, authorship pattern, gender, and writers' affiliation. For instance, Haq and Alfouzan (2019) worked on bibliometric analysis of Pakistan Information and Library Science Journals from 2008 to 2017. Memon, (2019) studied the bibliography of published documents from 1965 to 2018. Haq (2021) found an association between writers and number of

citations and explored that multi-author articles were referred more as compared to single author papers. Hence, this area of academic discourse is noticeably less explored in Pakistani academic perspective.

So, the present study is practically more significant to explore the writings regarding citation patterns with more emphasis on writer's stance reflected in citation patterns in unpublished PhD theses across the subjects in Social Sciences. To know the aspects of citing patterns, namely, structural, syntactic, and semantic significance, are the delimitations of this study.

3. Material and Methods

The research is focused on the genre of theses at the doctoral level and particularly on citation patterns in the literature review sections. The theses conducted in Social Sciences as main discipline and Education, Political Science, and Psychology as sub-disciplines make the population of this study. The study is further delimited to literature review sections having greater number of citations. The sampling procedure adopted was purposive, selecting those theses which contained enough contents and were rich in citations. The corpus containing literature review sections was built and AntConc 3.2.1w (Anthony, 2007), a free concordance software was used as tool for analysis of the data. Mixed method approach was adopted to determine the frequency, types, and context of citations. The option of concordance added with human judgment was applied for both quantitative and qualitative analysis of the citation data. Swales (1990) and Thompson & Tribble (2001) studies were taken as theoretical models for the analysis and explanation of data.

4. Results and Discussions

Thompson and Tribble's (2001) rubric based on Swales (1990) model was adopted for analysis and assigning the data to Integral and Non-integral categories of citations. The rubric mentioned also offers Source, Identification, Origin, and Reference as sub-categories under Integrals, while Verb-control, Naming, and Non-citation under Non-integral citations. Employing concordance, the data was investigated quantifying, first Integral and Non-Integral forms of citation. Then using the same methods, the researcher identified the individual occurrences of Source, Identification, Reference, Origin, Non-Citation, Verb-control, and Naming as sub-forms under both major categories. Following mentioned tables, 4.1, and 4.2 will further illustrate:

Table No. 4.1.

Integrated vs. Non-integrated Patterns of Citations

Discipline	Average citations per discipline	Integrals	Non-Integrals
Education	1000	468	532
Pol. Science	1000	265	735
Psychology	1000	458	542
Total Citations	3000	1191	1809
Total percent	100%	39.7%	60.3%

The above figures in the table present that the writers mentioned more Non-integrals (60.3%) which exceeds Integrals (39.7 %). The results mentioned also infer that the writers of social Sciences, in L2 context, were more inclined towards Non- Integrals for having simple structure and easy to be employed. As less use of Integrals can be ascribed to the reason that its pattern is much intricate and the research writers may prefer easier statements. Rababah and Almarshadi (2013)

highlight the point that Integrals demand a deptness on the part of writers to cite a source appropriately. Borg (2000) also endorses, who argues that L2 writers are not that proficient to incorporate their voice in the text. It is also concluded that the researchers in Social Sciences have conformed to the trends followed in pure and natural sciences (Thompson, 2000) and de-emphasizing the role of the person cited.

Table No. 4.2.

Intra- Discipline Analysis of Citation.

Discipline	Average citations/ discipline	Non-Integrated Citations				Integrated Citation		
		Source	Identification	Reference	Origin	Non-Citation	Verb-control	Naming
Education	1000	494	24	11	3	39	293	136
Political Science	1000	716	2	15	2	61	130	74
Psychology	1000	413	65	44	20	29	246	183
Total	3000	1623	91	70	25	129	669	393
Percent occurrences		54.1%	3.03%	2.33%	0.83%	4.3%	22.3%	13.1%

Table 4.2 shows that Source as Non-integral category has occurred most frequently (1623/3000). The table presents Source as the maximum in Political Science (716). The results do not conform the trend as mentioned in Hyland's (1999) who claimed hard disciplines having maximum Non-integrals as compared to humanities and non-science disciplines. Thus the L2 context is more obvious in these findings.

Secondly, it was found that the writers did prefer using Identification (91), Reference (70), and Origin (25) as to show a balance in using sub-Integrals. Shoostari with Jalilifar (2010) noticed that L1 writers had more inclination for using Source, Identification, and Reference forms of citations. Thus, the current study has got different trends of citation practices, not in line with the L1 writers. The context of part genre may also be referred to here. Thompson (2005) argues these categories are abundant in introduction and methodology sections where the writers tend to refer to a theory, a concept, or a tool. In literature review section, it is apparently the trend is more often to arguments or statements.

It is observed that the category of Non-citation has occurred more (129) as compared to other patterns. Referring through Non-citation, the name of authors are mentioned without the year or date of publication (Thompson & Tribble, 2001). Such discursive practices are considered as marks of non-academic (Shoostari & Jalilifar, 2010). It implies that the writers in the current study, do not observe the trends of L2 writers.

Table 4.2 also presents Naming (393) which occurred as third most occurred pattern as compared to Source or verb-controlling citation patterns. The instances this category are in conformity with trends followed in L2 contexts (Shoostari & Jalilifar, 2010), stressing upon the agents of the work rather than the information or argument mentioned.

In Verb-control form, the writer puts the author cited at an agent position. This pattern (669) was noticed to be of the most occurred patterns in the sub disciplines of Social Sciences. The results

are in conformity with findings of Charles' (2006) reporting clauses which were observed the most occurred patterns in Social Sciences as compared to Natural Sciences.

4.3. Semantic and Syntactic Appraisal of Citations

Authorial presence has been noticed in terms writers' preference to Non-integrals, in general, and Source in particular. Semantic significance presents a writer's voice through formal and lexical choices. Showing discursive practices, the following discussion will further illustrate thematic significance of the patterns mentioned above.

Source as pattern refers to a known fact or phenomenon that is accredited to a previous researcher (Thompson & Tribble, 2001). This type of referring pattern shows the source of an idea or statement. This is how an evidence for a proposition is not only acknowledged but it may also validate the point of immediate writer.

For instance:

So it will remain important in future as well (Viera, 2006; Barcelos, 2007; Borg & Burns, 2008; Lee, 2009; Phipps & Borg, 2009).

The writers have preferred this form where they tend to validate their arguments. Hyland (1990) also illustrates that Source as Integral citation is to emphasize the statement rather than the author or work. An added factor regarding writers in L2 context, is that it is easier and the writers do not indulge in thematic complications (Jalilifar, 2010).

The data also presented that Identification was used very rarely in all the theses across the subjects. This pattern pinpoints the works or methods, focusing information regarding the works conducted as well as aligning to the works conducted in the subject. As given below:

The same has been reported by other studies conducted in Korea, France, French Guiana and New Zealand (Choi et al., 1997; Baril et al., 1999; Carme et al., 2002; Lake et al., 2002).

It was noticed that the writers in L1 have more tendency to use Source, Identification, and Reference types of citation (Shoostari & Jalilifar, 2010). Thus using Identification in Pakistani academic context is contrary to the practices observed in L1.

Reference as Non-integral citation signifies a shorthand device to refer to detailed works, methods, illustrations, which are too lengthy to describe. This pattern is indicated by the terms such as: "see", "e.g.", "for example", to keep up the point or claim. See the given example:

Studies conducted on looking into the effect of schooling on cognitive development (e.g. Ceci, 1990, 1996) have found that standard schooling process appears to effect perceptual analysis.

The study undertaken submits that the subjects did not give preference to this pattern as against Source, or Verb-controlling citation which don conform to the trends of L1 research writers in employing this pattern (Shoostari & Jalilifar, 2010). Hence, the researchers working in L2 context prefer grammatical perfection rather than semantic value of the statement.

Origin as pattern presents the originator of a product, idea, philosophy, framework, or technique. A reader might face difficulty in distinguishing Origin from Source. It is suggested that Source

ascribes a statement to a source while Origin presents the originator of a theory or model (Thompson & Tribble, 2001). For instance:

In this way, a number of analytical frameworks (Kabira & Kasinjila, 1997; Obura, 1991; Sifuniso et al., 2000), have...

The writer in the given example accredited the expression, "a number of analytical frameworks", to those who produced the models. The researcher observed less number of this pattern for the study was restricted to Literature Reviews only where the writer describes more about the speculations of previous researches rather than the originator of theories (Origin). Thompson (2005) considered this pattern as a typical feature of Methodology section.

4.3.1. Syntactic Appraisal of Integral Patterns

Naming, Non-citations, and Verb-control patterns of Integral citation were observed signifying different stances of writers about the argument developed. Naming pattern was found as part of the noun phrase or preposition phrase which refers to an author, specific procedure, programme, definition, and to findings of an author. In this pattern the writers place the authors in a place other than the agent position. For example:

According to Street (1993) a dynamic association is found between...

In this phrase "according to" signifies the author as the subject to be focused more rather a passive object. In L2 context, the writers having less exposure to these practices, would prefer using it out of convenience. This pattern was observed also as reification signifying a particular finding, work, method. For example: "Swales' (2000) work", or "A study by Thompson and Tribble (2004) suggests" are instances of reification. These citation patterns are used where the writer focusses more on the work done. Thus this study observed Naming pattern very frequently across the theses which was either applied out of convenience or as a normal requirement of the rhetoric.

The instances of Verb-control citation portray the stance of the immediate writer about the studies conducted before. The type and form verb along with the choice of tense tend to convey different views. For examples:

Skinner (1999) foresees this phenomenon as an outcome...

The writer puts the verb "foresees" using present simple referring to an established principle or fact. Similarly, the term "worked", using simple past, refer to a study conducted very recently and yet to pass through repetitive experiments to become part of the established knowledge (Hyland, 2000). In this way, the use of passive voice where the author is shifted to the object position, transfer the focus on statement rather than on author, functionally closer to Non-integral form of citation. These forms employed mostly with an objective to establish the territory, reviewing the previous researchers (Kuan, 2006; Khan, 2013).

Finally, Non-citation as pattern was observed where author was mentioned without an year or date of publication. The use of Non-citation has been found across the subjects. So, this pattern may not be specified to a subject, rather than a common discursive practice of theses' writers of Social sciences in L2 context. For example:

Abbas and Ali analyzed the activities of MQM during its inception period.

A number of assumptions are associated with using this pattern. This pattern is sometime used as a secondary source where the name of author is used and year is not confirmed. Similarly, the

point of repetition is one where a thesis writer avoids the use of an appropriate citation. Likewise, a writer, sometimes invokes to a philosophy associated with some eminent thinkers generally and not in terms of reference to a particular study. As for instance, "Marxist" or "Darwinian" (Jalalifer, 2007).

Conclusion

To sum up, the study was intended to discover the citation practices in terms of writers' stance in Pakistani academic perspective. Different forms of citations were analyzed across PhD theses of Social Sciences. The writers were found more inclined to using Non-integrals in general and Source pattern of citation particularly. The discursive behaviour of the social scientists in L2 context appeared to conform to the writing trends of Social sciences discourse community particularly in preferring Source as Non-integral and Non-Citation, Naming, as well as Verb-Control patterns as integral forms of citations. The writers' less use of Identification, Reference and Origin is common for writers in L2 context. Thus, the linguistic behaviour noticed was possibly due to seeking grammatical perfection rather than functional significance of citations.

Hence, to enhance the quality of write up of PhD theses in Pakistani academic perspective, appropriate use of citations needs more attention as theory and practice. These strategies and techniques are much helpful to excel in identifying the writer's stance. This study, thus, recommends the theses writers to have complete know how about these strategies and engage with previous works employing various forms of citation to achieve persuasive appeal in rhetoric developed.

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