CITATION PRACTICES IN ACADEMIC DISCOURSE: A COMPARISON OF NATIVE SPEAKERS' AND NON-NATIVE SPEAKERS' PhD AND MA THESES IN ENGLISH LANGUAGE EDUCATION MAJORS

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AKADEMİK SÖYLEMDE ALINTI YAPMA UYGULAMALARI: İNGİLİZ DİLİ EĞİTİMİ ALANLARINDAKİ ANADİLİ İNGİLİZCE OLAN VE OLMAYAN KATILIMCILARIN YÜKSEK LİSANS VE DOKTORA TEZLERİNİN KARŞILAŞTIRILMASI

(Citation Practices in Academic Discourse: A Comparison of Native Speakers' and Non-Native Speakers' PhD and MA Theses in English Language Education Majors)

DOKTORA TEZİ

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ERZURUM

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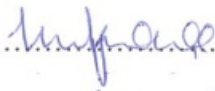
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11/ 07/2016

Fatma Şeyma DOĞAN

ÖZET

DOKTORA TEZİ

AKADEMİK SÖYLEMDE ALINTI YAPMA UYGULAMALARI: İNGİLİZ DİLİ EĞİTİMİ ALANLARINDAKİ ANADİLİ İNGİLİZCE OLAN VE OLMAYAN KATILIMCILARIN YÜKSEK LİSANS VE DOKTORA TEZLERİNİN KARŞILAŞTIRILMASI

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Alıntı yapma, yazarların fikir ve iddialarına gerekçe sağlamak ve onların akademik yazım dünyasındaki fikirlerinin orijinalliğini göstermek açısından akademik yazmanın en önemli bileşenlerinden biridir. Aynı zamanda, alıntı yapma bir araştırmanın çıkış noktasına ve disiplindeki mevcut yerine dair ipuçları sağlar. Alıntı yapmanın akademik yazmadaki önemli rolü göz önünde bulundurularak, bu çalışma, İngiliz dili eğitimi alanındaki anadili Türkçe ve İngilizce olan yazarların yüksek lisans ve doktora tezlerindeki alıntı yapma uygulamalarını araştırmaktadır.

Bu çalışmada Türkiye'deki farklı üniversitelerin İngiliz dili eğitimi alanındaki danışman öğretim üyeleri ve lisansüstü öğrenciler ile gerçekleştirilen yarı yapılandırılmış görüşmeleri, internet üzerindeki belgeleri, alıntı yapma uygulamaları anketini ve derlemi de içeren nicel ve nitel yöntemler uygulanmıştır. Anadili Türkçe olan yazarlar tarafından kaleme alınmış 10 yüksek lisans ve 7 doktora tezi ile anadili İngilizce olan yazarlar tarafından yazılmış 10 yüksek lisans ve 7 doktora tezi, toplamda 34 lisansüstü tez araştırmanın derlemi için seçilmiştir. Anadili Türkçe olan yazarlar tarafından yazılmış lisansüstü tezler YÖK'ün resmi sayfasından seçilirken; anadili İngilizce olan yazarların lisansüstü tezleri ise "ProQuest Dissertation and Theses" and "EThOS" (Electronic Theses Online Service) adlı veri tabanlarından seçilmiştir. İlgili alan yazın temel alınarak derlemdeki 34 lisansüstü tezi içerik analizi yöntemiyle analiz etmek için bir yönerge oluşturulmuştur. Alıntı yapma uygulamaları anketi, araştırmacı tarafından geliştirilmiştir. Bu anket, Türkiye'nin yedi bölgesinde bulunan farklı üniversitelerin İngiliz dili eğitimi alanında seçilmiş 93 lisansüstü öğrencisine uygulanmıştır. Anketten elde edilen veriler SPSS 23.0 programı kullanılarak analiz edilmiştir. Frekansları içeren betimleyici istatistik uygulanmıştır. Online belgelere gelince, bu belgeler Türkiye'deki üniversitelerin resmi

sayfalarından indirilmiştir ve içerik analizi kullanılarak analiz edilmiştir. Yarı yapılandırılmış görüşmeler ise gönüllü 25 lisansüstü öğrenci ve 17 danışman öğretim üyesiyle yapılmıştır. Görüşmelerden elde edilen veriler içerik analizi kullanılarak analiz edilmiştir.

Çalışmanın bulguları, anadili Türkçe olan yazarlar ile anadili İngilizce olan yazarların alıntı yapma eğilimlerini ortaya çıkarmıştır. Anadili Türkçe ve İngilizce olan yazarların alıntı yapma eğilimleri; akademik yazım normları ve kurallarıyla paralellik göstermesine rağmen, anadili Türkçe olan yazarlar, anadili İngilizce olan yazarlara göre kendi düşüncelerini ifade etmede daha fazla problem yaşamaktadır. Bu durum; öğretim eksikliği, kültürel faktörler, alıntı yapma normları ve kuralları ile ilgili farkındalık eksikliği ve dil geçmişlerini içeren dört etkenden kaynaklanıyor olabilir. Buna ek olarak araştırma sonuçları, hem lisansüstü öğrenciler hem de danışman öğretim üyeleri tarafından ifade edilen öğrenim eksikliğinin bir sonucu olarak ortaya çıkan alıntı yapma sürecinde, ifade edilenlerle uygulananlar arasında bir boşluk olduğunu kanıtlamaktadır.

Bulgulardan elde edilen sonuçlar, akademik yazma camiasında bir yer edinme sürecinde olan lisansüstü öğrencileri alıntı yapma uygulamaları açısından güçlendirerek Türkiye ve benzer bağlamlardaki yazma durumu için birtakım önermeler ortaya koymuştur.

Anahtar Sözcükler: alıntı yapma, alıntı yapma uygulamaları, akademik yazma, yüksek lisans tezi, doktora tezi, anadili İngilizce olan yazarlar, Türk yazarlar

ABSTRACT

DOCTORAL DISSERTATION (Ph. D.)

CITATION PRACTICES IN ACADEMIC DISCOURSE: A COMPARISON OF NATIVE SPEAKERS' AND NON-NATIVE SPEAKERS' PhD AND MA THESES IN ENGLISH LANGUAGE EDUCATION MAJORS

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Citation is one of the most important components of academic writing in the aspects of providing justification for writers' arguments and demonstrating the novelty of the writers' position in academic writing world, providing clues regarding how the research study arises out of and is grounded in the current state of disciplinary knowledge. Considering the significant role of citation practices in academic writing, this study investigates the citation practices of Turkish and English L1 writers in MA and PhD theses in English language education majors.

This study employed both qualitative and quantitative approaches, consisting of the corpus, the citation practice questionnaire, the online documents and interviews conducted with the graduate students and the supervisors in the field of ELT at different universities in Turkey. A corpus of 34 theses, 17 Turkish L1 writers' theses consisting of 10 MA and 7 PhD theses and 17 English L1 writers' theses including 10 MA theses and 7 PhD theses were selected. The theses written by Turkish L1 writers were selected from the official website of the Council of Higher Education (YÖK) while the theses written by English L1 writers were chosen from "ProQuest Dissertation and Theses" and "EThOS" (Electronic Theses Online Service). Based on the relevant literature, a rubric was prepared so as to analyse the 34 theses in the corpus by means of employing content analysis. The citation practice questionnaire was developed by the researcher and applied to randomly selected 93 graduate students at the departments of English language majors from different universities in the seven regions of Turkey. The data gathered from the questionnaire was analysed by means of SPSS 23.0. Descriptive statistics including frequencies were employed. As for the online documents, they were downloaded from the official websites of the universities in Turkey and contextual analysis was used. The

semi-structured interviews were conducted with 25 volunteer graduate students and 17 volunteer supervisors. Descriptive qualitative analysis was used in order to analyse the data obtained from the interviews.

The findings revealed both Turkish and English L1 writers' citing tendencies. Even though Turkish and English L1 writers' citing tendencies appear to be parallel with writing norms and conventions in the field of ELT, Turkish L1 writers have more challenges regarding integrating citations with their own voices and positions more than English L1 writers, which may stem from four factors comprising of lack of instruction, insufficient awareness of citation norms and conventions, cultural factors and linguistic background. In addition, the results supported that there is a gap between what is prescribed and what is practiced in the process of source use as a result of lack of explicit instruction which is reported by both the graduate students and supervisors.

By means of empowering graduate students in the aspect of citation practices in the process of gaining entrance into academic discourse community, the insights gained from the study have some implications for academic writing in the Turkish and other similar L2 contexts.

Keywords: citation, citation practices, academic writing, MA thesis, PhD thesis, native writers, Turkish writers

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Erzurum-2016   **Fatma Şeyma DOĞAN**

DEDICATION

I dedicate this doctoral thesis to my mother Zahra Şenay ÇİFTÇİ, my father Hadi ÇİFTÇİ, my brother Mehmet ÇİFTÇİ and my beloved husband Ahmet Turan DOĞAN, who have been always a source of inspiration for completing this thesis.

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ABBREVIATIONS

BA   : Bachelor of Arts

ELT   : English Language Teaching

ESP   : English for Specific Purposes

EThOS   : Electronic Theses Online Service

GS   : Graduate Student

L1   : First Language or Mother Tongue

L2   : Second/Foreign or Target Language

LR   : Literature Review

LRS   : Literature Review Section

MA   : Master of Art

MAT   : MA Thesis

NNS   : Non-native Speaker

NS   : Native Speaker

PhDT   : PhD Theses

RA   : Research Article

RQ   : Research Question

S   : Supervisor

CHAPTER ONE

1. INTRODUCTION

1.1. Overview

This chapter is composed of 7 sections; namely, the background of the study and statement of problem, purpose of the study, research questions, significance of the study, delimitations of the study, definitions of key terms and organization of the thesis. The first section discusses the background to the study and presents the problem of the study in detail. The second section presents the purpose of study. The third section introduces the research questions of the study. The fourth section brings the significance of the study into light. The fifth section notes the delimitations of the study. The next chapter defines some key terms. The last chapter briefly expresses the organization of the thesis.

1.2. Background of the Study and Statement of Problem

The increasing interest in English as lingua franca (Jenkins, 2012) has led to a substantial rise in the number of students studying in English, either in countries where English is a native language or one of the various English university programmes in countries where English is learnt as a second language or a foreign language at undergraduate level and graduate level. As a result, English has been "the most dominant linguistic context in which much scholarly knowledge exchange and construction takes place" (Hewings, Lillis, & Vladimiriou, 2010, p.113).

Considering the great impact of English as an international language on scholarly publications (Flowerdew, 1999; Swales, 1988), academic writing has a crucial role especially in graduate studies. As a part of their daily university lives, students all around the world at three levels including undergraduate level, MA level and PhD level continue

writing and citing. Academic writing is one of the most challenging skills among four basic language skills consisting of reading, writing, listening and speaking for language learners who are non-native speakers of English since it consists of more complex processes rather than a direct way from input to mastery. It is "not a simple process involving technical matters in which appropriate skills are acquired and novice writers become members of an expert community" (Lea & Street, 1998, p.170). Put it in other words, academic literacy requires writers to be equipped with sufficient knowledge in order to switch practices between one setting to another and to deal with social meanings and identities that each evokes (Lea & Street, 1998). As a result of not only this complex process but also differences in written conventions and expectations between the writers' native language and their foreign or second language (English) (Paltridge, 2004), no matter at what level writers are in English, they struggle with composing the forms of academic work that are acceptable to their disciplines.

The academic writing world in Turkey has also been affected by English becoming an international language, which in turn has led to an increase in attention paid by researchers to different aspects of the graduate theses consisting of MA theses and PhD theses. This attention boom has made a contribution to our understanding of this specific genre and its composing process (Kwan, 2006). "These major intellectual enterprises" (Fox, 1985, p.7), seen as the first step of having an academic identity in different academic discourse disciplines, play a crucial role in the process of dissemination and ratification of knowledge in academic communities. In this process, writers have the responsibility of creating novelties by means of their claims in the related academic community. Claims made by these writers need to be justified. In other words, writers of PhD theses and MA theses need to get the acceptance of other members of academic community by persuading them about the fact that they have a deep understanding of approaches and enough knowledge about the field of specialization. At this point, citation practices have a key to help these kinds of writers to position themselves in their academic discourse community. Citation practices provide "justification for arguments and allow a writer to indicate a rhetorical gap for his/her research and adopt a tone of authority" (Monreal & Salom, 2011, p.53). In other words, writers contextualize their studies by providing evidence related to their claims by means of previous research. As a result, they validate their research and create a niche in regard

to norms of their academic discourse community, which leads them to keep abreast of new developments in their specialisation.

Citation is one of the primary features differing academic writing from other kinds of writing due to the fact that one of the most crucial requirements in academic writing is showing reference to other writers' work in their disciplines. Considered the key to the entrance of the field of their specializations, citation practices give writers an opportunity to show why they find it necessary to conduct a study, what is different in their research studies from other studies in the related disciplinary communities and the prominence of the research studies in filling a gap in these communities. In other words, citation practices show what the starting point of the research study is and on which theoretical framework the research study is based.

Swales (1987) highlighted the importance of citation analysis in writers' attempts to establish the starting point of their ideas, to share their ideas with other scholars, to follow discoveries and to create a novelty in their academic community. It creates networks of influence, collaboration and dependence in academic communities, contributing to the arising of knowledge from a dynamic system of research, analysis and communication (Becher, 1989; Swales, 1987).

Research studies related to citation practices in students' writing have recently shifted the focus to the writing texts produced by NNS of English, taking into account the double complex process of writing for NNS of English. The rationale lying behind citation practices displays some prominent differences in both texts produced by expert and non-expert writers. Even though expert writers can make use of citation as "a kind of cooperative reward system" (Swales, 1990, p.7), or as "a means of presenting their claims as being new, significant and true" (Gilbert 1977, p.116), or as a direct and explicit means of intertextuality (Bazerman, Little, Bethel, Chavkin, Fouquette, & Garufis, 2005) non-expert writers have a tendency to use citation as a research tool for showing their knowledge in their academic discourse community and have difficulties in dealing with citation practices predominating their content.

In a similar way, several researchers (Borg, 2000; Lee, 2013; Maroko, 2013; Petric, 2007; Rabab'ah & Al-Marshadi, 2013; Schembri, 2009) indicate non-native writers struggle with citation practices during the process of writing their theses due to various reasons including their language competence, previous training in academic

writing and the impact of L1. Borg (2000) brought into the light the fact that even though not only NS of English but also NNS of English have problems with reference to the usage of citation norms in their academic writing texts, these problems may be more exacerbated for NNS of English as a result of their language background. The findings of his study pointed out that NNS of English were less skillful in the aspect of creating the tone of authority in their writing texts while making citations from secondary sources. In line with Borg's (2000) study, Campbell (1990) discussed NNS of English writers by noting that NNS of English regard copying as their main method of text integration and have less tendency towards citing the name of the author or the text. Due to their insufficient knowledge with respect to citation, especially novice academic writers seesaw between to cite or not to cite. Rabab'ah and Al-Marshadi (2013) also echoed their concerns related to citation by arguing that citation practices are vulnerable to serious flaws, since they are rather haphazard as a result of the fact that writers do not have sufficient meta-awareness in regard to citation practices. Neither the quantity nor the quality of citation practices non-native writers of English have been exposed to can be considered satisfactory. Therefore, there is a dire need to conduct more extensive research on citation practices in particular reference to related language skills of non-native writers, which can contribute to the quality of usage of citation norms.

The abovementioned research studies have concurred with the idea that while writing MA theses or PhD theses, graduate students are supposed to cite especially in some sections of theses, especially "literature review" and "discussion" sections. In the "literature review" section, writers need to show how their research questions arise out of and what their ideas and claims are based on. This requirement leads non-native writers of English to more confusion in the usage of citations in their disciplines since the process of writing not only MA theses but also PhD theses is difficult for NS of English and two times more difficult for NNS of English (Paltridge, 2002). Shi (2010, 2011) also supported the idea that citation practices are a challenging literacy skill for not only NNS of English but also NS of English. The degree of its being a challenging literacy skill is doubled by two problems NNS of English have encountered in their academic writing courses: the lack of written citation norms (Maroko, 2013) and the integration of the concept "citation" into academic writing courses. It is seen that academic writing courses given at two levels (undergraduate level and graduate level) seem fall short of providing

systematic instruction on citation basics. Due to this systematic insufficiency, most graduate students suffer from what they should pay attention to when citing during the process of writing their theses in their disciplines, and which benchmarks determine the quality of citation practices. Even though at the end of this challenging and demanding process of writing, non-English writers appear to become more successful writers, there is a dire need to make non-English writers be exposed to explicit instruction in academic writing.

In the light of the facts mentioned above it can be concluded that although the critical role of citation practices has been realized in the academic writing world, there are no clear-cut solutions to novice writers' problems related to how to cite appropriately. Citation practices offered in English for academic purposes (EAP) or academic writing courses are regarded as insufficient (Charles, 2006b; Harwood, 2004; Maroko, 2013; Thompson & Tribble, 2001). In Turkey, the situation in EAP or academic writing courses is a bit different. In such academic writing courses at ELT departments at some universities in Turkey, there is no implicit or explicit instruction related to citation basics, based on online document analysis related to academic writing courses given at ELT departments at Turkish universities. Based on the previous literature with respect to citation practices, it may be stated that insufficient attention is given to citation practices in academic writing in Turkey.

In spite of becoming a crucial problem for NNS of English in their academic writing process, there is a paucity of knowledge in regard to citation practices employed in texts written by NNS of English all around the world (Petric, 2007). As for the Turkish academic writing context, there is almost no such study focusing on citation practices in NS and NNS academic writings. Therefore, this study is assumed to be a well-tailored attempt to bring out citation practices of NNS of English writers (Turkish writers) and NS of English writers. Furthermore, it will uncover to what extent citation practices are integrated into academic writing courses in the field of ELT in Turkish academic writing context and graduate ELT students' citation awareness level. This will help NNS of English as novices in their fields of academic research (Braine, 2002; Flowerdew, 2000) to smoothly pass through the way from the apprenticeship to the mastery, contributing to the process of NNS of English writers' building a personal profile in their academic discourse community. This process is expressed by Bakhtin (1982, p. 348) as below:

[O]nes' own discourse and ones' own voice, although born of another or dynamically stimulated by another, will sooner or later begin to liberate themselves from the authority of the others discourse (Bakhtin, 1982, p.348).

As Bakhtin (1982) pointed out, writers will have their tone of authority at the end of the process but this process is not a straight line from the input to the mastery. Thus, students' liberation themselves from the authority of others' discourse needs time and this can be possible by being aware of norms of citation in their disciplines and citing appropriately. Making writers become familiar with citation norms in their field means writing more successful theses (Pecorari, 2003) since citation is the defining element of writing (Swales & Feak, 1994). Then, having meta-awareness in regard to citation norms and knowing how to cite appropriately in their academic discourses can be considered as a complementary factor of having a membership of academic discourse community. Citation is an indispensable component of academic writing (Swales & Feak, 1994).

In addition, this study can be considered as one of the solutions to a growing problem in the academic world, plagiarism (Eret & Gokmenoglu, 2010; Erkaya, 2009) in Turkey as a result of the Internet age because one of the reasons lying behind this problem can be insufficient instruction on citations in academic writing courses in Turkey. This study will pave the way for raising the awareness level of writers in regard to citation norms by proposing the integration of the answers of these questions "what to cite, when to cite, how to cite and why to cite" into academic writing courses, making a contribution to reducing the alarm level of plagiarism.

1.3. Purpose of the Study

Taking into account the abovementioned problems regarding citation practices in the field of ELT, the aim of this research study is to uncover citation practices employed in selected MA and PhD theses not only by native speakers of English but also by non-native speakers of English in the field of ELT. What this study especially intends is to analyse citation types and the way the cited material is incorporated into the citing text in both graduate writings produced by NS and NNS of English. Moreover, this study aims to find out to what extent graduates are aware of citation practices in their academic discourse community. Also, it attempts to shed light on how insufficient instructions they

have been exposed to in order to shape their citation practices during the process of writing their theses in their disciplines. Finally, the study intends to delve into the citation practices of native and non-native graduates.

1.4. Research Questions

The present study aims to address the following research questions:

R.Q.1. How do the length of words and the number of citations show a difference with regard to the following factors?

a) the origin of the writer (native and non-native speakers of English)

b) the types of theses (MA theses or PhD theses)

R.Q.2. Are there any differences between the native and non-native English speakers' citation practices in terms of the following factors:

a) citation types

b) the way the cited material incorporated into the citing text

c) the origin of citations

d) proportions of citation practices within the following sections of theses: Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications

R.Q.3. Are there any differences between the usage of citation practices in MA theses and PhD theses in terms of following factors:

a) citation types

b) the way the cited material incorporated into the citing text

c) the origin of citations

d) proportions of citation practices within the sections of theses consisting of Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications

R.Q.4. To what extent non-native speakers of English are aware of citation practices?

R.Q.5. What are the supervisors' perspectives on the role of citation practices in academic writing in Turkey?

1.5. Significance of the Study

Inappropriate source use is a common problem in students' writing (Pecorari, 2003). Considering this widespread problem in academic writing all around the world, one of the most important objectives of this study is to reveal the difference between citation practices employed by NS and NNS of English writers in their graduate writings. This process will help to uncover citation practices of NNS of English (Turkish writers) in the process of writing their MA theses and PhD theses. Comparative studies provide in-depth knowledge in regard to L1 and L2 academic texts (Hinkel, 2002b). As Hinkel (2002b) claimed, this study will yield detailed knowledge about citation practices of not only NS of English but also NNS of English (Turkish writers), filling the gap related to citation practices in the recent literature in Turkey.

Another major contribution of this study is its commitment to bringing into light graduate writers' awareness level of citation practices. Mauranen (1993) discussed the importance of awareness of textual and rhetorical features of academic writing texts in non-native speakers' of English academic writing success by his words below:

Writers differ in some of their culturally determined rhetorical practices, and these differences manifest themselves in typical textual features. The writers seem not to be aware of these textual features, or the underlying rhetorical practices. This lack of awareness is, in part, due to the fact that text linguistic features have not been the concern of traditional language teaching in schools. Sometimes text strategies are taught for the mother tongue, but rarely if ever for foreign languages separately. Such phenomena have therefore not been brought to the attention of [writers] struggling with writing. . . . Nevertheless, these sometimes subtle differences between writing cultures, often precisely because they are subtle and not commonly observable to the nonlinguist, tend to put . . . [various] native language [writers] at a rhetorical disadvantage in the eyes of [L2] readers. . . . This disadvantage is more than a difference in cultural tastes, since it may not only strike readers as lack of rhetorical elegance, but as lack of coherent writing or even [coherent] thinking, which can seriously affect the credibility of non-native writers (Mauranen, 1993, pp. 1–2 cited in Hinkel , 2002b).

Taking into consideration the importance of becoming aware of citation practices during the process of writing MA or PhD theses in order to gain an authority in academic disciplines, this study can pave the way for not only graduate writers but also undergraduate writers to be equipped with necessary knowledge to employ citation practices appropriately in their academic writings. Furthermore, being more aware of citation practices may create a solution for plagiarism, one of the ever-growing problems of academic writing world in Turkey. Learning how to cite appropriately can be one of the important ways to prevent plagiarism. Appropriate citation practices can be seen as a guard towards the accusation of plagiarism and dishonesty (Harwood, 2009). Eventually, echoing the concern related to citation practices in Turkey and its prominence in building an identity in their academic discourse community, this study hopes to contribute to the literature related to both NS and NNS of English (Turkish) writers' citation practices. In brief, this study may bridge the gap between academic writing courses and the academic world of a professional field, documenting citation practices of Turkish writers in the field of ELT which is the missing point of discussions in academic writing in the Turkish context.

1.6. Delimitations of the Study

There are a few limitations of this study. One of the limitations of the present study is the size of the corpus. The corpus consists of 34 theses including 17 NS of English writers' theses and 17 NNS of English writers' theses. Considering the number of the theses in the corpus, it can be said that the size is limited. Therefore, the practices of the limited number of NS and NNS of English writers cannot be generalized to NS of English writers and Turkish writers across the disciplines related to English language education majors.

As for the second limitation of this study, even though the researcher accomplished to identify the identity of the writers of both MA and PhD theses by means of e-mails, to reach NS of English in order to conduct interviews with them online was a tough process. At the beginning of the thesis, the researcher thought that the interviews would be conducted with not only Turkish graduate students and supervisors but also English L1 graduate students and supervisors. However, the number of the NS of English

interviewed was inadequate. Thus, the interviews that were supposed to be conducted with NS of English were excluded from this study.

Lastly, the data were gathered from four different sources including the corpus, online documents, the citation practice questionnaire and interviews conducted with graduate students and supervisors at the departments of English language teaching majors in Turkey, providing triangulation in this study. Nonetheless, longitudinal studies consisting of the integration of citation practices into academic writing courses can be conducted in order to make the study more comprehensive, bringing into light the impact of the explicit instruction on graduate students' citation practices in a longer process.

1.7. Definitions of Key Terms

Genre: Giving a clear definition of the term "genre" that comes from the French word meaning "type" or "kind" can be problematic due to the fact that the literature on the related terminology is extremely diverse. Nonetheless, generally, it refers to "a class of communicative events consisting of essays, research articles, theses and dissertations" (Paltridge, 2014, p. 303). However, the definition given by Swales (1990) is more influential and comprehensive. Thus, it is the preferred definition in the field of ESP. Swales (1990) defines the term as follows:

A class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale of the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choices of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation (Swales, 1990, p.58).

Discourse Community: Discourse community refers to a group of people who have common goals and purposes in a particular field, and achieve the goals and purposes through communication. According to Swales (1990), there are six defining characteristics of a discourse community. These are:

1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specialist lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise (Swales, 1990, pp.24-27).

Thesis: The terms "thesis" and "dissertation" are interchangeably used in the literature even though there is a nuance between two terms. As its dictionary meaning, the thesis refers to a piece of academic work which is done as a part of a university degree, especially a higher degree such as PhD. Nonetheless, the dissertation is viewed as a more general term for thesis consisting of lower degrees like undergraduate theses. In this study, the two terms are also used interchangeably.

Corpus: A corpus refers to "a large computer-held collection of texts (spoken, written or both) collected together to stand as a representative sample or some part of it" (Johnson & Johnson, 1998, p.89).

Citation: There have been different definitions of the term "citation" in the literature, based on the function of citation practices in texts. However, generally it is defined as "a reference to source" (Szypszak, 2011, p.315).

Integral Citation: Integral citation refers to one of the main citation types in which "the name of the researcher occurs in the actual citing sentence as some sentence-element" (Swales, 1990, p. 147). For instance:

According to the findings of the project, 7th grade learners in an autonomous class were better than learners following a more traditional language programme in

the terms of C-test scores since **Little (1991)** claims that autonomous language learners' percipient of the same barriers between life and learning are different from learners operating in a more traditional curricula.

Non-integral Citation: Non-integral citation refers to one of the main citation types categorized by Swales (1990) in which "the name of the author is given outside the sentence in the parenthesis or the author is referred to elsewhere by a superscript or via some other devices" (Swales, 1990, p.148). For example:

> The case study conducted by Gao is a good example for individual learners like Zhang sustaining the momentum of their autonomous language learning effort and achieving success in spite of various difficulties **(Gao, 2010)**.

1.8. Organization of the Thesis

This chapter briefly overviewed this study by means of explaining the purpose, research questions, significance, delimitations and key terms of the study. Including this, this study consists of five chapters: "Introduction", "Literature Review", "Methodology", "Results", and "Discussion, Conclusion and Implications". Chapter two presents literature review related to citation and citation practices. Chapter three includes methodology consisting of data triangulation model. Chapter four brings into the light the results of the study based on research questions. The last chapter gives an overview and discusses the findings of the present study. Also, the contribution of this study to the field of ELT is described and some pedagogical implications and suggestions for further research are given.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Overview

This chapter firstly presents the definition of citation. Then, it reviews previous studies regarding citation practices in academic writing. The review includes two parts: the first part focuses on the studies carried out in the world whereas the second part overviews the studies conducted in the Turkish context. After the review part, it discusses the role of citation in academic writing. The chapter goes on with the explanation of different dimensions of citation practices. Firstly, it focuses on the types and sub-types of citation. Secondly, it looks at the rhetorical functions of citation. Finally, it concludes with the ways of transformations of citation by means of presenting previous research into each way of source content integration.

2.2. Citation Practices in Academic Writing

The concept "citation" is generally defined as "a reference to a source" (Szypszak, 2011, p.315). Nonetheless, there have been different definitions of the concept "citation" made by various researchers, considering the function of citation practices in texts. Harwood (2009) brought the role of citation in texts as the justification of writers' claims into the front in his article. On the other hand, Statsky (2009) highlighted the signposting function of citation, claiming that citation refers to an address that leads people who are interested in cited texts to find the related texts. Salager-Meyer (1999) put an emphasis on citation as a direct means of intertextuality.

Recent years have witnessed an upward trend related to citations in different disciplines such as botany (Banateppanvar, Briadar & Kannappanavar, 2013), biology (Samraj, 2013), technology (Jaidka, Khoo, & Na, 2011), chemical engineering (Mansourizadeh & Ahmad, 2011), computing (Monreal & Salom, 2011), business management (Salmi & Dervin, 2009), organic chemistry (Davarpanahand & Farzaneh, 2009), medical field (De Groote et al., 2005), information science (White, 2004), science (Dong, 1996), sociology of science (Bazerman, 1988; Becher, 1989; Latour & Woolgar, 1979; Myers, 1990) and applied linguistics (Borg, 2000; Campbell, 1990; Hyland, 1990; Swales, 1986,1990; Thompson, 2000). Banateppanvar, Briadar and Kannappanavar (2013) conducted a research study on the citation analysis of PhD theses, focusing on the source text of information made use of researchers in the field of botany. They claimed that journals followed by books and conference proceedings are the most cited sources, which have contributed to determining core documents in this discipline as a result of their significance in researchers' work. From a different point of view, Jaidka, Khoo and Na (2011) focused on three dimensions of citation practices in the literature review parts of research articles in the field of technology: the location of the source text, the type of information researchers have selected and the type of transformation of information.

Based on the interdisciplinary analysis of citation practices, White (2004) categorized traditions of citation analysis under three sub-headings, as Table 2.1. below shows.

Table 2.1.

Traditions of Citation Analysis in regard to Three Disciplines (White, 2004, p. 90)

Field	Applied Linguistics	History and Sociology of Science	Information Science
Sample Specialties	Discourse analysis	Science communication studies	Bibliometrics
	English for research purposes	Studies of scientific discourse	Information retrieval
	Genre analysis	Social constructivism	Information needs and uses

While information scientists mostly deal with citations in the aspects of indexing and ranking by employing quantitative methods, sociologists are concerned with how not only disciplinary cultures but also the social construction of knowledge affect citation

practices. As for applied linguistics, as it is seen in Table 2.1., citation practices have been studied from three research traditions: discourse analysis, English for research purposes and genre analysis. The starting point of citation practices in applied linguistics goes back to Swales' (1986) study done on textual analysis of citation. From this date forward, research studies carried out on citation practices have focused on different dimensions of citation: citation types grounded in linguistic criteria and syntactic position (Swales, 1990), the density of citation practices (Coffin, 2009; Hyland, 1999, 2002; Schembri, 2009; Thompson & Tribble, 2001), the linguistic environment of citations consisting of reporting verbs (Hyland, 2002; Thompson & Ye, 1991), the reporting structure (Jalilifar & Dabbi, 2012), and tense (Davidse & Vandelanotte, 2011). Moreover, some other research studies have examined citation types based on Swales' (1986) categorization of citation types (Coffin, 2009; Hyland, 1999, 2000; Rabab'ah & Al-Marshadi, 2013; Thompson & Tribble, 2001; Thompson, 2005b), the rhetorical function of citations (Harwood, 2009; Petric, 2005, 2007), the writers' citation motivations (Brooks, 1985; Harwood, 2009; Mansourizadeh & Ahmad; 2011; Paul, 2000; Petric, 2007), and the nature of cited sources (Coffin, 2009).

Applied linguists have also focused on cross-disciplinary citation practices, reporting differences in the use of citations (Harwood, 2009; Hyland, 1999, 2000; Maroko, 2013; Thompson & Tribble, 2001). Maroko (2013) analysed citation practices adopted in 6 PhD theses in science and humanities completed at different Kenyan public universities. Comparing and contrasting citation practices regarding citation types and the choice of reporting verbs, Marako (2013) realized the difference between the usages of citation practices in two different disciplines. The results of the study showed that the Humanities and Science theses did not differ in the aspect of citation density in three rhetorical sections of the theses consisting of the "introduction", "literature review" and "results and discussion" sections. However, two groups of the theses showed a difference in the frequency of two main groups of citation types. The theses conducted in the field of humanities relied on both types of citation in almost all the rhetorical sections more than the theses written in the field of science even though in general non-integral citations were preferred more than integral citations in two disciplines. Also, the preference for reporting verbs that were categorized based on Swales' (1987) framework showed a great variance in two disciplines. "Find" and "Show" verbs were dominant in the science theses

while "Argue" and "Find" verbs occurred mostly in the humanities theses. Marako (2013) claimed that these differences can be explained by the ideology and epistemology between two disciplines. According to him, knowledge is constructed in a personal way in social sciences whereas it is more impersonal and objective in the natural sciences. He came to conclusion that there is a need to increase writers' awareness level regarding epistemological and social conventions of academic discourse community and the usage of citation norms in their disciplines during the process of writing their theses.

In line with the studies mentioned above, Harwood's (2009) study documented citation functions used by two disciplines (computer science and sociology) by means of interviews, trying to reveal what underlies behind the texts being studied. He criticized the methods and instruments used by traditional research studies on the functions of citation and what motivates writers to cite since these studies employed only context analysis which may not be able to provide in-depth information about for why writers make use of citations and prefer certain types of citation functions. Harwood (2009) concluded that signposting, one of the rhetorical functions of citations, has been preferred by computer scientists whereas sociologists have made use of citations in order to engage readers.

Thompson and Tribble (2001) added to this line of studies by analysing preferred usage of citation types in doctoral theses written in the fields of agricultural botany and agricultural food and economics, revealing not only cross-disciplinary but also intra-disciplinary differences in the process of employing citation practices. These clear divergences can be explained by means of citation norms of the discipline, leading the writers choose one citation form over another. Citation conventions of each discipline are situated. In other words, citation norms in the academic disciplines are unique to each discipline.

There have also been cross-genre and intra genre studies on citations in recent literature, focusing on scholarly publishing writing such as journals (Harwood, 2009; Hewings et al, 2010; Hu & Wang, 2014; Hyland, 1999, 2000;) students' academic writing such as BA theses (Oppenheim & Smith, 2001; Schembri, 2009), MA theses (Azlan, 2013; Charles, 2006b; Jallifar & Dabbi, 2012; Petric, 2005, 2007; Rabab'ah & Al-Marshadi, 2013) and PhD theses (Dong, 1996; Kumar & Dora, 2011; Maroko, 2013; Monreal & Salom, 2011; Thompson, 2000; Thompson & Tribble, 2001) and focusing

on both genres concurrently (Jalilifar, 2012; Samraj, 2013). Petric (2005) employed both qualitative (semi-structured interviews from both students' and supervisors' perspectives) and quantitative methods (context analysis of MA students' writing) in her research study on citation practices in graduate students' (MA students) writing.

Jalilifar (2012) carried out a study focusing on 65 research articles (RAs) and 65 MA theses in the field of applied linguistics concurrently. The aim of the study was to compare these two genres in the aspects of citation density and citation types. The findings of the study show that the writers of MA theses employed more citations in their theses than the writers of RAs. In addition, the preference of citation types showed a difference between these two genres. MA writers relied on integral citations to a greater extent since the writers preferred to emphasize the researcher rather than the research in order to establish a strong support for their claims in their theses. Jallifar (2012) claimed that even though MA writers were aware of formal features of citation, they ignored the functional features of citations as a result of their limited familiarity with functional features of citation stemming from lack of explicit instructions.

In a similar vein, Petric's (2007) study documented and compared rhetorical functions of citation in high-graded and low-graded MA theses in the discipline of gender studies. Writers of high graded MA theses showed a tendency toward employing more non-attribution functions of citation than writers of low-graded MA theses. The thesis grade has an impact on various usages of rhetorical citation functions, implying that using citation strategies effectively can pave the way for more successful academic writing.

Jalilifar and Dabbi (2012) also expressed their concerns regarding citation practices used in 65 Iranian MA theses published between 2005 and 2009 in the field of applied linguistics. According to the results of the study, integral citations were preferred more than non-integral citations by the writers of MA theses, putting an emphasis on the researcher rather than on the information. Among integral-citation types, verb-controlling citations were found out to be the most frequent integral citation type. Following verb-controlling citations, naming-integral citations were on the second rank whereas the last rank belonged to non-citations. As to non-integral citation types, the results of the study showed that Iranian MA students exploited source more than other three types of non-integral citations. Following source, identification was on the second rank while the third rank belonged to origin. Reference was the least preferred type of non-integral citation

by Iranian MA students. Additionally, Jalilifar and Dabbi (2012) emphasized the fact that MA students show a tendency to report previous work rather than make a critical evaluation of it, shedding light to the descriptive nature of these theses instead of being argumentative. They concluded that Iranian MA students experienced difficulties in the process of citing appropriately, which might stem from a lack of explicit instruction on citation practices in Iran.

Different from the abovementioned research studies, Schembri (2009) carried out a research study on citation practices of undergraduate students at University of Malta, comparing and contrasting higher-graded undergraduate theses with lower graduate undergraduate theses. The findings of the study revealed the fact that there are differences between these two kinds of theses with respect to the citation density, the source type, the forms of integrating reports and the textual voice. She claimed that this distinction arose from writers' language competence and previous training in academic writing.

Taking previous research studies on cross-linguistics and cross-disciplinary citation practices separately into consideration, Hu and Wang (2014)'s study differed from previous literature by examining citation practices in the aspects of citation density, writer stance, textual integration and author integration from both cross-linguistic and cross-disciplinary perspectives. Based on Coffin's (2009) analytic framework, Hu and Wang (2014) looked at the abovementioned dimensions of citation practices in research articles in English and Chinese (from a cross-linguistic perspective) in the fields of applied linguistics as a soft-discipline and medicine as a hard-discipline (from a cross-disciplinary perspective). Hu and Wang (2014) asserted that citation practices are situated in disciplinary or ethnolinguistic communities rather than acknowledging them as a universal discursive phenomenon, supporting the existing literature related to cross-disciplinary studies on citation practices.

There have been a limited number of studies comparing and contrasting citation practices in the texts written by native and non-native speakers of English (Borg, 2000; Campbell, 1990; Monreal & Salom, 2011; Rabab'ah & Al-Marshadi, 2013). Borg (2000) conducted a study of citation practices of sixteen students enrolled in TESOL programme in the UK. He emphasized the problems of NNS of English in the aspects of source integration and brought into light the fact that when NNS of English failed to cite appropriately, they could get some unwanted reactions from NS of English. For instance,

they were blamed for intellectual dishonesty and their works were categorized under the name of mostly cut-and-paste jobs. Considering the serious problems faced by NNS of English in academic writing, he carried out his study by means of both NS and NNS of English students' first writing assignment on Master's of Education in TESOL programme at a British University to look at difficulties encountered by both groups of students in the process of academic writing. Based on the content analysis of the corpus, the number of citations used by NNS of English was lower than NS of English. Nonetheless, NNS of English made use of longer quotations. Some of the NNS of English did not take a critical stance in their academic writing even though they referred to the literature appropriately whereas NS of English had less problems in making clear their stance toward their sources. According to Borg (2000), the underlying reason behind this difference might be cultural factors. On the other hand, the patterns used by both NS and NNS of English showed similarities in the aspects of the length and function of citations. In short, the results of the study showed that both NS and NNS of English had some difficulty in citing appropriately. Nonetheless, NNS of English experienced more difficulty in the aspects of technical and rhetorical requirements of citations in taking a stance in their own writing.

In a similar vein, Campbell (1990) carried out an experimental study in order to look at NS and NNS of English students' citation practices by means of 30 in-class compositions. Her study supported the findings of Borg's (2000) study. She highlighted the fact that neither NS nor NNS of English students seem to have a mastery of the appropriate acknowledgement of another author (Campbell 1990, p. 223).

Different from Borg's (2000) and Campbell's (1990) studies, Monreal and Salom (2011) focused on just reporting verbs used in integral citations in the literature review sections of the PhD theses written by English and Spanish L1writers in the fields of computation and computer engineering. The results of the study revealed that the corpus of theses written by English L1 writers included a greater variation of reporting verbs. Monreal and Salom (2011) implied that the choice of reporting verbs is an indicator of the writers' attitude towards the reported information and claimed that Spanish L1 writers mostly avoided the option of criticising due to the fact that they think that they have a place in the discipline, which is not equal to that of the gatekeepers of the discipline.

Rabab'ah and Al-Marshadi (2013) carried out a study on Arab EFL learners' and English L1 writers' citation practices, just focusing on the number of citations used and citation types employed in MA theses. The results showed that Arab EFL learners tended to employ more citations in their MA theses than NS of English writers. Also, native speakers of English had more citations in the "literature review" and "discussion" sections whereas Arab EFL learners employed more citations in the "literature review" and "methodology" sections. The least recorded citations existed in the "methodology" section in the theses written by NS of English and in the "discussion" section in the theses written by Arab EFL learners. As to the citation types in each section of the theses, Arab EFL learners preferred more non-integral citations than integral citations in the "introduction" section. In the "literature review" and "methodology" chapters, both groups of the writers employed more integral citations but Arab EFL learners used non-integral citations more than NS of English writers in the "literature review" chapter. Considering the results of the study, Rabab'ah and Al-Marshadi (2013) implied that the reason underlying this divergence between Arab EFL learners and NS of English can be Arab EFL learners' being lack of sufficient linguistic competence and criticized Arab EFL learners' citation practices in the aspect of lack of analysis and synthesis despite making use of a large number of sources in their theses. In short, they accepted that Arab EFL learners were not as good as their native English counterparts at advanced writing skills.

Not only non-native students but also native students have some difficulties in making use of sources appropriately. However, NNS of English have more struggle with integrating others' words into their academic writing, which has been a source of concern not only for students but also for academicians.

In the light of the previous research literature mentioned above, it can be concluded that research studies on citation practices have attracted researchers' attention from three different disciplines and these studies have been carried at three levels: undergraduate level, MA level and PhD level as a result of the crucial role of citation in acknowledging authority in academic discourse community.

2.3. Studies related to Citation Practices in Turkey

Citation is one of the most crucial components of academic writing. Thus, extra attention should be paid to citation practices in the process of academic writing (Bloch and Chi, 1995; Borg, 2000; Dong, 1996; Petric, 2007; White, 2004; Yağiz, Ötügen, Kaya &Aydin, 2014). However, in Turkey few attempts have been made to describe the source use of Turkish speakers of English.

One of the most recent studies was conducted by Yağiz et al (2014). They investigated Turkish speakers of English scholars' "literature review" parts of 100 research articles in the field of ELT and applied linguistics by means of making use of a rubric prepared by the researchers. These 100 research articles were analysed by content analysis, based on the rubric which included three sections: "the types of content", "the location of source", and "the type of transformation". Each section had their sub-sections. The first section, the types of content, had five sub-titles: "method", "objective", "result", "argument" and "definition". The second section that is the location of source included 7 sub-categories: "abstract", "introduction", "literature review", "methodology", "discussion", "conclusion" and "implication". "Direct quotation", "patchwriting", "paraphrasing" and "critical evaluation" composed the last section. Two researchers made the analysis of citations used in the LRSs of the research articles in order to provide the inter-reliability of the study.

The results of the study revealed that Turkish scholars of research articles utilized citations mostly for the argument/discussion sub-section of "the types of content". As for the second section, the scholars integrated others' words mostly from the introductory parts. When looking at results obtained from the third section of the rubric, it is seen that critical evaluation is ignored by Turkish scholars, having the last rank while paraphrase has the highest rank among the types of transformation which was employed by the scholars, preceding patchwriting. As a result, Yağiz et al (2014) claimed that even though the writings of Turkish scholars reflected ELT writing conventions and norms, their writings lacked critical evaluation and sometimes they failed into the stake of patchwriting, which could be the result of inadequate academic literacy awareness. In other words, Turkish scholars partly fail to interpret the stance taken by the authors they are citing and also taking a stance in their own writing. They suggested that this situation

can be dealt with by means of explicit instructions and concrete practices being provided to writers. Yağiz et al.'s (2014) study provides us with the general picture of Turkish scholars' citing tendencies but it does not broaden and deepen our understanding of citation practices from a comparative perspective.

Different from Yağiz et al's (2014) study, Işık-Taş (2008) carried out a contrastive analysis of genre-specific citation practices of Turkish writers. In the study, 25 "introduction" sections of research articles and 25 "introduction" sections of PhD theses in the field of ELT were analysed by means of content analysis. Citation practices were just one of the focus points of the study. Thus, citation practices of Turkish writers were analysed from particular perspectives including citation frequencies, citation types, the preference of tense while citing and reporting verbs.

The results of the study brought into the light the fact that there were some variations in citation frequencies, citation types, preference of tense while citing and reporting verbs between two genres: RA (Research articles) and PhDT (PhD theses) introductions. Turkish writers had the tendency toward integrating others' work into their writings more frequently in RA introductions than in PhDT introductions. As to the citation types, the writers of RA introductions employed non-integral citations more whereas the writers of PhDT introductions utilized integral-citations more. Also, in PhDT introductions secondary citations were more commonly employed than in RA introductions. Lastly, the writers of PhDT introductions preferred more explicit quotations than the writers of RA introductions, implying that the writers of PhDT introductions showed a strong tendency in putting more emphasis on the source of their claims. As regards the preference of tenses made by the writers of PhDT and RA introductions, RA writers made use of 60% "Simple Present", 19% "Simple Past", 5% "Present Perfect" and 1% "Future" tenses respectively in their introduction sections whereas PhDT writers preferred "Simple Present" at the ratio of 86, "Simple Past" at the ratio of 8, "Present Perfect" at the ratio of 4, and "Future" at the ratio of 2. The writers of PhDT showed differences in the usage of tenses in their introduction sections. While PhDT writers employed the simple present tense more in presenting RQs and hypotheses, RA writers had the tendency to use simple past tense in stating their RQs and hypotheses. Looking at the analysis of the last particular perspective of citation analysis in the study, it can be said that reporting verbs used in PhDT and RA introductions did not show

extensive variation even though the variety of verbs used in RA introductions (52 different verbs in 86 reporting verbs) was more than in PhDT introductions (42 different verbs in 89 reporting verbs). As it is seen in Işık-Taş's (2008) study, both PhDT and RA writers had the tendency to make use of citation practices in different ways in their work although in some aspects of citation practices, extensive variation was not observed in both writers' work.

Taking both studies (Işık-Taş, 2008; Yağiz et al, 2014) mentioned above into consideration, Yağiz et al (2014) just focuses on RA writers' citation practices in their works whereas Işık-Taş (2008) analyses not only PhDT but also RA writers' citing tendency, providing a comparative cross-genre analysis. However, neither study provides a comparative cross-linguistic analysis of Turkish writers' citation practices, which highlights the gap related to citation practices in academic writing in Turkey that have a crucial role in achieving a balance between acknowledging the intellectual property and taking a stance in their own writing.

In short, looking at the previous studies related to citation practices in academic writing in Turkey (Işık-Taş, 2008; Yağiz et al., 2014), it can be said that there is a limited number of studies on this issue. To date, in fact, there is no study to compare and contrast source use of Turkish speakers of English with that of NS of English. At that point, this study can be a preliminary study in the aspect of looking at citation practices of non-native speakers of English (Turkish writers) and native speakers of English in their academic work including MA and PhD theses, which is the key to get an acceptance in their academic world, providing a more complete understanding of Turkish writers' citation practices in the Turkish context and a chance to compare and contrast their control and manipulation of the source material with native writers' citation practices.

2.4. The Role of Citation in Academic Writing

Recent years have witnessed the growth of English as the leading language for academic knowledge dissemination. This development has led it to become the language of graduate students which in turn has contributed to the increasing number of students in both English-speaking and non-English speaking countries, requiring writing effectively by means of applying to academic writing conventions that are specific to each

discipline. In other words, graduate students need to employ conventions which other members of the discourse community find familiar and convincing in order to meet the demands of the kind of writing required of them during their academic studies. As it is seen, writing is a major component of graduate programmes (Braine, 2002), having a key role in getting the admission to the academy. A significant body of research has underscored the significance of writing in academic life (Dong, 1998; Hyland, 2000; Paltridge, 2004). The significance devoted to academic writing is striking in the existing literature as "everything bearing on the professions bears on professional writing" (Bazerman, 1993, p.vii). Every act of professional writing is ineluctably connected to a message with a sense of purposiveness, a sense of stance, a sense of belonging and a sense of personal identity (Hyland, 2000, p. xv.). Successful academic writing is dependent on the writers' skills in embedding their writing in the academic discourse community. At that point, citation lies at the heart of the writing process to fulfil the senses mentioned above.

Citation is a constitutive element of academic writing. Citation plays a key role in establishing the credibility and novelty of writers' claims by means of position themselves and their work in relation to the other members of academic discourse community in the process of representing the knowledge of their fields, leading to the acceptance of claims by the gatekeepers of related disciplines. Thus, learning what to cite, when to cite, where to cite, why to cite and how to cite is crucial for graduate students to get to be insiders in the academic discourse community.

To sum up, citation as a key distinctive feature of academic writing is considered virtually obligatory in scholarly academic papers not only as a means of meeting preliminary but also as a means of constructing an authorial self. Taking into account the importance of citation in the process of establishing a professional persona in the academic writing world, the present study focuses on both Turkish and English L1 writers' citation practices on the pathway of growing as a professional writer. The use of citations is considered as "an important skill" (Harwood, 2010, p.302) for growth as a writer.

2.5. Citation Types

The main categorization of citation types is based on Swales' (1990) categorization and Thompson and Tribble's (2001) framework, based on the position of the citation in the sentence. According to them, there are two main categories of citation types consisting of integral citation and non-integral citation.

2.5.1. Integral citation

Integral citation refers to the citation type that has an explicit grammatical role in the sentence and puts an emphasis on the researcher of the cited work. According to Thompson and Tribble (2001), integral citation is categorized under three main groups including verb-controlling citation, naming-integral citation, and non-citation.

2.5.1.1. Verb-controlling citation

The verb-controlling citation is a sub-category of integral citation in which the citation acts as agent and it is controlled by a verb either in active or passive voice. For example;

As **Pinkman (2005) points out**, when learners take responsibility for their learning, they will be more able to capitalize on learning environments both in and out of the classroom, hopefully making them life-long and efficient learners.

Each citation is followed by a reporting verb. Thompson and Ye (1991) categorized these reporting verbs used with verb-controlling citations based on three factors consisting of author's stance, writer's stance and writer's interpretation. According to Thompson and Ye (1991), among three factors author's stance is the most easily detectable.

There are three categories under the factor of "author's stance", showing the attitude that the author is reported.

The positive refers to the verbs by means of which the author's ideas, opinions or views are verified as true or correct.

Examples of positive verbs: invoke, point out, note (Thompson & Ye, 1991, p. 372)

The negative refers to the verbs by means of which the author's ideas, opinions or views are reported as false or incorrect.

Examples of negative verbs: reject, attack, challenge (Thompson &Ye, 1991, p. 372)

The neutral refers to the verbs by means of which the author's ideas, opinions or views are reported neither true nor false or neither correct nor incorrect.

Examples of neutral verbs: examine, evaluate, focus on (Thompson & Ye, 1991, p. 372)

As to the factor "writer's stance", Thompson and Ye (1991) categorized the verbs into three groups as follows factive, counter-factive and non-factive.

The factive refers to the verbs by means of which the writer presents the author of cited source as giving true information or presenting a correct opinion.

Some examples of factive verbs are as follows: accept, prove, notice, improve, throw light on, bring out, identify *(*(Thompson &Ye, 1991, p.372)

The counter-factive refers to the verbs by means of which the writer presents the author of cited sources as providing false information or presenting an incorrect opinion.

Some examples of counter-factive verbs are as follows: ignore, confuse, misuse, disregard, betray (Thompson & Ye, 1991, p.372)

The non-factive refers to the verbs in which the writer does not give any clue related to his/her attitude towards the author's information or idea.

Some examples of non-factive verbs are as follows: believe, claim, generalize, urge, utilize (Thompson &Ye, 1991, p.372)

Lastly, different from two factors consisting of the author's stance and writer's stance, writer's interpretation deals with different perspectives of the status of the proposition, having four sub-categories including the author's discourse interpretation, author's behavior interpretation, status interpretation and non-interpretation.

The author's discourse interpretation refers to the verbs showing how reported information or opinion is fitted into the author's text.

Some examples are as follows: go on, repeat, mention (Thompson &Ye, 1991, p.373)

The author's behavior interpretation refers to the verbs indicating the author's attitude or purpose in presenting the reported information or opinion.

Some examples are as follows: criticize, remind, warn (Thompson &Ye, 1991, p.373)

The status interpretation refers to the verbs by means of which the functional status of the writer's own framework of the reported information or opinion is presented.

Some examples are as follows: prove, bring out, confirm (Thompson &Ye, 1991, p.373)

The non-interpretation refers to the verbs by means of which the report is presented as objective.

Some examples are as follows: say, see, use (Thompson &Ye, 1991, p.373)

A significant body of research has investigated reporting verbs from different dimensions: the presence or the absence of a reporting verb (e.g. Swales, 1990), the types of reporting verbs (e.g. Hyland, 2000; Petric, 2006; Thomas & Hawes, 1994; Thompson, 2001), the choice of reporting verbs (e.g. Hyland, 2000; Thompson & Ye, 1991), and the features of reporting verbs consisting of tense, aspect and voice (e.g. Hawes & Thomas, 1997; Hyland, 2000; Shaw, 1992; Thompson, 2001; Thompson & Ye, 1991).

Taking into account the categories of the reporting verbs based on three factors, as Thompson and Ye (1991) claimed, there is no clear-cut distinction among these categories since the reporting verbs can be used interchangeably under different categories depending on the context of use.

Given the categorization of the reporting verbs by Thompson and Ye (1991), it can be said that the kinds of the verbs used in citations in scholarly academic papers give clues regarding interpreting or conveying evaluation in academic papers, which is also verified by Hunston (1993) who highlights the relationship between verb selection and its evaluative status. However, choosing a reporting verb, which meets not only the syntactic requirements of writers' sentences but also the requirements of taking an appropriate stance towards a claim, among a wide spectrum of reporting verbs appears to be a difficult process for both NS and NNS of English writers but it can be a more complicated process for NNS of English writers, which may stem from NNS of English writers' unawareness of how to use reporting verbs appropriately and lack of instructors' emphasis in utilizing reporting verbs in the process of academic writing (Bloch, 2010; Flowerdew, 2001; Hyland, 2002a, 2005; Hyland & Milton, 1999; Manan & Noor, 2014; Pecorari, 2008). Swales and Feak (2004) highlighted the importance of making conscious

decisions regarding the use of reporting verbs in the process of development of NNS of English writers' academic writing skills, which also provides "maximum interpersonal and persuasive effect" as Hyland and Milton (1999, p.147) put forward. Thus, the role that reporting verbs play in the evaluation in the process of academic writing should not be ignored and be paid particular attention in order to help especially NNS of English writers in the process of writing their academic papers, which may lead them to develop a deeper understanding about the usage of reporting verbs.

2.5.1.2. Naming-integral citation

Naming-integral citation is the second subcategory of integral citation in which citation is a noun phrase or a part of a noun phrase. For instance:

> **According to Ellis (1986)**, there is a critical period when individuals learn languages more effectively than other periods.

2.5.1.3. Non-citation

Non-citation is the third subcategory of integral citation in which a reference to the name of the writer of the cited source exists without a year reference or a page number. This kind of integral citation is mostly made use of when the reference is mentioned before in the text, as in the following example:

> **Cameron** is not alone in her claim that the recent increase in interest has led to the publication of methodology books, but a parallel debate about theoretical and research issues is largely missing.

2.5.2. Non-integral citation

Non-integral citation refers to citations that are used outside of the text either in the brackets or in footnotes/endnotes. This kind of citations usually does not have an explicit grammatical role in the sentence and foregrounds the research and information given in the cited work. Thompson and Tribble (2001) classify non-integral citation under four categories consisting of source, identification, reference and origin, considering formal linguistic criteria including the sentence position and content.

2.5.2.1. Source

Source is the first sub-category of the non-integral citation showing where the idea or the information is taken from, as shown in the following example:

>Self-efficacy beliefs provide foundation for human motivation, well-being and personal accomplishment **(Pajares, 2002).**

2.5.2.2. Identification

Identification is the second sub-category of the non-integral citation which identifies an agent in the sentence that it refers to. The following extract constitutes an example for this:

>There have been a lot researches done on learner autonomy over the past three decades **(Benson, 2001; Cotterall, 1995; Littlewood, 1996; Ushioda, 1996).**

2.5.2.3. Reference

Reference is the third subcategory of non-integral citation that is generally signaled by means of the insertion of directives "see" or "e.g.". It can be considered as a shorthand device (Thompson & Tribble, 2001). In other words, instead of giving the information in the text, the writer leads the readers to another sources. An example is as follows:

>Although there are other models of second language acquisition (**e.g., Ellis, 2005; MacWhinney, 1997**), there is general agreement about the time frame for second language learning reflected in Krashen and Terrell's (1983) model.

2.5.2.4. Origin

Origin is the fourth sub-category of non-integral citation which shows the originator of a concept, a technique or a product. An example of this type is as follows:

>The ROWPVT-SBE **(Brownell, 2001**) provides a measure of an individual's bilingual receptive vocabulary.

2.6. The Rhetorical Functions of Citation Use

The rhetorical functions of citation use is the key to understand writers' citation practices since it brings into light the writers' intentions regarding citing. There are different typologies of the rhetorical functions of citation use constructed by different researchers. One of the earliest typologies was developed by Thompson (2001). Not only does he ground his typology in primarily formal features but he also puts forward that the categorization also signals writers' intentions lying behind why they cite.

Taking Thompson's (2001) categorization as a starting point, Petric (2007) also carried out a study on the rhetorical functions of citations in two groups of theses including high-rated and low-rated MA theses. The corpus comprised of eight theses belonging to each group in the field of gender studies. Based on the analysis of the data obtained from the corpus, she developed a typology for classification of citations in the aspect of rhetorical functions. Taking three categories consisting of the attribution, example and further reference of Thompson's (2001) typology, Petric (2007) developed her own typology including nine rhetorical functions. The typology of rhetorical functions of citations is as followed:

1. Attribution (named as "source" category in Thompson's classification of rhetorical functions)

2. Exemplification (named as "example" category in Thompson's classification of rhetorical functions)

3. Further reference

4. Statement of use

5. Application

6. Evaluation

7. Establishing links between sources

8. Comparison of one's own findings or interpretation with other sources

9. Other (Petric, 2012, pp. 243-246)

It is seen that the typology developed by Petric (2007) is based on both Thompson's (2001) typology and the corpus of the study. She clearly explains why she prefers to create a new typology. That is four differences in terms of the discipline, the language proficiency, the level of study and academic achievement between the corpus

used in Thompson's (2001) and Petric's (2007) studies. Comparing the rhetorical functions of two sets of theses based on the typology, the researcher reached the conclusion that high-rated theses differed from low-rated theses in terms of rhetorical functions of citation both quantitatively and qualitatively. Attribution was the most preferred rhetorical function in the two sets of the theses. However, high-rated theses employed citations for a greater range of rhetorical functions whereas low-rated theses used citations for only four functions in general. In addition, it is worth noting that the tendency of low-rated theses towards the usage of rhetorical functions of citations signals their being descriptive rather than analytic. In other words, citations were mostly employed for knowledge telling rather than knowledge transformation. These findings imply the positive relationship between citation use in terms of rhetorical functions and thesis grade.

Like Petric (2007), Azlan (2013) examined the usage of citation types and the rhetorical functions of citations in six MA theses in the field of education by means of using Petric's (2007) typology of rhetorical functions of citations as a framework. According to the analysis of the data obtained from the corpus based on Petric's typology, attribution was the most common rhetorical function used in the theses. This result concurs with the finding by Petric (2007). Besides this, the distribution of the nine rhetorical functions of citations in the theses written by L2 learners did not have a balance, which clearly signals the writers do not have enough awareness regarding the usage of different rhetorical functions of citations. Azlan (2013) also supports Petric's view that the usage of rhetorical functions of citations in students' writing may be interrelated with producing higher quality of academic papers.

Differing from Petric's (2007) and Azlan's (2013) studies in terms of focusing on two disciplines, computer science and sociology rather than one, Harwood (2009) did a cross-discipline study on the rhetorical functions of citations by means of semi-structured interviews conducted with computer scientists and sociologists, which focused on a recent academic paper written by interviewees. Based on the informants' accounts of citation functions, in order to analyse the functions of citations across two disciplines, Harwood developed a detailed typology including eleven categories that have sub-categories given below from an emic perspective:

1. Signposting

1.1.Helping and interesting less informed readers

1.2. Keeping the argument on the track

1.3.Saving space

2. Supporting

2.1.Justifying the topic of research

2.2.Justifying the method and methodology employed

2.3.Justifying claims

3. Credit

3.1.Writer debt

3.2.Credit and self-defence

3.3.Credit and evaluative adjectives

4. Position

4.1.Exemplars of positions

4.2.Detailed explication of positions and results

4.3.Tracing positions over time

5. Engaging

5.1.Praising but identifying problems with source

5.2. Identifying inconsistencies in source's position

6. Building

6.1.Building by citing own work or that of others

7. Tying

7.1.Tying in with others' method and methodology

7.2.Tying in with schools of thought

7.3.Tying in with specific debates

8. Advertising

8.1.Alerting leaders to one's own work

8.2.Advertising others' work

9. Future

9.1. Mapping out future work planned by writer

10. Competence

10.1.Displaying knowledge of the literature

10.2.Displaying ability to conduct future research

11. Topical (Harwood, 2009, pp.501-511)

Even though the classification of rhetorical functions of citations by Harwood has some overlapping sub-categories with both Thompson's and Petric's typologies consisting of different terminologies, it differs from them with regard to its aim that is to uncover the subjective meanings placed on situations by the participants of the study rather than by the interviewer by means of using an emic approach. The findings brought to fore not only inter-disciplinary but also intra-disciplinary differences in line with a growing number of studies (Brooks, 1985; Charles, 2006; Hyland, 1999; Thompson, 2001).

Based on the corpus of eight MA theses in the field of biology and eight research articles randomly chosen from the journal Ecology, Samraj (2013) carried out a cross-genre study on the issue by using two typologies: one developed by Thompson (2001, 2005) and the second that is the expanded model developed by the researcher. The second model consists of eight functions of citations given below:

1. Comparison of results
2. Interpretation of findings
3. Explanations of results
4. Evaluation of study
5. Evaluation of the field
6. Applied recommendations
7. Research recommendations
8. Background (Samraj, 2013, pp.304-308)

The findings revealed variation in form and functions of citations across two genres, which might stem from writers' level of expertise in academic writing and genre expectations but a certain degree of similarity across the genres. MA theses did not differ from published texts in the usage of the range of rhetorical functions of citations. Also, contrary to Petric's (2007) findings of low-rated theses, the writers of MA theses were not more prone to being descriptive rather than analytic in the usage of citations.

As can be seen, each researcher has tried to develop his/her own typology based on the corpus of his/her study by means of combining typologies with the one developed by himself/herself. However, it is still the focus of much debate that these typologies are applicable to another corpus since citation practices are culture-specific, discipline-

specific and genre-specific even though some sub-categories of the typologies developed by different researchers can overlap with each other.

In sum, being exposed to instructions regarding rhetorical functions of citation use may help writers become aware of a range of meanings that successful use of citation can express. Not only cross-genre but also cross-disciplinary studies as mentioned above have highlighted its key role in unveiling writers' purposes for using citations, which can pave the way for producing higher quality of academic papers (Azlan, 2013; Harwood, 2008; Petric, 2006, 2007; Samraj, 2013; Thompson, 2001).

2.7. Types of Transformation of Citations

The literature reveals the availability of different typologies related to the types of transformation of citations (Hyland, 2000; Petric, 2006; Yagız et al., 2014).The most widely used version of typology in the studies was developed by Hyland (2000). Hyland (2000) categorized how citations are incorporated into the texts under four groups consisting of quote, block quotation, summary/paraphrase of one source, and generalization from multiple sources. Petric (2006) extended Hyland's framework of the ways of integrating the source context by means of adding Borg's (2000) typology of quotations consisting of three categories that are quotation fragments, brief quotations and extended quotations. On the other hand, Yağız et al. (2014) classified the types of transformations of citations under four categories consisting of direct quotation, patchwriting, paraphrasing and critical evaluation. In the present study, the types of transformation of citations are categorized according to a modified version of Hyland's and Yağiz et al.'s typologies. The typology of the present study includes five categories: Direct quotation, paraphrase, summary, patchwriting and critical evaluation.

2.7.1. Direct quotation

The direct quotation, one of the types of transformation of citations, is the way of transferring information into your text without making any modifications. In other words, it is "legitimate textual borrowing" as defined by Petric (2012). Among the types of transformation of citations, the direct quotation is considered as the easiest way of

transformation of citations due to the fact that it is relatively undemanding as a result of having no textual modifications of the cited material. Borg (2000) identified the direct quotation under three categories: quotation fragments, brief quotations and extended quotations.

The quotation fragment refers to a direct quote less than a single independent clause.

The brief quotation refers to a quotation shorter than forty words. Also, it is defined as a t-unit which is a simple independent clause consisting of all modifying dependent clause.

The extended quotation refers to a quotation longer than forty words.

Although it is considered as one of simplest way of textual borrowing in academic writing, some of the researchers put forward the fact that quoting directly requires interventions at two levels consisting of the co-textual level and the contextual level, considering L2 learners' problems regarding effectively incorporating of the cited material into the text. In addition to these interventions at two levels, the questions "how frequently is it acceptable to quote?", "which sections of the academic papers require more quotations?" and "is it appropriate to make use of quotations rather than other ways of textual borrowing" need to be answered in order to quote effectively.

2.7.1.1. Research on direct quotation in L1 and L2 writing

Direct quotation, one of the ways of textual borrowing, in L1 and L2 student writing has attracted less attention (e.g. Borg, 2000; Petric, 2012) even though there are a number of studies on examining NNS of English writers' citation practices from problematic aspects (e.g. Abasi & Akbari, 2008; Flowerdew & Li, 2007; Petric, 2004; Shi, 2004, 2010). This issue has been investigated within research studies related to citation practices as a part of the study rather than being a central issue not only in published academic discourse but also in students' academic writing papers (e.g. Adel & Garretson, 2006; Borg, 2000; Campbell, 1990; Dubois, 1998; Hyland, 2000; Pickard, 1995; Shi, 2004; Thompson, 2001) except for Petric's (2012) study.

Despite not being directly concerned with direct quotation, the growing literature on citation practices has unveiled significant differences in the use of direct quotations in

terms of the frequency of the use of direct quotation and quotation length in different disciplines. Hyland (2000) carried out a study on different ways of transformation of citations consisting of quote, block quotation, summary and generalization from multiple sources by means of a corpus including 80 research articles from eight different disciplines. The results of his study reveal that although three ways of incorporating the source material into writers' own texts in all disciplines are the preferred ways of textual borrowing, there are cross-disciplinary differences regarding the direct quotation. According to his findings, in hard sciences, no direct quotations were preferred while in the social sciences 13% of total citations were direct quotations. In tune with Hyland's (2000) study, Dubois (1988) also found that in hard sciences, the use of direct quotation is kept to minimum level. Contrary to Dubois' (1988) study, Pickard (1995) investigated how and why expert academic writers employed quotations and citations by means of 11 articles in the field of applied linguistics. Also, she examined the lexical and grammatical choices they make in their articles. The findings showed that nearly one third of total citations in the corpus consisted of direct quotation, confirming writers' inclination towards making use of more direct quotations in the social sciences.

Revealing similar results with those by Hyland (2000), Dubois (1998) and Pickard (1995) who carried out studies on source use in published writing, Adel and Garretson (2006) also highlighted disciplinary differences in the use of direct quotation in students' writing and concluded that academic papers in social sciences such as philosophy and sociology consisted of more direct quotations than the ones in hard sciences including biology and industrial and operations engineering.

In a similar vein, Thompson (2001) studied graduate students' citation practices in their PhD theses in different disciplinary contexts by means of making use of 16 theses written at two different departments which are agricultural botany and agricultural and food economics. He found a significant difference in the aspect of direct quotation in the theses written at two departments. PhD theses written at the department of agricultural botany which belongs to applied sciences displayed 1.88% of direct quotations of total citations while the ones written at the department of agricultural and food economics belonging to social sciences consisted of 28.66% direct quotations of total citations per thesis. Based on this body of work, it is not surprising to find the variety in frequency of direct quotations and the length of quotations across disciplines.

Briefly, it can be said that the use of the direct quotation, one of the ways of textual borrowing is discipline specific. This finding echoes Ivanic's (1990) metaphor "clothes" in explaining disciplinary differences regarding the use of direct quotation. They explain this situation by saying:

Different disciplines required you to use different guises, thus my skeleton (the essay) had to be dressed in different clothing… using their clothes (that is their language) seemed to gain me access to the privileges of academic life (Ivanic, 1990, p.9).

As it is obvious in Ivanic's (1990) words, in order to gain an entrance into the academic discourse community, writers need to be aware of citation norms and conventions specific to their discipline and put on the clothes belonging to their discipline.

The other strand of studies focuses on cross linguistic differences regarding the use of direct quotation. Previously even though disciplinary variation in the use of direct quotation has been analysed as a part of the study but not as a central issue (Adel & Garretson, 2006; Dubois, 1998; Hyland 1999, 2000; Ivanic, 1990; Pickard, 1995; Thompson, 2001), relatively little attention has been paid to cross-linguistic differences in the use of direct quotation. (Borg, 2000; Campbell, 1990; Gol, Hazerah & Soghondikolaei, 2014; Shi, 2004). One of the recent studies was carried out by Gol et al. (2014), who studied on Iranian and international ELT scopus journal articles. They found that direct quotation was employed more in the international ELT scopus journal articles. Comparing the ways of textual borrowing in English L1 and Chinese writers' academic writing, Shi (2004) reached a similar conclusion that L1 learners tended to make use of direct quotation more than L2 writers and Chinese writers had inclination towards incorporating other texts into their own writings without acknowledgement.

Contrary to Gol et. al's (2014) and Shi's (2004) studies, Campbell's (1990) study revealed that L2 learners have a tendency towards heavily relying on direct quotation more than L1 learners in academic writing, which may stem from L2 learners' lower English proficiency. Comparable L1 and L2 differences were also observed in Borg's (2000) study. He indicated that especially, NNS of English writers have a strong tendency towards overuse of direct quotation as a result of lack of confidence as writers and their doubt regarding their language proficiency. Likewise, Yağiz et al. (2014) stressed Turkish scholars', as L2 writers, over-reliance on direct quotation in their research articles,

differing from the cross-linguistic studies in the aspects of just focusing on Turkish scholars' tendencies regarding citation practices.

As can be seen, the relevant literature has brought into light problematic aspects of L2 learners' use of direct quotation such as the overuse of direct quotation and having problems regarding effectively incorporating of the cited material into the text since it needs interventions at two levels consisting of contextual and co-textual levels.

Mainly different from the studies mentioned above, Petric (2012) specifically conducted a study on the use of direct quotations in MA theses written by graduate students in the field of gender studies, and compared direct quotations and the sub-categories of direct quotations in both eight high-rated and low-rated MA theses written by second language writers. Her findings unveiled the fact that high-rated theses included 45.73% of all citations while low-rated theses consisted of 19.82% of total citations, which are out of sync with other studies mentioned above and the expectation that the writers of high-rated theses would employ direct quotation less frequently than the writers of low-rated theses. This striking finding, high achievers' inclination towards quoting more frequently, can be explained by two factors consisting of the preference of quotation types most frequently used in the two sets of the theses and their being overly cautious with citation. Low-achievers employed more clause-based quotations not requiring any modifications to the text whereas the writers of high-rated theses mostly featured fragments, which require more effort in the process of re-working the cited material to improve their own discourse. Moreover, the writers of low-rated theses had the tendency to use longer quotations than the writers of high-rated theses. Nonetheless, the findings brought into light that even though there are significant variances in the use of direct quotation between two groups of the theses, this does not mean that the high-rated theses are devoid of problems regarding successful quotation.

As can be seen in the study, even though the overuse of direct quotation can be considered as the signal of less successful writing, high achievers were found to employ more direct quotations than the low achievers. Petric (2012) considered their over-reliance on direct quotation as a necessary stage in the development of academic literacy and also accepted this as a signal of inexpert writing.

In sum, it is a well-established fact that neither relying on direct quotation too much nor employing it sparingly in academic writing is the key to quoting effectively and

successfully. However, employing the direct quotation in order to signal one's own stance towards the ideas expressed in the quotation by means of comparing and contrasting the other writers' arguments rather than replacing one's own claim can be the key to successful quotation. Also, the questions "to what extent is direct quotation acceptable in the related discipline?", "which sections of the scholarly academic papers are more suitable to employ direct quotations?", "how quotations are employed in order to support a writer's claim or argument?" and "is it worth quoting directly instead of paraphrasing? need to be answered to quote successfully.

2.7.2. Paraphrase

Paraphrase as an important skill in academic writing is among two most preferred ways of source content integration. There have been different definitions of the term "paraphrase" in the literature. One of the earliest definitions is provided by Weinstein and Mayer (1986, p.320) who expresses it as "relating to the material what is already known while also restating it in one's own word". Focusing on the concept more elaborately, Campbell (1998, p. 86) defines it as "using different phrasing and wording to express a particular passage that was originally written or spoken by someone else in order to blend the other's idea smoothly into one's own writing". Likewise, Uemliann (2000, p.349) expresses it as "the reproduction of the information content and structure of source text". According to Howard, Serviss and Rodrigue (2010, p.181), paraphrase is "restating a passage from a source in a fresh language, though sometimes with keywords retained from the passage".

As it is apparent from the definitions, paraphrase is a way of expressing other writers' ideas by means of using one's own words, depending on the main gist of the original text.

As to the types of paraphrase, different typologies developed by the researchers are available in the literature (Çeşme, 2015; Keck, 2006). Keck (2006) developed the typology based on the number of unique links ("a word or phrase in the paraphrase that also exists in the original text but which does not exist at any point in the source text" (Keck, 2010, p.8)) in the paraphrase. In Keck's (2006) typology, one of the most frequently adopted typologies related to paraphrase in the existing literature, there are

four groups including near copy (just one or two changes in the original text), minor revision (a few lexical changes in the original text) moderate revision (several changes in the original text) and substantial revision (a wider range of both lexical and structural changes in the original text). Çeşme (2015) updated Keck's typology of paraphrase by means of adding a new category as the fifth one that is deviated meaning (deviating from the original text).

2.7.2.1. Research on paraphrase in L1 and L2 writing

Considering paraphrase as an important skill for academic writing which helps the writers avoid struggling with plagiarism, many researchers have focused on the concept "paraphrase" from different perspectives such as paraphrase as a strategy to avoid plagiarism (e.g. Barry, 2006), the usage of paraphrase in L1 and L2 contexts (e.g. Campbell, 1987; Connor & McCagg, 1983; Cumming, 1990; Keck, 2006;2010;2014; McInnis,2009; Shi, 2004), the usage of paraphrase in academic papers written by proficient and less proficient EFL writers (e.g. Liao & Tseng, 2010), the impact of cultural factors on the use of paraphrase (e.g. Choy, Lee & Sedhu, 2014; Orenllana & Reynolds,2008; Westin, 2006; Yu, 2008), the impact of linguistic competence on the usage of paraphrase (e.g. Currie, 1998; Howard, 1996; John & Mayes, 1990) and the effect of explicit instruction on the usage of paraphrase (e.g. Milicevic & Tsedryk, 2011) but the ways in which paraphrase is used as a textual borrowing strategy in L1 and L2 writing have attracted little attention.

Very few studies in the existing literature have specifically looked at paraphrase as a textual borrowing strategy (Hirvela & Du, 2013; Keck, 2006, 2010, 2014). Keck (2006, 2010, 2014) has produced three important contributions to the field in terms of addressing paraphrase specifically from different perspectives. In his earlier study, Keck (2006) looked at the usage of paraphrase in the process of summary writing in L1 and L2 setting by means of using the taxonomy of paraphrase. Comparing 79 L1 writers' use of paraphrase with 74 L2 writers' within their summaries, he found out interesting similarities and differences between two groups in terms of the usage of paraphrase types. L2 writers were more inclined to the usage of near copies while L1 writers made use of moderate and substantial revisions than L2 writers. However, there were no significant

differences in the number of attempted paraphrases employed in two groups. These findings are in conformity with Shi (2004) who unveiled that Chinese students as L2 learners made use of more nearly copied excerpts than L1 writers.

In 2010, Keck investigated the grammatical strategies L1 and L2 writers made use of in the process of paraphrasing. He highlighted the importance of students' grammatical competence in examining their citation practices rather than their L1. In 2014, he compared the paraphrasing strategies of the students in their first year of U.S. university study and the ones studying in the U.S. for more than one year by means of using the corpus belonging to Keck's (2006) study. The findings of the study revealed that novice writers no matter whether they are L1 or L2 writers were inclined to be more dependent on source text than the more experienced ones. As can be seen in three studies conducted by Keck (2006, 2010, 2014), the process of paraphrasing can be affected by different factors consisting of L1, years of academic study and language proficiency.

Hirvela and Du's (2013) study which focused on two undergraduate students from China explored students' understanding of the purposes and functions of paraphrase by means of think-aloud protocols and text-based interviews. The results of the study unveiled a multilayered relationship between the participants and the process of paraphrasing. An especially significant finding regarding this study was shedding light on how Chinese students as L2 learners approached the process of paraphrasing. Both L2 learners just saw the process of paraphrasing in a knowledge telling dimension and had difficulties in the transition from knowledge telling to knowledge transforming in the process of paraphrasing, which might stem from instructions regarding paraphrasing. Hirvela and Du (2013) criticize the instruction focusing on paraphrasing as a tool to evaluate learners' English proficiency rather than a writing strategy and stress the dire need to provide L2 learners with paraphrasing instructions which should lead the learners to see the full value of paraphrasing in academic writing. Turning to Keck's (2006, 2010, 2014) studies again, another factor that is the type of instruction can be added to three factors that have an impact on the process of paraphrasing.

Çeşme (2015) also addresses the process of paraphrasing in L2 context. She conducted a qualitative study with 12 graduate students who were pursuing their PhD degrees in order to reveal student writers' paraphrase approaches, challenges, and strategies. Çeşme highlighted the gap between the theory and practice regarding the

process of paraphrasing and concluded that this situation could be a result of insufficient instruction in the Turkish context.

The five studies mentioned above focus on just the paraphrase as one of the textual borrowing strategies and show that L2 learners have challenges with using source material in the form of paraphrasing, which can arise from different factors such as L1, years of academic study, language proficiency, the type of instruction provided and insufficient instruction related to paraphrase.

Another strand line of research has addressed paraphrase as one of the ways of textual borrowing strategies by means of comparing and contrasting it with other ways of textual borrowing strategies (Campbell, 1990; Petric, 2006; Yağiz et al., 2014). In other words, these studies are of comparative nature.

One of the earlier studies that are of comparative nature belongs to Campbell (1990). Campbell (1990) compared the ways of integrating source text including quotation, exact copy, near copy, paraphrase, summary and original explanation employed by English L1 writers and ESL undergraduates in 30 compositions, finding out interesting similarities and differences between these two groups of the writers. While ESL undergraduates relied on the source text much more than English L1 writers, two groups of writers did not show any differences in body paragraphs, relying on their own words less than source texts. However, Campbell claimed the impact of language proficiency on both groups' engagement with the process of incorporating texts into their own writing since L1 writers used more academic language, style and tone than NNS of English writers in their compositions.

Petric (2006) also looked at the ways of incorporating texts into one's own writing consisting of summary/paraphrase, quotation, brief quotation, block quotation, and generalizations from multiple resources by means of analyzing sixteen high-rated and low-rated MA theses in the field of gender studies as a part of her study. According to the findings of the study, the writers of both groups of the theses incorporated source text as a paraphrase in most cases. However, this does not mean that they did not have any challenges related to the process of paraphrasing. The writers of low-rated theses had more difficulties in the process of paraphrasing. This confirms Campbell's argument regarding the effect of language proficiency on the process of paraphrasing.

Also contributing valuable work in this area is Yağiz et al.'s (2014) study which focuses on just one group of writers' usage of the ways of incorporating source texts into their own writing. Yağiz et al. (2014) compared the ways of source content integration employed in 100 research articles written by Turkish scholars as L2 learners as a part of their study. The findings unveiled the fact that paraphrase was the third most frequently used ways of source content integration, following direct quotation and patchwriting respectively. A key finding in their study is Turkish writers' inappropriate attempts to paraphrase.

Having a comparative nature in terms of the ways of source context integration, Campbell's (1990), Petric's (2006), and Yağiz et al.'s (2014) studies provide a fuller picture of the processes in source use by means of underscoring the factors affecting the process of paraphrase.

2.7.3. Summary

The concept "summary", which is among the two most preferred types of transformation of citations regardless of the discipline, has been defined by different researchers in the literature (Friend, 2001; Hidi & Anderson, 1986; Langan, 1993; Johnson, 1983 cited in Lee, 2010; Wohl, 1978). Johnson (1983 cited in Lee, 2010, p.21) defines summary as "a brief statement that represents the condensation of information accessible to a subject and reflects the gist of the discourse". According to Wohl (1978, p. 127), it is "reporting information making use of a lot fewer words than were used in the original communication". Langan (1993, p.120) expresses summary as "the reduction of a large amount of information to its most important points". In a more detailed way, Friend (2001, p.3) gives its description as "the process of determining what content in a passage is most important and transforming it into a succinct statement in one's own words". Likewise, Hidi and Anderson (1986, p. 473) state it as "a brief statement that represents the condensation of information accessible to a subject and reflects the gist of the discourse". A recent definition is given by Howard, Serviss and Rodrigue (2010, p. 181) who explain summary as "restating and compressing the main points of a paragraph or more of text in fresh language and reducing summarized passage by at least 50%". Looking more closely at summary, Hirvela and Du (2013, p.88) describe it as "a

significantly condensed version of a longer original source text that requires the use of various devices in the process of achieving that reduction in length". As it can be drawn from the definitions pointed out above, there is not a consensus on the term "summary". However, the main gist of all the definitions is the same: the process of summarizing entails identifying and selecting key points in the text and transferring them into one's own text by means of his/her own words.

As implied in the definitions given above, in order to produce a good summary there are essential requirements (Brown, Day & Jones, 1983; Rihenart & Thomas, 1993; Swales & Feak, 1994). Rinehart and Thomas (1993) claim that reflection and decision making are two essential skills in the process of producing a good summary. In a similar vein, Swales and Feak (1994) list the necessities a good summary should have. A good summary should:

1. contain the original text as a whole but there may not be necessary to take every information in it.
2. include the material in an accurate fashion.
3. shorten the material and be presented in one's own words: not include writers' own comments and evaluation (Swales & Feak, 1994, p. 148).

As can be seen, the process of summarizing is highly complex and interactive, which signals the comprehension of source content.

2.7.3.1. Research on summary in L1 and L2 writing

Summary skills regarded as crucial and useful by Joh (2000) and Oh (2007) have a key role in the process of academic writing since summary is among the two most preferred ways of integrating source text into one's own writing regardless of the discipline; however, not only L1 but also L2 writers face difficulties in the process of summarizing a text due to its challenging nature requiring a certain level of not only reading but also writing ability.

Considering its key role in the process of academic writing, a significant body of research has investigated summary from different perspectives consisting of the types of summarization (e.g. Hidi & Anderson, 1986; Newfields, 2001), the process of summarizing (e.g. Havola, 1986; Sarig, 1993; Taylor, 1986; Yang & Shi, 2003), its

impact on language development (e.g. Joh, 2000; Oh, 2007; Taylor, 1982; Taylor & Beach, 1984), and the factors having an effect on the process of summarizing such as personal factors (e.g., Yang & Shi, 2003), age (e.g. Winograd, 1984) language proficiency (e.g. Corbeil, 2000; Cumming et al., 2005, 2006; Johns, 1985; Johns & Mayes, 1990; Kim, 2001; Winograd, 1984), the difficulty of text (Hidi & Anderson, 1986), L1 (Campbell, 1990; Shi, 2004), the origin of writers (e.g. Connoar & Mc Cagg, 1983; Corbeil, 2000; Keck, 2014; Moore, 1997), cultural differences (e.g. Macbeth, 2010; Moore, 1997) and explicit instruction (Moon, 2002; Yamada, 2002).

However, research on comparing and contrasting summary as one of the ways in which source context is integrated in both student and published writings is scarce (Howard et al., 2010; Hyland, 2000; Petric, 2006). To start with, the foremost of them belongs to Hyland (2000) who studied on academic papers written in eight different disciplines. Hyland's findings revealed little disciplinary differences in the aspects of the ways of integrating source content and that summary was the overwhelmingly preferred way of importing texts in all disciplines. Petric (2006) focusing on citation practices in low-rated and high rated MA theses also found the same in her corpus.

In a similar vein, Howard, Serviss and Rodrigue (2010) carried out a study on the ways of integration of the source content consisting of four categories which are patchwriting, paraphrase, summary and quotation. The corpus of study comprised of eighteen students' final research papers. In spite of the widespread belief that the summary is highly valued in academic writing and is employed as the main mode of content integration, the findings of the study showed that the summary was not used as a way of transformation of citation in 18 papers. Howard, Serviess and Rodrigue (2010) claimed that the absence of summary in the papers might raise doubts about students' comprehension of the text, implying the relationship between source comprehension and summary.

As it is apparent in the studies mentioned above, summary, highly valued in academic writing, is mostly used as the main mode of content integration. However, not all studies confirmed summary as the main mode of content integration.

2.7.4. Patchwriting

Patchwriting, one of the ways of textual borrowing which NNS of English are more prone to making use of, is defined as *"copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes"* by Howard (1993, p.233). Even though patchwriting was mostly treated as plagiarism, Howard (1993) pioneered not to classify the notion as plagiarism of which definition blinds many researchers to realizing the necessity of patchwriting in the process of assimilating the constructs of unfamiliar discourse. The notion put forward by Howard (1993) has contributed to many discussions regarding plagiarism and led to the researchers to discuss the issue of plagiarism from a different perspective by means of highlighting the role of patchwriting as a valuable composing strategy in the process of acquiring sophisticated ways of incorporating others' words into one's own academic writing (Abasi & Akbari, 2008; Campbell, 1990; Chandrasoma et al., 2004; Currie, 1998; Howard, 1996; Hull & Rose, 1989; Hyland, 2001; Johns & Mayes, 1990; Pecorari, 2003).

2.7.4.1. Research on patchwriting in L1 and L2 writing

Taking the notion "patchwriting" of Howard (1993) as a starting point, many researchers have focused its role in facilitating to gain an entrance into academic discourse community in their studies (Abasi & Akbari, 2008; Bloch & Chi, 1995; Bouman, 2009; Currie, 1998; Hull & Rose, 1989; Pecorari, 2003).

Since Howard's two 1990's articles, the impact of patchwriting on students' competence regarding academic writing in the process of gaining a membership in their academic discourse community has had a much more diameter than it used to be thought. Howard (1993) as a first scholar highlighting the necessity of patchwriting for novice writers carried out a study on her students' academic writing papers in *General Education 101* that is a core course that all first-year students at Colgate University need to take. According to her analysis of the papers, she found out that her students did not plagiarize at all but they patchwrote by means of using three different strategies consisting of the *substitution*, *deletion* and the *rearrangement,* which should not be considered as either a signal of a willing violation of academic ethics or students' ignorance of them. Howard

(1993) strongly appreciated her students' effort because her students tried to apply proper academic conventions or norms in the process of writing their papers rather than being unethical plagiarists. Also, she clearly made a distinction between plagiarism and patchwriting, based on her students' effort. She claimed that plagiarism is often supposed to be intentional while in the process of patchwriting students do not have the intention to deceive. Nonetheless, the findings uncovered the fact that the students aspiring to be established members of academic discourse community need to improve their awareness of acknowledging sources. The instruction which may help the learners to deal with cognitive burden of academic writing can be seen as a remedy for learning how to cite appropriately and effectively. Howard (1993) criticized the other researchers who classify patchwriting as plagiarism and ignore the role of patchwriting as a valuable composing strategy in the process of manipulating new academic language.

Similar to Howard's (1993) claim, Bloch and Chi (1995) pointed out that ESL writers made use of patchwriting as a survival strategy to construct knowledge when they experienced difficulties regarding meeting the standards of academic discourse rather than plagiarizing. In a comparatively more recent study, Currie (1998) carried out a case study on textual borrowing practices of an ESL student (a Chinese student) who was studying at a university in Canada, showing that the student, who had low English proficiency, frequently employed patchwriting in order to survive in the academic discourse community. Currie considered this attempt as a part of necessary developmental pathway that the student was supposed to follow in order to develop proficiency in working with source texts.

Contributing to the field in terms of addressing thorny issues related to patchwriting, Pecorari (2003, 2008) also supported Howard's model of patchwriting by means of distinguishing it from plagiarism and seeing it not as a terminal stage of learning continuum regarding source use in her study. The findings of her study verified that L2 learners, considered as novice writers, appropriated the particular disciplinary literacy of the field in a way that is not in conformity with the norms of English academic writing community during the process of apprenticing into an unfamiliar discourse.

Another study focusing on the role of patchwriting as a survival strategy belongs to McClanahan (2005). Conducting a study on three L2 students' academic papers by means of reading-writing tasks, interviews and a series of one-on-one tutorial, he came to

a conclusion that the participants of the study as L2 learners of English felt inadequate, insecure and isolated in relation to English academic discourse, which contributed to their reliance on patchwriting in order to gain a control over a new language even though they were knowledgeable in their fields. McClanahan (2005) sees this process as the representative of the participants' emergent control over L2 academic writing. According to him, patchwriting is a preliminary stage for going from apprenticeship to mastery.

In tune with the abovementioned studies, Abasi and Akbari (2008) carried out a naturalistic study with seven graduate international students from two different programs at a major Canadian university in order to explore how they dealt with source use in their own writings under institutional scrutiny for plagiarism. The findings showed that the participants appropriated source materials into their academic writing papers at two levels of language and ideas: *localized patchwriting* and *global patchwriting* due to several factors consisting of imminent deadlines of the assignments, the high expectations set by the faculty members, students' doubts about their linguistic competence, and the unequal power relation in the pedagogical context, leading the students fail to merge their own voice with the source text simultaneously. In other words, the students reproduced the cited material without having a discernible line of argument in their academic papers. The result concurs with the finding by Bouman (2009) that not only EFL/ESL learners but also novice writers employed patchwriting as a way of gaining admission into the academic discourse community.

Likewise, Li and Casanave (2012) highlighted the value of patchwriting for L2 learners as novice writers in the process of academic writing, refuting to consider patchwriting as the negative connotation of plagiarizing.

However, not all the studies support the notion that patchwriting is a part of learning stage continuum of "no citation- misusage of citation- appropriate citation" since novice writers may not develop beyond patchwriting and be stuck in this stage (Pecorari, 2002).

In sum, from 1990's to now, many studies have echoed the spirit of what Howard put forward related to patchwriting contrary to the received definition of the plagiarism by the researchers, bringing into light the fact that patchwriting may stem from different factors including learners' English proficiency, cultural issues, personal identity and power relations among discourses and people (e.g. Pecorari, 2003; Shi, 2004, 2008).

Based on the relevant literature, it can be said that patchwriting defined as unintentional misuse of source use, has a key role in turning novice writers into expert writers who can meet the constructs of academic discourse community rather than making them rote recipients of others' ideas, views or claims in the process of growing accustomed to academic discourse. To put it another way, patchwriting represents the transitional stage in the process of developing academic writing skills. Pecorari (2003, p.338) perfectly summarizes this issue by following words: "today's patchwriter is tomorrow's competent academic writer, given necessary support to develop". Nonetheless, it is a matter of question that each patchwriter will turn into a competent academic writer.

2.7.5. Critical evaluation

Critical evaluation, one of the ways of transformation of citations, can be defined as the conveying of the writer's view of the status of the information in his/her text (Thompson & Ye, 1991, p. 368) and adding his/her voice to the text. It requires the involvement of different knowledge elements consisting of lexical, syntactical and text-structuring elements across different textual levels. Despite its rhetorical and linguistic complexities, critical evaluation that is considered as one of the defining features in academic writing by Hyland (2002) plays a significant role in academic discourse (Cheng, 2006), which opens the doors of academic discourse community to graduate students.

2.7.5.1. Research on critical evaluation in L1 and L2 writing

Taking into account its importance, critical evaluation in the process of academic writing has attracted researchers' attention from different disciplines in the recent years. The researchers have noted that especially, NNS of English writers have more challenges regarding conveying evaluation in scholarly academic papers (Cheng, 2006; Manan & Noor, 2014; Thompson & Ye, 1991; Zu & Cheng, 2008), which can be a result of the national cultural differences (Atkinson & Ramanathan, 1995). Canagarajah (2002a) also asserts that conveying evaluation in academic writing appears to be a culture-specific western idea and this situation clearly conflicts with NNS of English writers' cultural and educational background. As a consequence, L2 learners may avoid critical evaluation in their academic writing and accept the enactment of criticality as a face-threatening act

although they are equipped with necessary linguistic and rhetorical sources. Nonetheless, some researchers have criticized this line of research and strongly claimed that the impact of culture on learners' enactment of criticality in academic writing can be minimized through effective instructions (e.g. Bloch, 2003; Cheng, 2006; Dodson & Feak, 2001).

There have been few investigations how NNS of English writers convey the message in a critical way and which factors affect their enactment of this defining feature of academic writing even though researchers have been aware of the fact that enacting criticality in academic writing poses difficulty for most of the NNS of English writers (Cheng, 2006; Hyland, 2002; Swales & Feak, 2004).

Cheng (2006) conducted a case study on an L2 graduate student in order to reveal both how the students recognized and analysed academic criticism practices and features in discipline-specific examples of articles and how they enacted these practices in their academic writing process. The findings of the study revealed the graduate student's tendency towards the usage of critical evaluation in his academic paper was affected by rhetorical, disciplinary and instructional factors rather than national or regional factors, which is contradictory to Atkinson and Ramanathan's (1995) view. By means of genre-based instruction, the participant of the study developed his practices regarding academic criticism.

Different from Cheng's (2006) study, Bruce (2014) conducted a research study on the expression of criticality in the introduction sections of research-reporting articles in academic journals by means of analyzing the organizational and linguistic devices made use of. The results showed that writers employ three generic features including recursion in the organization of moves, the micro-level use of attitude markers and the concession contraexpectation relation so as to enact criticality.

Based on the relevant literature, it can be said that NNS of English writers have problems regarding moving beyond the existing knowledge by means of staking their own claims (e.g. Boote & Beile, 2005; Casanave & Hubbard, 1992; Yağiz et al., 2014; Zhu & Cheng, 2008). However, by means of effective instruction based on the elements such as "content schema" (e.g. Bruce, 2014), "attitude markers" (e.g. Bruce, 2014), lexical resources including "reporting verbs" (e.g. Charles, 2006; Thompson & Ye, 1991), and "adverbials" (e.g. Dressen, 2003) and "the concession contraexpectation interpropositional relation" (e.g. Bruce, 2014) used by the writers to express criticality in

academic writing, problems leading NNS of English writers to draw back from critical stance can be kept at a minimum level.

Briefly, the process of transforming the texts into writers' own texts seems to have a fascinating complexity not only for NS of English but also NNS of English writers. An examination of the ways of transformation of citations appears to be a concrete starting point in unravelling the complexity. Thus, the present study also focuses on the ways of transformation of citations preferred by both NS of English and NNS of English writers and reveals both groups of writers' general tendencies in the choice of the ways of transformation of citations, which in turn will contribute to the existing literature by shedding further light into the complexities of textual borrowing.

CHAPTER THREE

3. METHODOLOGY

3.1. Overview

This part of the study gives information about the corpus used in the study, the quantitative data obtained by the questionnaire (The citation practice questionnaire) and, the qualitative data obtained not only by interviews with graduate students and supervisors but also by the document analysis, and the procedure of data analysis. This study employs not only quantitative but also qualitative research methods. The data in this study consist of two genre-specific corpora: MA theses and PhD theses conducted by NS and NNS of English. Firstly, the thorough textual analysis of the corpus was conducted by i-thenticate and turnitin (plagiarism detect softwares), and the rubric (See Appendix 1) prepared by the researcher. The rubric was designed according to the in-depth analysis of previous literature in regard to citation practices, based on Swales' (1990) and Thompson's (2001) classification of citation types for the section of citation types and Jaidka et al.'s (2011) categorization for the section of the type of transformations used in the theses completed by NS and NNS of English. Secondly, the data obtained from the questionnaire was analysed by means of SPSS 23.0 (Statistical Package for the Social Sciences). Thirdly, online documents related to the contents of academic writing courses such as course syllabi that were downloaded from the websites of English language teaching departments, social science institutes or educational science institutes which has an undergraduate or a graduate program in the field of ELT were analysed. As for the semi-structured interviews carried out to support the qualitative data, the data obtained from the interviews were analysed by means of descriptive qualitative analysis.

3.2. Research Design

In this study, a mix-method research design called with different names consisting of multitrait-multimethod research, methodological triangulation, multimethodological research, and mixed model studies (Dörnyei, 2007, p.42) was employed. The mix-method research design has attracted researchers' attention recently and become popular in the educational research due to the fact that employing both qualitative and quantitative methods in the same study rather than the usage of either approach alone can be the best way to find out an answer to the research questions (Dörnyei, 2007; Fraenkel et al., 2012). However, like all qualitative and quantitative methods mixed-methods research has both pros and cons. According to Freankel et al. (2012), the advantages of mixed-methods research are providing multi-level analysis of complex issues, producing evidence for the validity of research outcomes by means of the convergence and corroboration of the finding and reaching multiple audiences. On the other hand, it is disadvantageous in the aspects of being extremely time-consuming, expensive to carry out and requiring the researchers to become experts in both types of research.

Considering that single method research has been criticized as inferior and insufficient in the field of educational research, not only quantitative methods but also qualitative methods were adopted in order to strengthen the research methodology and neutralize or cancel out some of the disadvantages of certain research methods, which provide a greater depth of analysis of the phenomenon in question by means of complementing the weaknesses or the strengths of each methodology (Creswell et al., 2003; Dörnyei, 2007; Teddlie & Tashakkori, 2003). In this study, as the quantitative research methodology, the questionnaire (the citation practice questionnaire) that was developed by the researcher was used, considering its efficiency in terms of the researcher's time and effort and financial resources (Dörnyei, 2007). Also, the qualitative research methodology was adopted in the study in order to elaborate on the quantitative results. As qualitative research tools, the corpus analysis, document analysis, and semi-structured interviews were utilized. Using a variety of research tools so as to obtain the data guarded against one-sided conclusions and offered additional benefits for the understanding of the studied issue.

3.3. Data

3.3.1. The corpus of PhD theses

The corpus of PhD theses comprises two parallel sub-corpora: 7 theses written by NS of English and 7 theses written by NNS of English (Turkish speakers of English).

3.3.1.1. The corpus of PhD theses conducted by native speakers of English

7 PhD theses conducted by NSs of English were randomly selected from a pool of theses associated with the keywords 'English language teaching', and 'English language learning', using two different databases: "ProQuest Dissertation and Theses" database that has the world's most comprehensive collection related to dissertations and theses, and "EThOS" (Electronic Theses Online Service), the UK's national thesis service, which has access to only PhD theses conducted in the UK. The selection of the theses analysed in the corpus among the theses available in the pool was based on several criteria such as the writers' first and family names, researchers' background knowledge related to the names and the university from which the BA or MA was obtained. However, these criteria were not enough to be sure about the origins of the writers of the theses. In order to be sure about the origin of the thesis writers, a verification e-mail (See Appendix 2) was sent to the writers of theses whose contact addresses were written on their theses or found by means of the website of the universities they work. Among the theses whose writers sent an answer to our e-mails, 7 PhD theses were randomly chosen. These PhD theses were conducted within the year of the commencement date of this study, which was the period between 2010 and 2014, at seven different universities around the world. Table 3.1. below shows the distribution of the theses over the years.

Table 3.1.

The Corpus of English L1 Writers' PhD Theses Analysed in the Study

	The Years Theses Written				
The Name of Theses	2010	2011	2012	2013	2014
English L1 Writers' PhDT 1	X				
English L1 Writers' PhDT 2		X			
English L1 Writers' PhDT 3		X			
English L1 Writers' PhDT 4			X		
English L1 Writers' PhDT 5				X	
English L1 Writers' PhDT 6					X
English L1 Writers' PhDT 7					X
TOTAL :7	**1**	**2**	**1**	**1**	**2**

3.3.1.2. The corpus of PhD theses conducted by non-native speakers of English

The corpus of PhD theses conducted by NNS of English comprises 7 theses written at the department of English Language Teaching (ELT) at different universities located in the seven regions of Turkey including the Aegean, the Black Sea, the Central Anatolia, the eastern Anatolia, Marmara, the Mediterranean and the south-eastern Anatolia regions in the period between 2010 and 2014. Turkish writers' theses carried out at the department of English language teaching (ELT) were randomly downloaded from the official website of the Council of Higher Education (YÖK= Yüksek Öğretim Kurumu). Taking the available ELT PhD Programs in these seven regions into the consideration, an equal distribution of theses not only over the universities but also over the years was provided, which ensures the validity of the data obtained from the corpus. Table 3.2. below presents the distribution of the theses analysed in the study over the years.

Table 3.2.

The Corpus of Turkish Writers' PhD Theses Analysed in the Study

	The Years Theses Written				
The Name of Theses	**2010**	**2011**	**2012**	**2013**	**2014**
Turkish Writers' PhDT 1	X				
Turkish Writers' PhDT 2		X			
Turkish Writers' PhDT 3		X			
Turkish Writers' PhDT 4		X			
Turkish Writers' PhDT 5			X		
Turkish Writers' PhDT 6				X	
Turkish Writers' PhDT 7					X
TOTAL :7	**1**	**3**	**1**	**1**	**1**

3.3.2. The corpus of MA theses

The corpus of MA theses consists of two parallel subcorpora: 10 theses carried out by NS of English and 10 theses carried out by NNS of English (Turkish Writers).

3.3.2.1. The corpus of MA theses conducted by native speakers of English

The corpus of MA theses of NSs of English includes 10 theses written in the years between 2010 and 2014. All of the theses were randomly selected among the accessible ones from the international theses database (ProQuest Dissertation and Theses). Although the 10 MA theses written by English L1 writers was randomly selected among the downloaded MA theses, the following criteria were chosen to ensure that the theses were written by NSs of English: the authors' first and family names, researchers' background knowledge related to the names, the author's affiliation with an institution in an English speaking country and the university from which the BA was obtained. Nonetheless, these criteria were not sufficient to determine the author's probable native status. Therefore, a confirmation e-mail was sent to the authors of the chosen 40 MA theses in order to identify whether they were NSs of English or not. The researcher got their contact addresses either on their theses or by means of the websites of the universities they work in. Only 25 out of 40 authors replied to the mail. Among 25 MA theses, 10 theses were

randomly chosen. The distribution of 10 MA theses written by English L1 writers over the years is presented in Table 3.3. below.

Table 3.3.

The Corpus of English L1 Writers' MA Theses Analysed in the Study

The Name of Theses	The Years Theses Written				
	2010	2011	2012	2013	2014
English L1 Writers' MAT 1	X				
English L1 Writers' MAT 2	X				
English L1 Writers' MAT 3		X			
English L1 Writers' MAT 4			X		
English L1 Writers' MAT 5				X	
English L1 Writers' MAT 6				X	
English L1 Writers' MAT 7				X	
English L1 Writers' MAT 8				X	
English L1 Writers' MAT 9					X
English L1 Writers' MAT 10					X
TOTAL :10	**2**	**1**	**1**	**4**	**2**

3.3.2.2. The corpus of MA theses conducted by non-native speakers of English (Turkish writers)

The corpus of MA theses of NNS of English comprises 10 theses written at the ELT departments in the seven regions of Turkey consisting of the Aegean, the Black Sea, the Central Anatolia, the eastern Anatolia, Marmara, the Mediterranean and the south-eastern Anatolia regions in the years between 2010 and 2014. 10 MA theses by NNS of English were randomly selected from open access theses conducted at the department of English language teaching (ELT) via thesis database of Council of Higher Education (YÖK). In order to ensure the validity of the data obtained from the corpus including MA theses analysed in the study, the equal distribution of MA theses written by Turkish writers over the universities and the years was provided. Table 3.4. briefly demonstrates the distribution of 10 MA theses conducted by Turkish writers over the years.

Table 3.4.

The Corpus of Turkish Writers' MA Theses Analysed in the Study

	The Years Theses Written				
The Name of Theses	**2010**	**2011**	**2012**	**2013**	**2014**
Turkish Writers' MAT 1	X				
Turkish Writers' MAT 2		X			
Turkish Writers' MAT 3		X			
Turkish Writers' MAT 4		X			
Turkish Writers' MAT 5			X		
Turkish Writers' MAT 6				X	
Turkish Writers' MAT 7				X	
Turkish Writers' MAT 8				X	
Turkish Writers' MAT 9					X
Turkish Writers' MAT 10					X
TOTAL :10	**1**	**3**	**1**	**3**	**2**

3.4. Participants

Three groups of participants were included in the study. The first group of participants included ones that the questionnaire (the citation practice questionnaire) was administered to. The first group was composed of randomly selected 93 graduate students at the departments of English language majors from different universities in the seven regions of Turkey. Table 3.5. presents the participants' demographic profiles.

Table 3.5.

Demographic Profiles of the Graduate Students

Components of Graduate Students' Demographic Profile	Categories of Each Demographic Profile Component	N	Percentage %
Gender	Female	59	63.4
	Male	34	36.6
Age	20-29	58	62.4
	30-39	26	28
	40-49	6	6.5
	50<	3	3.2
Undergraduate Area of Study	English Language Teaching	65	69.9
	English Language and Literature	14	15.1
	American Language and Literature	0	0
	Linguistics	2	2.2
	Others	12	12.9
The Last Degree Completed	BA/BS Degree	25	26.9
	MA/MSc Degree	68	73.1
	PhD	0	0
Currently Education Situation	MA continues	21	22.6
	PhD continues	72	77.4
Teaching Experience	1-5 years	57	61.3
	6-10 years	25	26.9
	11-15 years	5	5.4
	16< years	6	6.5

As in Table 3.5. of the total number of the participants, 63.4% (N=59) were female and almost one third of the participants were male (N=34). The participants' age varied from 20-29 (N=58) to 50< (N=3). The graduate students got their BA degrees from English Language Teaching (ELT) Departments (N=65), English Language and Literature Departments (N=14), Linguistics (N=2) and other departments such as foreign languages and literature, translation and interpreting and modern language departments (N=12). The majority of the participants completed their MA degrees (N=68) and 77.4% of the participants have currently pursued their PhDs while almost one third of the participants lastly got their BA degrees (N=25) and 21 of them have currently studied for their MA degrees. As for their teaching experience, most of the participants (N=57) are

at the beginning of their teaching careers and have had teaching experience between 1 and 5 years. 25 of the participants have had 6-10 years of teaching experience. The minority of the participants have had 11-15 years and 16< years of teaching experience (respectively N=5, N=6).

As for the second group of the participants, they consisted of graduate students that were interviewed with. The semi-structured interviews were carried out with 25 NNS of English (Turkish Speakers of English). The sample population of interviews was randomly chosen among graduate students who got their graduate education at English language based departments; from The Department of English Language Teaching, The Department of Linguistics, The Department of English Language and Literature, and The Department of Translation and Interpretation at different universities in Turkey, based on two main criteria: pursuing a MA degree or a PhD degree, and working in English language based disciplines. They were volunteers to be interviewed among 93 participants in the quantitative phase of the study. Nonetheless, they might be at different stages of their degrees.

The last group of the participants was composed of 17 randomly chosen supervisors working at the departments of English Language Teaching, Linguistics, English Language and Literature, Translation and Interpretation at different universities in the seven regions of Turkey. The main criterion for choosing supervisors was that they actively have supervised MA or PhD students.

3.5. Data Collection Instruments

This section provides information about instruments for the quantitative data and qualitative data collection that were used in this study. The data triangulation method was employed to obtain data from different perspectives, contributing to the validation of qualitative results by quantitative instruments which can increase the strength and validity of research studies. In this study, four instruments were employed: the questionnaire (the citation practice questionnaire), online documents related to the contents of academic writing courses such as the course syllabi that were downloaded from the websites of English language teaching departments, social science institutes or educational science institutes which has an undergraduate or a graduate program in the field of ELT, the

corpus comprising 17 native MA theses and 17 non-native PhD theses, and semi-structured interviews. In line with abovementioned research questions, the present study gauged their data from these four instruments.

3.5.1. Quantitative instruments

The quantitative instrument of the study was a questionnaire called "The citation practice questionnaire".

3.5.1.1. The citation practice questionnaire

In order to identify citation practices of the graduate students, the citation practice questionnaire was used. This questionnaire was developed by the researcher.

The citation practice questionnaire is a questionnaire developed to measure citation practices of graduate students at the English language based departments. It was developed by the researcher. The researcher constructed the closed-ended items of the questionnaire in order to investigate the citation practices of graduate students, taking into the analysis of the corpus and the relevant literature into consideration. After constructing the items, three experts revised the items in the questionnaire in the aspects of wording consisting of a list of questions (Dörnyei, 2007) "Are the items short and simple?", "Is the language simple and natural?", " Does the researcher avoid ambiguous or loaded words and sentences, negative constructions, double-barrelled questions and items that are likely to be answered the same way by everybody?" and " Does the questionnaire include both positively and negatively worded items?", needed to be answered by the experts, the format of the questionnaire including the title, the general introduction and specific instructions, the length, the layout, and the item sequence. Based on the feedback obtained from three experts, the researcher developed the last version of the questionnaire.

The questionnaire has three parts. In the first part, there are background questions consisting of gender, the undergraduate area of study, the last degree completed, the current education situation, teaching experience and their academic education background related to academic writing and citation practices in the process of their

undergraduate and graduate education life. As for the second part, it has 14 items to explore graduates' citation practices, based on a five-point Likert-type ranging from "strongly disagree" (1) to "strongly agree" (5). The last part of the instrument involved nine statements to be ordered according to the prominence of the participants have given while making use of citations during the process of writing a scholarly paper.

3.5.1.1.1 Instrument construction procedure

3.5.1.1.1.1 Item construction

Instrument items were developed in order to measure the citation practices of graduate students. The researchers constructed the items of the questionnaire based on the analysis of the corpus and the related previous literature.

3.3.1.1.1.2. The pilot study

The last version of the citation practice questionnaire was piloted to examine the internal reliability of the questionnaire. Before the study was piloted, three experts revised the items in the questionnaire. Taking experts' feedback related to the questionnaire into consideration, some changes were made in the aspects of instructions, the content and the wording. The edited version of the questionnaire was piloted with 40 participants. The sample population of the pilot study consisted of 40 graduate students from different universities in the seven regions of Turkey. The pilot study was conducted in the spring term of the 2014-2015 academic year. The process of piloting helped the researcher to decide whether all of the items in the questionnaire were clear and understandable to all the participants, and how much time was needed to complete the questionnaire and to realize any problems arising from the placement of the items and wording. In the pilot study, seven items that had low corrected-item correlations (lower than .30) were determined. Thus, these problematic items were excluded from the questionnaire. The number of the items in the questionnaire was reduced to 14.

The Cronbach's Alpha coefficient value was calculated by means of SPSS 23.0 in order to test the internal reliability of the questionnaire. The Cronbach's Alpha was found

to be .71, which is the sign of acceptable internal consistency (Dörnyei, 2007; Huck, 2004).

3.5.2. Qualitative instruments

Three instruments were employed for obtaining qualitative data: the corpus, online documents and semi-structured interviews.

3.5.2.1. The corpus

The corpus of the study included 34 theses consisting of 17 English L1 writers' theses (10 MA theses and 7 PhD theses) and 17 Turkish writers' theses (10 MA theses and 7 PhD theses) written between the years 2010 and 2014.

3.5.2.2. Online documents

Online documents analysed in the study were composed of the PhD and MA programs in ELT offered by Turkish universities and their contents of academic writing courses such as the course syllabi that were downloaded from the websites of English language teaching departments, social science institutes or educational science institutes which has an undergraduate or a graduate program in the field of ELT.

3.5.2.3. Semi-structured interviews

In the present study, semi-structured interviews were preferred in order to obtain in-depth knowledge regarding writers' citation practices and supervisors' perceptions of citation practices applied in Turkey and to provide further validation to the collected data. Two different semi-structured interviews were conducted with two different populations involving randomly chosen 25 graduate students and 17 supervisors. The questions for semi-structured interviews were adapted from Petric's (2007) study. After the process of adaptation, the interview questions were revised in the aspects of the content and wording by two experts. Some unclear questions were excluded from the interview. The first group

interview questions (See Appendix 4) consisted of 10 questions regarding their citation practices they employed during the process of writing a scholarly paper while the second group interview questions for supervisors (See Appendix 5) included 8 questions related to their own awareness of citation norms and conventions, and citation practices in Turkey.

3.6. Data Collection Procedures

The data collection procedure involved five phases: the selection process of PhD theses and MA theses conducted by NS of English in regard to English language teaching and learning, the selection process of PhD and MA theses conducted by NNS of English (Turkish speakers of English) in regard to English language teaching and learning, the collection of online documents, the application of the questionnaire (the citation practice questionnaire) to graduate students enrolled in MA or PhD programs in English language education majors and semi-structured interviews with Turkish speakers of English. Taking into consideration four parameters including the same field (ELT), same period (2010-2014) and the same language (English) and similar sources (MA theses and PhD theses carried out in English language education majors) that were set up by the researcher in order to ensure comparability, the process of data collection started. Using the purposive sampling technique, both main corpora included the same number of theses written by NS of English (n= 17) and NNS of English (n=17). In addition, each sub-corpus has 7 and 10 theses respectively. Firstly, the selection of theses belonging to the first sub-group of corpora was based on four criteria: the writers' first and last names, the universities where the theses were carried out, the universities where they got a BA degree if they are graduates of the MA programs, and the universities where they got MA degrees if they are graduates of PhD programs. Also, this selection was grounded on the researcher's background related to names. After the selection of 250 MA theses and PhD theses among a pool of theses associated with keywords "English language teaching", and "English language learning", available on ProQuest Dissertation and Theses, and EthOs databases, the email-addresses of thesis writers were searched on the web and also at the websites of universities at which they work as academic staff. The e-mail addresses of 200 writers were found and an email was sent to all of them in order to be sure about

whether they are NSs of English or NNS of English. In total, 70 of 200 politely answered to the affirmation e-mail. 60 out of 70 pointed out that they were NS of English while 10 out of 70 expressed that even though they lived in the U.S., they were not considered as NSs of English and laid stress on the fact that being a native speaker of English has been a complex issue in recent years. Secondly, as for the selection of MA theses and PhD theses conducted by NNS of English (Turkish speakers of English), 10 MA theses and 7 PhD theses were randomly chosen among 500 downloaded theses conducted at the department of ELT at different universities in Turkey from the official website of the Council of Higher Education.

In the second place, in order to collect online documents, the official website of the Council of Higher Education was used. The universities offering undergraduate, MA or PhD programs in the field of ELT in Turkey were determined. Then, the researcher made use of the official website of these universities in order to reach the contents of the courses offered in both programs. When the researcher did not reach the contents of the courses on the web pages of the universities, she made a contact with the contact person and requested the necessary documents from her/him. These documents were downloaded from these official webpages.

Thirdly, the questionnaire was administered online to 93 graduate students enrolled in English language education majors in the spring term of the 2014-2015 academic year. The questionnaire was sent to 120 graduate students but 105 of them completed the questionnaire. 12 completed questionnaires had some incomplete parts and therefore, they were excluded from the data. The rest of the questionnaires (93) were utilized in the study.

Lastly, semi-structured interviews for graduate students and supervisors were conducted with 25 volunteer graduate students and 17 volunteer supervisors. Before starting the interview, each of the participants was informed about the study and was asked whether he/she had a question or a concern about the study. In each interview, the questions given in Appendix 4 and Appendix 5 were posed to each participant. During the interview, the answers given to the questions were audio recorded and noted down. Some of the interviews were conducted to the participants online. This study relied on these four data sources for obtaining data.

3.7. Data Analysis Procedure

This section presents the analysis of data obtained from qualitative research and quantitative research instruments separately.

3.7.1. Quantitative data analysis

As a quantitative research instrument, the questionnaire (The citation practice questionnaire) was used in the present study. The data obtained from the questionnaire was analysed by means of SPSS 23.0. Descriptive statistics including frequencies were calculated**.**

3.7.2. Qualitative data analysis

The qualitative research design of this study involved the corpus, document analysis and semi-structured interviews conducted with graduate students and supervisors. The process of the qualitative data analysis included three phases.

The research design of the corpus was grounded in Swales' (1990) categorization of citations and Thompson's (2001) classification of citations. In the first phase, a pilot study was conducted. 5 English L1 writers' and 5 Turkish writers' theses were compiled and saved as separate files named as the corpus of NS of English and the corpus of NNS of English (Turkish Writers) electronically. Then, for each thesis in each group, a new file was created in order to download the reference list of each thesis. Each reference that could be reached was downloaded and saved electronically. The references that could not be accessed by the researcher were excluded from the list. After completing the process of downloading and saving electronically, content analysis was employed in order to analyse the corpus. The content analysis was carried out through a rubric prepared by the researcher. Grounded in Swales' (1990) classification of citation and Thompson's (2001) classification of citation types for the categorization of citation types and Jaidka et. al.'s (2011) categorization for the types of transformation in the theses used in the corpus of the present study, the rubric consists of eight sections: the source text, the target text, the type of content, the location of target text, the location of source text, the origin of

citations, the type of transformations and the types of citation. Each section has the following sub-headings (See Appendix 1):

- The Type of Content (Definition/Explanation, Objective, Method, Result and Argument/Discussion)

- The Location of Target Text (Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion/Implications and Limitations)

- The Location of Source Text (Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion/Implications, Books, Website, Panel, Software, Reports, and Magazines)

- The Origin of Citations (Journals, Books and Monographs, Conference Proceedings, Thesis, Reports, Patents, Newspapers, Magazines, Webs, Panel, Software and Seminars)

- The Type of Transformations (Direct Quotation, Patchwriting, Paraphrase, Summary and Critical Evaluation)

- The Type of Citations (Integral Citation (Verb-controlling citation, Naming-integral citation and Non-citation), and Non-integral Citation (Source, Identification, Reference, Origin).

For each citation in the theses, a rubric was filled. While filling the rubric, software programmes, i-thenticate and turnitin, were utilized. After creating the rubric for all of the citations employed in MA and PhD theses written by English L1 and Turkish writers in a Microsoft word file, the titles and subtitles in the rubric were given the codes. The data with these codes were recorded in an excel file. Then, the data were transferred to SPSS 23.0 and analysed by means of using descriptive statistics. In order to provide inter-rater reliability, two independent raters who had a background in citation practices coded and analysed the citations employed in each thesis in the pilot study simultaneously with the researcher. There was over 90% agreement between the categorizations of citations utilized in all of the theses in the pilot study done by three researchers. When the researchers had the dilemma related to the category of the citation and had two options for a citation, three of the researchers reached a consensus related to the category of the citation by means of discussing the most appropriate option. The same procedure was followed for 34 theses in the corpus.

In the second phase, in order to analyse online documents in regard to academic writing courses, contextual analysis was used. The online documents were downloaded from the official website of the Council of Higher Education and the official websites of the universities offering ELT undergraduate, MA or PhD programs in Turkey, and saved electronically. Then, they were put into the categories, based on the main criterion that is whether the universities offer academic writing courses or not in their three programs and analysed by means of contextual analysis.

In the last phase, the data obtained from semi-structured interviews conducted with graduate students and supervisors were transcribed and analysed by means of descriptive qualitative analysis.

CHAPTER FOUR

4. RESULTS

4.1. Overview

This chapter presents the findings of the content analysis of the corpus, the statistical analysis of the data obtained from the questionnaire (the citation practice questionnaire), the descriptive qualitative analysis of interviews conducted with graduate students and supervisors and the online document analysis, conducted in response to five main research questions of the present study. It includes five parts, each addressing each research question and its sub-elements.

4.2. Research Question 1

To give an answer to the first research question about the length of words and the number of citations in regard to the origin of the writer (native and non-native speakers of English) and the types of theses (MA theses or PhD theses), the hand-tagged analysis of the two corpora and its subcategories was done. The results are presented in the tables below.

Table 4.1. shows the thesis length regarding pages and words, the number of sources used, the number of citations employed, the number of secondary citation use and the number of incorrect citation use in two main corpora consisting of "English L1 Writers' Theses" and "Turkish Writers' Theses" and their two sub-corpora including MA and PhD theses.

Table 4.1.

The Description of the Study Corpora: Thesis Length (pages and words), Number of Sources Used, Number of Citations Employed, Number of Secondary Citation Use, Number of Incorrect Citation Use

	English L1 Writers' Theses				Turkish Writers' Theses			
	MA Theses		PhD Theses		MA Theses		PhD Theses	
	N	Mean	N	Mean	N	Mean	N	Mean
Thesis Length (Pages)	758	75.8	1104	157.7	804	80.4	1217	173.8
Thesis Length (Words)	137.422	13.742	295.140	42.164	228.682	22.868	365.067	52.152
The Number of Citations	1444	144.4	3034	433	2235	223.5	2549	364.1
The Number of Sources	381	38.1	775	110.7	1003	100.3	1301	185.8
Secondary Citation Use	9	1	0	0	121	12.1	83	11.8
*Incorrect Citation Use	33	3.3	31	4.4	148	14.8	112	16

*Sources Used in the Theses but not given in the Reference List

As indicated in Table 4.1. above, Turkish writers' MA and PhD theses are longer than English L1 writers' theses. The average length of Turkish writers' theses is 80.4 pages and 22.868 words for MA theses and 173.8 pages and 52.152 words for PhD theses while the average length of English L1 writers' theses is 75.8 pages and 13.742 words for MA theses and 157.7 pages and 42.164 words for PhD theses. It is shown that the writers of PhD theses (2321 pages and 660.207 words in total) prefered to write longer than the writers of MA theses (1562 pages and 366.104 words in total) regardless of the origin of their writers.

As for the number of citations employed in both MA and PhD theses, Turkish writers employ more citations than English L1 writers in writing their MA theses, respectively 2235 and 1444 in total. However, PhD theses conducted by English L1 writers display a higher number of citations than PhD theses conducted by Turkish writers although Turkish writers prefer writing longer PhD theses. Regarding the number of sources used, it is shown that Turkish writers used a larger number of sources than English L1 writers in the process of writing their MA and PhD theses. When comparing MA theses with PhD theses in the terms of the number of citations and sources, as seen in

Table 4.1. the number of citations employed and sources used in the PhD theses is much higher.

English L1 and Turkish writers showed a great variation in the use of secondary citation. While English L1 writers preferred to avoid secondary sources as much as possible, reflected in their MA theses (N=9) at the minimum level. They tracked down to the original source and preferred not to use secondary sources in their PhD theses. Nonetheless, Turkish writers preferred to use secondary sources twenty times more than English L1 writers in their MA (N=121 in total) and PhD (N=83 in total) theses. In other words, Turkish writers had a remarkable tendency in making use of secondary citations in their theses. 204 sources of all of the sources used in their MA and PhD theses were cited from other sources and marked with "cited in" or "in" with the original source.

As to the last variable "incorrect citation use" in Table 4.1., the incorrect citation use and the number of sources were determined by means of comparing reference lists with sources actually cited in the text of the thesis. A large number of inconsistencies were identified not only in MA but also in PhD theses conducted by English L1 and Turkish writers. Both MA (N=33) and PhD (N=31) theses conducted by English L1 writers involved less incorrect citation use than these two kinds of theses conducted by Turkish writers. The total number of items used in the text of the theses but not listed in the reference list was 64 in the theses conducted by English L1 writers and 260 in the theses conducted by Turkish writers. As can be seen in Table 4.1., incorrect citation use appeared less in PhD theses (N=143 in total) than MA theses (N=181 in total). Also, other problems including inaccuracies in the usage of citation styles were explored, which was not the focus of the study, as it plays a critical role in making writers keep on the track with academic conventions.

In addition to the third variable of Table 4.1. "the number of sources used" in the theses, the diversity of the sources was analysed. Table 4.2. below shows the source diversity, i.e., the numbers of different types of sources used in both MA and PhD theses conducted by English L1 and Turkish writers.

Table 4.2.

The Comparison of Different Types of Sources Used in English L1 Writers' and Turkish Writers' MA and PhD Theses

	English L1 Writers' Theses				Turkish Writers' Theses			
	MA Theses		PhD Theses		MA Theses		PhD Theses	
Type of Source Used								
	Total	Mean	Total	Mean	Total	Mean	Total	Mean
Journals	222	22	380	54.2	439	43.9	759	108.4
Books and Monographs	106	11	218	31.1	453	45.3	463	66.1
Conference Proceedings	5	0.5	7	1	15	1.5	22	3.1
Thesis	7	0.7	13	1.8	65	4.5	30	4.2
Reports	18	1.8	22	3.1	4	0.4	6	0.8
Patents	0	0	0	0	0	0	0	0
Newspapers	1	0.1	0	0	0	0	0	0
Magazines	0	0	0	0	0	0	0	0
Webs	19	1.9	127	18.1	23	2.3	20	2.8
Panel	0	0	1	0.14	0	0	0	0
Software	0	0	3	0.4	0	0	0	0
Seminars	2	0.2	0	0	0	0	1	0.14

As can be seen in Table 4.2. above, journals have the highest rank among the other types of the sources used in both MA and PhD theses conducted by English L1 and Turkish writers. The writers of both MA and PhD theses rely on journals, and books and monographs to a greater extent, which are regarded as the core academic literature. Webs (N=189), thesis (N=115), reports (N=50) and conference proceedings (N=49) are made use of as the most preferred sources used in theses respectively, following journals and books and monographs. As it is apparent in Table 4.2., no considerable differences were found in the aspect of the diversity of the sources used in both MA and PhD theses conducted by English L1 and Turkish writers. While English L1 writers employed 8 different types of sources in their theses, Turkish writers used 7 different types of sources in their theses.

In sum, the analyses to find an answer to the first research question indicated that theses conducted by English L1 and Turkish writers showed differences in the terms of the length of the thesis (words and pages), the number of citations, the number of sources used, the secondary citation use and the incorrect citation use but no differences were noted in the aspects of the source diversity. As for the analyses in the aspects of the types of theses (MA and PhD), MA theses differed from PhD theses in the aspects of five

variables given in Table 4.1. However, they did not show any differences in the aspects of source diversity.

4.3. Research Question 2

The second research question investigates the differences between the native and non-native English speakers' citation practices in terms of the citation types, the way the cited material incorporated into the citing text, the origin of citations, the proportions of citation practices within the following sections of theses: Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications. According to the four variables mentioned above, the findings are given in the tables below.

Table 4.3.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to The Type of Content

Type of Content	f	%
Definition/Explanation	320	22.2
Objective	101	7.0
Method	168	11.6
Results	253	17.5
Argument/Discussion	569	39.4
Total	**1411**	**97,7**
Incorrect Citation Use	33	2,3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.3. above shows the frequencies and percentages of why citations are made for in the analysed English L1 writers' MA theses. As can be seen in the table, citations are made mostly for Argument/ Discussion (39.4%). Also, the citations are frequently employed for giving a definition or an explanation regarding the related issue (22.2%). The third rank of why citations are used mostly belongs to commenting on the results of the study (17.5%). Making use of citations for presenting the methods of other studies is on the fourth rank (11.6%). The last rank belongs to explaining the objectives of other

studies. It is seen that English L1 writers have a tendency towards citing more argumentative ideas than the other type of contents in their MA theses.

Table 4.4.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to The Location of Target Text

Location of Target Text	f	%
Abstract	3	0.2
Introduction	125	8.7
Literature Review	876	60.7
Methodology	110	7.6
Results and Discussion	123	8.5
Conclusion/Implications	173	12.0
Limitations	1	0.1
Total	**1411**	**97.7**
Incorrect Citation Use	33	2.3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.4. above points out the frequencies and percentages of the sections of the MA theses in which citations are used most and least. The literature review parts of MA theses written by English L1 writers has the most citations among all the thesis sections including abstract, introduction, literature review, methodology, results and discussion, conclusion/implications and limitations. Following the literature review section, conclusion/implications section has the second most citations. English L1 writers prefer to employ less citations in introduction, results and discussion, and methodology sections of their MA theses respectively. The abstract section involves the least citations employed (0.2%).

Table 4.5.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to The Location of Source Text

Location of Source Text	f	%
Abstract	1	0.1
Introduction	352	24.4
Literature Review	19	1.3
Methodology	191	13.2
Results and Discussion	332	23.0
Conclusion/Implications	100	6.9
Books	372	25.8
Website	24	1.7
Software	2	0.1
Reports	16	1.1
Magazines	2	0.1
Total	**1411**	**97.7**
Incorrect Citation Use	33	2.3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.5. above presents the frequencies and percentages of the sources of citations in MA theses written by English L1 writers. The citations used in theses MA theses are mostly located in the book chapters (25.8%) and in the abstracts of the studies, magazines and software least (0.1%). Also, English L1 writers tend to cite mostly from the introduction (24.4%), results and discussion (23.0%) and methodology (13.2%) sections of the studies respectively in their MA theses, following book chapters.

Table 4.6.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to The Origin of Citations

Origin of Citations	f	%
Journals	971	67.2
Books and Monographs	372	25.8
Conference Proceedings	6	0.4
Thesis	18	1.2
Reports	16	1.1
Patents	0	0
Newspapers	0	0
Magazines	2	0.1
Webs	24	1.7

Panel	0	0
Software	2	0.1
Seminars	0	0
Total	**1411**	**97.7**
Incorrect Citation Use	33	2.3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.6. displays the frequencies and percentages of different types of sources used in MA theses conducted by English L1 writers. As can be seen, English L1 writers rely on journals (67.2%) and books and monographs (25.8%) to a greater extent, which are considered as the core academic literature. When these two categories are taken together, the writers prefer to make use of journals more than twice as books and monographs. The other types of sources consisting of webs (1.7%), theses (1.2%), reports (1.1%), conference proceedings (0.4%), magazines (0.1%) and software programmes (0.1%) are preferred least in MA theses written by English L1 writers.

Table 4.7.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to The Type of Transformations

Type of Transformations	**f**	**%**
Direct Quotation	158	10.9
Patchwriting	2	0.1
Paraphrase	481	33.3
Summary	596	41.3
Critical Evaluation	174	12
Total	**1411**	**97.7**
Incorrect Citation Use	33	2.3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.7. above presents the frequencies and percentages of the types of transformation employed in English L1 writers' MA theses. According to the table, the types of transformation most frequently employed are summary (41.3%) and paraphrase (33.3%). The third rank belongs to critical evaluation (12%) while direct quotation (10.9%) is on the fourth rank. Patchwriting (0.1%) is the least preferred types of

transformation among all of them by English L1 writers, which shows that English L1 writers avoid patchwriting at the maximum level.

Table 4.8.

The Distribution of Generalization from Multiple Sources in Analysed English L1 Writers' MA Theses

Generalisation from Multiple Sources	f	%
Not Containing Generalisation from Multiple Sources	1290	89.3
Containing Generalisation from Multiple Sources	121	8.4
Total	**1411**	**97.7**
Incorrect Citation Use	33	2.3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.8. above shows the frequencies and percentages of the generalisation from multiple sources during the process of citing in MA theses written by English L1 writers. As presented in the table, English L1 writers' MA theses include generalisation from multiple sources at the minimum level, accounting for 8.4% of all citations employed in the theses.

Table 4.9.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to Citation Types

Citation Types	f	%
Integral Citation	752	52.1
Non-integral Citation	659	45.6
Total	**1411**	**97.7**
Incorrect Citation Use	33	2.3
Total	**1444**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.9. above presents the frequencies and percentages of the type of citations preferred by English L1 writers in their MA theses. English L1 writers prefer to make use of integral citation (52.1%) more than non-integral citation (45.6%) in their MA theses.

Table 4.10.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to Integral Citation Types

Integral Citation Types	f	%
Verb-controlling Citation	284	37.7
Naming-integral Citation	244	32.4
Non-citation	224	29.7
Total	**752**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.10. above displays the percentages and frequencies of the sub-categories of integral citation employed in English L1 writers' MA theses. As presented in the table, among three-subcategories of integral citation, the verb-controlling citation (37.7%) is the most preferred type in the theses. Verb-controlling citations control a verb. The list of verbs made use of during the process of citing is given below in Table 4.10. Following verb-controlling citation, naming-integral citation (32.4%) has the second rank. Non-citation (29.7%) is on the last rank.

Table 4.11.

Reporting Verbs Used in Verb-controlling Citations in English L1 Writers' Analysed MA Theses

	Verbs	f				
1.	acknowledge	2	15.	be certainly correct	1	
2.	adapt from	1	16.	be relevant to	1	
3.	administer	2	17.	be well known	1	
4.	advocate (for)	2	18.	begin	4	
5.	agree	2	19.	believe	4	
6.	allow (for)	1	20.	call	5	
7.	analyse	2	21.	call upon	1	
8.	anticipate	2	22.	categorize	1	
9.	argue	13	23.	choose (not to use)	1	
10.	ask (for)	3	24.	cite	3	
11.	assert	2	25.	claim	2	
12.	assign	1	26.	clarify	1	
13.	associate (with)	1	27.	collect	2	
14.	attempt (to give a concrete definition of…) (to identify)	3	28.	combine	1	
			29.	come up with (a conclusion)	1	

30.	comment	1
31.	compare	1
32.	complete (an analysis of…)	1
33.	conceptualize	2
34.	conclude	11
35.	conduct (a set of studies) (a study) (a survey) (experiments) (two longitudinal studies) (interviews)	24
36.	consider	1
37.	contend	3
38.	continue	1
39.	contribute (to)	1
40.	criticize	1
41.	define	5
42.	describe	13
43.	designate	1
44.	detail	1
45.	develop	6
46.	devise	2
47.	discover	1
48.	distil	1
49.	divide	4
50.	do	2
51.	doubt	1
52.	endeavour	1
53.	estimate	1
54.	evaluate	2
55.	examine	5
56.	expand (upon)	1
57.	explain	2
58.	expound (on)	1
59.	express	1
60.	extend	1
61.	extract	2
62.	favor	1
63.	find	51
64.	focus (on)	1
65.	follow	1

66.	form	1
67.	give (an overview of)	2
68.	go (a few steps further)	1
69.	go further to say	1
70.	go on (to propose), (to suggest)	2
71.	group	1
72.	have	1
73.	hypothesize	3
74.	identify	5
75.	illustrate	1
76.	include	1
77.	indicate	2
78.	initiate	1
79.	interview	3
80.	introduce	1
81.	investigate	6
82.	invoke	1
83.	label	1
84.	list	3
85.	look at	4
86.	maintain	1
87.	make (a case), (a distinction) ,(a stronger claim), (clear), (no mention of…)	6
88.	mention	2
89.	modify	2
90.	not deny but question	1
91.	note	21
92.	observe	5
93.	offer	3
94.	organize	1
95.	overstate	1
96.	point out	12
97.	point to	1
98.	posit	5
99.	praise	1
100.	present	1
101.	propose	4

102.	provide	8	119.	show	3
103.	publish	2	120.	specify	1
104.	put	1	121.	state	5
105.	quantify	1	122.	stress	1
106.	quote	1	123.	study	7
107.	realize	1	124.	subdivide	1
108.	recommend	3	125.	suggest	13
109.	record	1	126.	survey	1
110.	reinforce	1	127.	take (a page), (a poststructuralist critical perspective), (a unique approach)	3
111.	remark	1			
112.	report (on)	13			
113.	respond	1	128.	term	1
114.	reveal	1	129.	theorize	1
115.	review	5	130.	use	12
116.	say	4	131.	write (about)	7
117.	scan	1			
118.	select	2			

*Note: *f*=Frequency

Table 4.11. presents the reporting verbs in verb-controlling citations alphabetically with the number of occurrence in MA theses conducted by English L1 writers. As listed in the table, English L1 writers used 131 different verbs. The most frequent five verbs used in MA theses written by English L1 writers are listed in Table 4.12. below.

Table 4.12.

The Most Frequent First Five Verbs Used in the Citations of English L1 Writers' Analysed MA Theses

The Most Frequent First Five Verbs	f
1. find	51
2. conduct	24
3. note	21
4. argue	13
5. describe	13
6. report on	13
7. suggest	13

*Note:*f*=Frequency

Table 4.13.

The Distribution of Citations in English L1 Writers' Analysed MA Theses in regard to Non-integral Citation Types

Non-integral Citation Types	f	%
Source	444	67.3
Identification	176	26.7
Reference	24	3.6
Origin	15	2.2
Total	**659**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.13. above shows the frequencies and percentages of the sub-categories of non-integral citation made use of in English L1 writers' MA theses. MA theses written by English L1 writers give preference to source (67.3%) among all the other sub-categories of non-integral citation while origin (2.2%) and reference (3.6%) are two of the least preferred sub-categories of non-integral citation in these theses. Following source, identification (26.7%) has the second rank.

Table 4.14.

The Types of Content according to the Location of Target Text

Location of Target Text	The Type of Content					
	Definition/ Explanation	Objective	Method	Results	Argument/ Discussion	Total
	f	f	f	f	f	f
Abstract	0	0	0	0	3	**3**
Introduction	42	5	0	8	70	**125**
Literature Review	175	89	111	178	323	**876**
Methodology	43	3	27	11	26	**110**
Results and Discussion	13	2	9	46	53	**123**
Conclusion/Implications	47	2	21	10	93	**173**
Limitations	0	0	0	0	1	**1**
Total	**320**	**101**	**168**	**253**	**569**	**1411**

*Note: **f**= Frequency

Table 4.14. above shows the type of content employed in different sections of MA theses written by English L1 writers. As can be seen, "Argument/ Discussion" is the most common type of the content in each section except for the methodology section. In the methodology section, providing a definition or giving an explanation was preferred most

in MA theses by English L1 writers. The least preferred type of content is "Objective" in each section.

Table 4.15.

The Type of Transformation according to the Location of Target Text

Location of Target Text	The Type of Transformation					
	Direct Quotation	Patch writing	Paraphrase	Summary	Critical Evaluation	Total
	f	f	f	f	f	f
Abstract	0	0	0	3	0	**3**
Introduction	8	0	42	65	10	**125**
Literature Review	107	2	339	317	111	**876**
Methodology	13	0	24	67	6	**110**
Results and Discussion	9	0	29	66	19	**123**
Conclusion/Implications	21	0	47	78	27	**173**
Limitations	0	0	0	0	1	**1**
Total	**158**	**2**	**481**	**596**	**174**	**1411**

*Note: **f**= Frequency

Table 4.15. above presents the type of transformation employed in different sections of English L1 writers' MA theses. English L1 writers had a remarkable tendency to summarize what to cite in each section of their MA theses except for the literature review section. In the literature review section, they preferred to paraphrase mostly. The second most common type of transformation in each section except for the literature review was paraphrase. Critical evaluation was on the third rank in each section except for the methodology section. In the methodology section, direct quotation was preferred as the third most common type of transformation while paraphrase was on the third rank. English L1 writers avoided patchwriting which had the last rank among other types of transformation in all sections of their MA theses as much as possible.

Table 4.16. below displays the frequencies of the types of citation employed in different sections of MA theses written by English L1 writers.

Table 4.16.

The Types of Citation according to the Location of Target Text

Location of Target Text	The Types of Citation		Total
	Integral Citation	Non-integral Citation	
	f	f	f
Abstract	0	3	**3**
Introduction	31	94	**125**
Literature Review	530	346	**876**
Methodology	46	64	**110**
Results and Discussion	70	53	**123**
Conclusion/Implications	74	99	**173**
Limitations	1	0	**1**
Total	**752**	**659**	**1411**

*Note: **f**= Frequency

As seen in the table, except for the "literature review" and the "results and discussion" sections, English L1 writers favoured non-integral citations while they mostly preferred integral citations in these two sections. However, English L1 writers tended to use integral citations (N=752) more than non-integral citations (N=659) in total. The distribution of sub-categories of the integral and non-integral citations over the sections of MA theses written by English L1 writers are given in Tables 4.17. and 4.18. respectively.

Table 4.17.

The Types of Integral Citation according to the Location of Target Text

Location of Target Text	The Type of Integral Citation			Total
	Verb-controlling Citation	Naming-integral Citation	Non-citation	
	f	f	f	f
Abstract	0	0	0	**0**
Introduction	17	11	3	**31**
Literature Review	208	145	177	**530**
Methodology	8	21	17	**46**
Results and Discussion	15	39	16	**70**
Conclusion/Implications	36	27	11	**74**
Limitations	0	1	0	**1**
Total	**284**	**244**	**224**	**752**

*Note: **f**= Frequency

As seen in Table 4.17. above, the verb-controlling citation among all had the first rank in each section except for the methodology, the results and discussion and the limitations sections while non-integral citation was on the first rank in these three sections. The second most frequent type of integral citation was naming-integral citation in the introduction and the conclusion/implications sections whereas non-citation was preferred as the second most frequent type of integral citation in the literature review, methodology and results and discussion sections. In the introduction and conclusion/ implications sections, non-citation was on the last rank. In the methodology and results and discussion sections, verb-controlling citation was preferred least. In the literature review section, English L1 writers tended to make use of naming-integral citations at the minimum level. Nonetheless, in total, verb-controlling citation was the most frequent citation within integral citations of theses. Following verb-controlling citation, naming-integral citation had the second rank. The third rank belonged to non-citation.

Table 4.18.

The Types of Non-integral Citation according to the Location of the Target Text

Location of Target Text	The Type of Non-integral Citation				
	Source	Identification	Reference	Origin	Total
	f	f	f	f	f
Abstract	3	0	0	0	**3**
Introduction	65	24	5	0	**94**
Literature Review	252	71	16	7	**346**
Methodology	40	15	2	7	**64**
Results and Discussion	21	32	0	0	**53**
Conclusion/Implications	63	34	1	1	**99**
Limitations	0	0	0	0	**0**
Total	**444**	**176**	**24**	**15**	**659**

*Note: **f**= Frequency

As presented in Table 4.18. above, except for the results and discussion section, source was the most commonly used in each section whereas identification was preferred as the second most common non-integral citation. In the results and discussion section, identification was on the first rank and the second rank belonged to source. Nevertheless, in total, source (N=444) was the most utilized non-integral citation. Following source,

identification (N=176) was the second most frequently used non-integral citation. Reference (N=24) was on the third rank. Origin (N=15) was found to appear less than other non-integral citations in MA theses written by English L1 writers.

16 tables given above present English L1 writers' citation practices in terms of citation types, the way the cited material incorporated into the citing text, the origin of citations, the proportions of citation practices within the following sections of theses: Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications in their MA theses. The following tables from Table 4.19. to Table 4.34. given below will display English L1 writers' citation practices in terms of four variables mentioned above in their PhD theses.

Table 4.19.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to the Type of Content

Type of Content	f	%
Definition/Explanation	959	32.9
Objective	219	7.5
Method	188	6.4
Results	303	10.4
Argument/Discussion	1171	40.2
Total	**2840**	**97.4**
Incorrect Citation Use	75	2.6
Total	**2915**	

Note: f= Frequency, *%*= Percentage

Table 4.19. above presents the frequencies and percentages of the type of content in PhD theses conducted by English L1 writers. As can be seen, citations are made mostly for Argument/Discussion (40.2%). They are also used frequently for giving definitions and explanations (32.9%). The third rank among the type of comments belongs to the writers' tendency towards commenting on the results of the study (10.4%). The writers made use of objectives of the studies in their PhD theses at minimum level (7.5%). The citations are employed for the explaining methods of other studies least (6.4%).

Table 4.20. below shows the frequencies and percentages of the location of the target text.

Table 4.20.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to the Location of Target Text

Location of Target Text	f	%
Introduction	316	10.8
Literature Review	1580	54.2
Methodology	126	4.3
Results and Discussion	617	21.2
Conclusion/Implications	178	6.1
Limitations	23	0.8
Total	**2840**	**97.4**
Incorrect Citation Use	75	2.6
Total	**2915**	

*Note: f= Frequency, %= Percentage

As shown in the table, English L1 writers included more citations in their literature review part of their PhD theses (54.2%) than other parts of the theses. The Results/Discussion section had the second most citations among other parts of PhD theses written by English L1 writers (21.2%). Following the results/discussion section, citations were located in introduction sections at the third rank (10.8%) and in the conclusion/implications section at the fourth rank (6.1%). As far as the least employed citations, English L1 writers used 23 citations in the limitations section and 126 citations in the methodology section.

Table 4.21.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to the Location of Source Text

Location of Source Text	f	%
Abstract	19	0.7
Introduction	561	19.2
Literature Review	198	6.8
Methodology	152	5.2
Results and Discussion	524	18.0
Conclusion/Implications	255	8.7
Books	656	22.5
Website	415	14.2
Panel	21	0.7
Software	6	0.2
Reports	33	1.1

Magazines	0	0
Total	**2840**	**97.4**
Incorrect Citation Use	75	2.6
Total	**2915**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.21. above displays the frequencies and percentages of the parts of the sources that English L1 writers benefitted from most and least in their PhD theses. English L1 writers benefitted from the chapters of books at the maximum level when to cite (22.5%). Following the books, the most frequently used sources by English L1 writers in their PhD theses were the introduction part of the articles (19.2%), the results and discussion part of the article (18%), the websites (14.2%), the literature review parts of the articles (6.8%) and the methodology part of the articles (5.2%) respectively. These writers tended to benefit from reports, panels, the abstract part of the articles, and software programmes at the minimum level; respectively 1.1%, 0.7%, 0.7%, and 0.2%.

Table 4.22.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to the Origin of Citations

Origin of Citations	**f**	**P%**
Journals	1577	54.1
Books and Monographs	654	22.4
Conference Proceedings	31	1.1
Thesis	91	3.1
Reports	43	1.5
Patents	0	0
Newspapers	2	0.1
Magazines	1	0
Websites	414	14.2
Panel	20	0.7
Software	7	0.2
Seminars	0	0
Total	**2840**	**97**.4
Incorrect Citation Use	75	2.6
Total	**2915**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.22. above presents the frequencies and percentages of the types of sources used in English L1 writers' PhD theses. It is observed from the table that the journals contribute the highest number of citations accounting for 54.1% of the total citations, which shows that the journals are the most cited source of information by English L1 writers. Books are the second most cited source (22.4%). In other words, journals and books that are regarded as core academic literature constitute three fourths of total citations. Following journals and books, websites have the third rank among other sources accounting for more than half of the rest of sources (14.2%). Newspapers (0.1%), software programmes (0.2%), panels (0.7%), conference proceedings (1.1%), reports (1.5%) and thesis (3.1%) were among the least preferred sources by English L1 writers respectively.

Table 4.23.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to the Type of Transformations

Type of Transformations	f	%
Direct Quotation	220	7.5
Patchwriting	13	0.4
Paraphrase	841	28.9
Summary	1216	41.7
Critical Evaluation	550	18.8
Total	**2840**	**97**.4
Incorrect Citation Use	75	2.6
Total	**2915**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.23. above presents the frequencies and percentages of the way English L1 writers preferred in the process of integrating other authors' work into their PhD theses. As can be seen, the most preferred type of transformation was summary (41.7%). Following summary, paraphrase was the second most frequently employed type of transformation accounting for 28.9% of the total citations. Critical evaluation had the third rank among other types of transformation accounting for almost one fifth of total citations. The fourth rank belonged to the direct quotation with 7.5%. Patchwriting (0.4%), on the other hand is the least preferred type to transform the citations in the analysed PhD theses written by English L1 writers.

Table 4.24.

*The Distribution of Generalization from Multiple Sources in English L1 Writers'
Analysed PhD Theses*

Generalisation from Multiple Sources	f	%
Not Containing Generalisation from Multiple Sources	2481	85.1
Containing Generalisation from Multiple Sources	359	12.3
Total	**2840**	**97.7**
Incorrect Citation Use	75	2.6
Total	**2915**	

*Note: f= Frequency, %= Percentage

Table 4.24. above displays the frequencies and percentages of generalisation from multiple sources in English L1 writers' PhD theses. Besides the types of transformation listed in Table 4.23., the source material can be integrated into the text by means of generalisation from multiple sources. As it is shown in the table, this type of source incorporation (12.3%) was less preferred by English L1 writers in their PhD theses.

Table 4.25.

*The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to
Citation Types*

The Type of Citations	f	%
Integral Citation	1032	35.4
Non-integral Citation	1807	62.0
Total	**2840**	**97.4**
Incorrect Citation Use	75	2.6
Total	**2915**	

*Note: f= Frequency, %= Percentage

Table 4.25. above gives the frequencies and percentages of citation types employed in English L1 writers' PhD theses. English L1 writers used non-integral citation more prominently with 1807 citations (62.0%) compared to integral citation with 1032 citations (35.4%) in their PhD theses.

Table 4.26.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to Integral Citation Types

Integral Citation Types	f	%
Verb-controlling Citation	705	68.3
Naming-integral Citation	187	18.1
Non-citation	140	13.5
Total	**1032**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.26. above presents the frequencies and percentages of the sub-categories of integral citation used by English L1 writers in their PhD theses. Verb-controlling citation was the most frequent integral citation type accounting for more than half of the total citations (68.3%). Verb controlling citations are controlled by a verb in the form of active or passive voice (Thompson & Tribble, 2001). The list of the reporting verbs preferred in verb-controlling citations is given below in Table 4.27.. Naming-integral citation was the second most preferred integral citation type while non-citation had the last rank among the other types of integral citation.

Table 4.27.

Reporting Verbs Used in the Citations of English L1 Writers' PhD Theses

	Verbs	f			f
			16.	attribute	1
1.	adapt	3	17.	be enthusiastic (about)	1
2.	add	5	18.	begin to (reframe)	1
3.	address	3	19.	believe	1
4.	administer	1	20.	blend	2
5.	advise	1	21.	call	4
6.	advocate	6	22.	carry out	1
7.	agree (with)	4	23.	caution	2
8.	analyse	8	24.	challenge	1
9.	approach	1	25.	champion	1
10.	argue	14	26.	claim	6
11.	arrive	1	27.	clarify	1
12.	ask	4	28.	clear (about)	2
13.	assert	4	29.	come from	1
14.	assess	1	30.	compare	8
15.	attest	2	31.	complete	1

32.	conceptualize	1
33.	conclude	3
34.	conduct	6
35.	connect	1
36.	consider	2
37.	construct	1
38.	continue to advocate	1
39.	defend	1
40.	define	1
41.	deliver	1
42.	demonstrate	6
43.	describe	4
44.	detail	1
45.	devise	1
46.	disagree	1
47.	discover	5
48.	discuss	4
49.	distinguish	2
50.	draw (heavily on)	2
51.	elaborate (on)	5
52.	emphasize	1
53.	endorse	1
54.	espouse	2
55.	establish	2
56.	estimate	1
57.	evaluate	6
58.	examine	7
59.	expand	2
60.	explain	16
61.	express	1
62.	find	23
63.	focus on	3
64.	give	1
65.	have	1
66.	highlight	2
67.	hypothesize	1
68.	identify	7
69.	ignore	1
70.	imply	2
71.	include	1
72.	incorporate	2
73.	indicate	5
74.	insist	8

75.	interview	1
76.	introduce	3
77.	investigate	3
78.	lead	2
79.	lend (their support)	3
80.	liken	1
81.	list	3
82.	look (at)	1
83.	make a distinction	2
84.	make observation	1
85.	mention	2
86.	not be alone (in her claim)	1
87.	note	10
88.	observe	3
89.	offer	1
90.	pick up	2
91.	point out	12
92.	present	3
93.	produce	1
94.	propose	21
95.	provide (further support)	2
96.	put	1
97.	put an emphasis on	1
98.	question	2
99.	raise (questions)	1
100.	rally	1
101.	recognize	4
102.	recommend	13
103.	refer	1
104.	refine	1
105.	reinforce	2
106.	report	5
107.	review	1
108.	seem to (really distinguish)	1
109.	select	1
110.	set forth	1
111.	show (the value of)	12
112.	speculate	3
113.	state	6
114.	stress	1
115.	study	1
116.	subdivide	1
117.	suggest	69

118.	summarize	5		125.	validate	1
119.	support	12		126.	videorecord	1
120.	synthesize	1		127.	videotape	1
121.	take	4		128.	view	2
122.	test	2		129.	warn	3
123.	urge	3		130.	write	1
124.	use	13				

*Note: *f*=Frequency

As seen in Table 4.27., the verbs are alphabetically listed. 130 different reporting verbs were used by English L1 writers in their PhD theses. The most frequent five verbs out of 130 different reporting verbs are listed in Table 4.28 below:

Table 4.28.

The Most Frequent First Five Verbs Used in the Citations of English L1 Writers' PhD Theses

The Most Frequent First Five Verbs	f
1. suggest	69
2. find	23
3. propose	21
4. explain	16
5. argue	14

*Note:*f*=Frequency

Table 4.29.

The Distribution of Citations in English L1 Writers' Analysed PhD Theses in regard to Non-integral Citation Types

Non-Integral Citation Types	f	%
Source	1276	70.6
Identification	420	23.2
Reference	74	4
Origin	37	2
Total	**1807**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.29. above shows the frequencies and percentages of non-integral citation types used in English L1 writers' PhD theses. As presented in Table 4.29., non-integral citation was mostly realized by English L1 writers in the form of source in their PhD

theses (70.6%), which can be seen an indicator of attributing information to an author. Identification was the second most preferred non-integral citation type by English L1 writers. Origin and reference were found to appear less than other two non-integral citation types in the analysed PhD theses.

Table 4.30.

The Types of Content according to the Location of Target Text

Location of Target Text	The Type of Content					
	Definition/ Explanation	Objective	Method	Results	Argument/ Discussion	Total
	f	f	f	f	f	f
Abstract	0	0	0	0	0	**0**
Introduction	79	19	1	32	185	**316**
Literature Review	413	164	131	152	720	**1580**
Methodology	76	2	28	0	20	**126**
Results and Discussion	301	26	24	100	166	**617**
Conclusion/Implications	89	8	2	10	69	**178**
Limitations	1	0	2	9	11	**23**
Total	**959**	**219**	**188**	**303**	**1171**	**2840**

*Note: **f**= Frequency

Table 4.30. above presents the frequencies of the types of content according to the location of target text in PhD theses carried out by English L1 writers. In the literature review, introduction and limitations sections of the theses, argument/discussion was the most common type whereas in the methodology and conclusion/implications parts, definition/explanation was the most common type. However, in the abstract section, citations were not employed.

Table 4.31. below indicates the frequencies of the way English L1 writers used in the process of incorporating other authors' work into their own PhD theses according to the location of target text.

Table 4.31.

The Type of Transformation according to the Location of the Target Text

Location of Target Text	The Type of Transformation					
	Direct Quotation	Patch writing	Paraphrase	Summary	Critical Evaluation	Total
	f	f	f	f	f	f
Abstract	0	0	0	0	0	**0**
Introduction	23	1	81	122	89	**316**
Literature Review	154	9	526	599	291	**1579**
Methodology	20	2	66	32	6	**126**
Results and Discussion	19	0	145	332	121	**617**
Conclusion/Implications	4	1	19	120	35	**179**
Limitations	0	0	4	11	8	**23**
Total	**220**	**13**	**841**	**1216**	**550**	**2840**

*Note: **f**= Frequency

As displayed in the table, summary was the most preferred type of transformation in each section except for the abstract section of the theses where citations were not employed and methodology in which paraphrase was the most frequently employed type of transformation. Critical evaluation was the second mostly preferred type in the sections of introduction, results and discussion, conclusion and implications and limitations. On the other hand, in each section, English L1 writers tended to employ patchwriting during the process of integrating other texts into their own PhD theses at the minimum level.

Table 4.32.

The Types of Citation according to the Location of Target Text

Location of Target Text	The Types of Citation		
	Integral Citation	Non-integral Citation	Total
	f	f	f
Abstract	0	0	**0**
Introduction	47	269	**316**
Literature Review	784	795	**1579**
Methodology	45	80	**125**
Results and Discussion	131	486	**617**
Conclusion/Implications	23	155	**178**
Limitations	2	22	**24**
Total	**1032**	**1807**	**2839**

*Note: **f**= Frequency

Table 4.32. above displays the frequencies of the types of citation in different rhetorical sections of English L1 writers' PhD theses. Except for the literature review section, English L1 writers preferred to make use of non-integral citations in each section of their PhD theses while they employed integral citation mostly in the literature review section of their theses.

Table 4.33.

The Types of Integral Citation according to the Location of the Target Text

Location of Target Text	The Type of Integral Citation			
	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total
	f	f	f	f
Abstract	0	0	0	**0**
Introduction	25	9	13	**47**
Literature Review	555	114	110	**779**
Methodology	14	21	11	**46**
Results and Discussion	90	35	6	**131**
Conclusion/Implications	21	7	0	**28**
Limitations	0	1	0	**1**
Total	**705**	**187**	**140**	**1032**

*Note: **f**= Frequency

Table 4.33. above shows the frequencies of integral citation types according to different sections of PhD theses written by English L1 writers. As can be seen in the table, there is variation in the type of citations used in different rhetorical sections of a thesis. The most preferred integral citation type was verb-controlling citation except for the methodology and limitations sections of the theses while non-citation was the least employed type of integral citation in each section. In the methodology and limitations sections, naming-integral citation had the first rank among the other types of integral citation.

Table 4.34.

The Types of Non-integral Citation according to the Location of Target Text

Location of Target Text	The Type of Non-integral Citation				
	Source	Identification	Reference	Origin	Total
	f	f	f	f	f
Abstract	0	0	0	0	**0**
Introduction	175	93	1	0	**269**
Literature Review	522	189	60	23	**794**
Methodology	65	5	2	14	**86**
Results and Discussion	388	88	10	0	**486**
Conclusion/Implications	114	36	0	0	**150**
Limitations	12	9	1	0	**22**
Total	**1276**	**420**	**74**	**37**	**1807**

*Note: **f**= Frequency

Table 4.34. above presents the frequencies of non-integral citations in different rhetorical sections of PhD theses conducted by English L1 writers. English L1 writers exploited source mostly in each section of their theses. On the other hand, origin was underused in each section of the theses except for the methodology section. Nonetheless, in the methodology section, origin that is seen as the indication of the origin of a theory, the technique or the product had the second most frequently employed type of non-integral citation among four types of non-integral citation. The reason lying behind why English L1 writers were more concerned with origin among four types of non-integral citation in the methodology section can be Thompson's (2005b) claim that origin, considered as a means of introducing the creator of the concepts or the indication of the origin of a theory, a technique or a product, is typical characteristic of the method sections.

The tables from 4.35. to 4.66. present non-native English writers' (Turkish writers) citation practices in regard to four variables including citation types, the way the cited material incorporated into the citing text, the origin of citations, and proportions of citation practices within different rhetorical sections of theses: Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications in their MA and PhD theses.

Table 4.35.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to The Type of Content

Type of Content	f	%
Definition/Explanation	813	36.1
Objective	219	9.7
Method	59	2.6
Results	258	11.5
Argument/Discussion	757	33.6
Total	**2106**	**93.5**
Incorrect Citation Use	147	6.5
Total	**2253**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.35. above shows the frequencies and percentages of the type of content in MA theses written by Turkish writers. As can be seen, citations were made mostly for definition/explanation accounting for 36.1% of total citations employed in MA theses while they were also used frequently for argument/discussion (33.6%). Commenting on the results of the studies (11.5%) had the third rank among the types of content. On the other hand, Turkish writers made use of citations for explaining the objectives and methods of other studies at least; respectively 9.7% and 2.6%.

Table 4.36.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to the Location of Target Text

Location of Target Text	f	%
Abstract	2	0.1
Introduction	232	10.3
Literature Review	1399	62.1
Methodology	105	4.7
Results and Discussion	167	7.4
Conclusion/Implications	201	8.9
Limitations	0	0
Total	**2106**	**93.5**
Incorrect Citation Use	147	6.5
Total	**2253**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.36. above displays the frequencies and percentages of the location of the target text in Turkish writers' analysed MA theses. As it is apparent in the table, Turkish writers used citations mostly in the literature review section of their MA theses (62.1%). Following the literature review section, the introduction section of the MA theses consisted of the second most commonly used citations (10.3%). While the conclusion/implications section had the third most citations, the results/discussion section was on the fourth rank. As a result of being a narrow section in the theses, the methodology sections contained limited references to the methods and techniques of other studies, accounting for 4.7% out of total citations. However, Turkish writers preferred to make use of sources at the minimum level in the abstract section of their MA theses (0.1%).

Table 4.37.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to the Location of Source Text

Location of Source Text	f	%
Abstract	61	2.7
Introduction	417	18.5
Literature Review	166	7.4
Methodology	59	2.6
Results and Discussion	279	12.4
Conclusion/Implications	121	5.4
Books	947	42.0
Website	35	1.6
Reports	13	0.6
Total	**2098**	**93.1**
Incorrect Citation Use	155	6.9
Total	**2253**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.37. above presents the frequencies and percentages of the parts of the sources that Turkish writers made use of at the maximum and minimum level in their MA theses. Turkish writers made use of book chapters mostly when to cite (42.0%) whereas they preferred to benefit from reports, websites, methodology parts of the articles, the abstract of the articles and conclusion/implications parts of the articles least; respectively 0.6%, 1.6%, 2.6%, 2.7%, and 5.4%. Following the book chapters, Turkish writers cited

the sources used in the MA theses from the introduction and results/discussion parts of the articles at the second maximum level.

Table 4.38.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to the Origin of Citations

Origin of Citations	f	%
Journals	904	40.1
Books and Monographs	949	42.1
Conference Proceedings	16	0.7
Thesis	177	7.9
Reports	14	0.6
Patents	0	0
Newspapers	0	0
Magazines	0	0
Webs	36	1.6
Panel	0	0
Software	0	0
Seminars	0	0
Total	**2096**	**93.0**
Incorrect Citation Use	157	7.0
Total	**2253**	

*Note: f= Frequency, %= Percentage

Table 4.38. above displays the frequencies and percentages of different types of sources used in MA theses written by NNS of English. As can be seen, Turkish writers relied to a greater extent on books (42.1%) and journals (40.1%) during the process of writing their MA theses. Regarded as the core academic literature, these two kinds of sources accounted for almost 80% of total sources. The other preferred sources included theses, webs, conference proceedings and reports, accounting for 10.8% in total. Briefly, Turkish writers utilized 6 different kinds of sources while writing their MA theses.

Table 4.39.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to the Type of Transformations

Type of Transformations	f	%
Direct Quotation	546	24.2
Patchwriting	374	16.6
Paraphrase	570	25.3
Summary	520	23.1
Critical Evaluation	88	3.9
Total	**2098**	**93.1**
Incorrect Citation Use	155	6.9
Total	**2253**	

*Note: f= Frequency, %= Percentage

Table 4.39. above shows the frequencies and percentages of the ways how Turkish writers of MA theses incorporated others' work into their own work. The most preferred way of incorporating others' work into their own theses by Turkish writers was paraphrase, accounting for 25.3% of total citations. Direct quotation had the second rank among five types of transformations (24.2%). The third rank belonged to summary (23.1%). Following summary, patchwriting accounted for almost one fourth of total citations. However, critical evaluation was the least preferred type of transformation in MA theses written by Turkish writers.

Table 4.40.

The Distribution of Generalization from Multiple Sources in Turkish Writers' Analysed MA Theses

Generalisation from Multiple Sources	f	%
Not Containing Generalisation from Multiple Sources	1982	88.0
Containing Generalisation from Multiple Sources	115	5.1
Total	**2097**	**93.1**
Incorrect Citation Use	156	6.9
Total	**2253**	

*Note: f= Frequency, %= Percentage

Table 4.40. indicates the frequencies and percentages of Turkish writers' making use of generalisation from multiple sources in their MA theses. Turkish writers tended to not make generalization from multiple sources mostly (88%). They preferred to compose

knowledge from multiple sources at the minimum level, accounting for 5.1% of total citations.

Table 4.41.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to Citation Types

Citation Types	f	%
Integral Citation	1151	51.1
Non-integral Citation	946	42.0
Total	**2097**	**93.1**
Incorrect Citation Use	156	6.9
Total	**2253**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.41. above displays the frequencies and percentages of citation types used in Turkish writers' MA theses. As can be seen, Turkish writers had the tendency towards making use of integral citation (51.1%) more than non-integral citation (42.0%).

Table 4.42.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to Integral Citation Types

Integral Citation Types	f	%
Verb-controlling Citation	945	82.1
Naming-integral Citation	189	16.4
Non-Citation	17	1.4
Total	**1151**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.42. above presents the frequencies and percentages of integral citation types preferred in MA theses written by Turkish writers. As listed in the table, verb-controlling citation that is controlled by a verb had the highest rank among all, accounting for almost three-fourth of total citations. Reporting verbs used with verb-controlling citation are listed in Table 4.43. below. Naming-citation was on the second rank with 16.4% whereas non-citation was the least preferred type of integral citation in Turkish writers' MA theses.

Table 4.43.

Reporting Verbs Used in the Citations of Turkish Writers' Analysed MA Theses

	Verbs	f				
1.	accept	1		39.	conduct (a project) (a research) (a study) (an interview)	38
2.	account for	1		40.	consider	8
3.	add	11		41.	contend	3
4.	address	1		42.	correlate	1
5.	administer	4		43.	create	2
6.	admit	1		44.	deal with	2
7.	advocate	6		45.	declare	1
8.	agree on (with) (with the notion of)	5		46.	define	63
9.	aim (to measure), (to see)	2		47.	demonstrate	4
10.	allege	1		48.	describe	31
11.	allude	1		49.	design	1
12.	analyse	4		50.	detect	1
13.	answer (to the question)	1		51.	determine	2
14.	approach (the issue)	3		52.	develop	18
15.	argue	13		53.	differ (from)	2
16.	ascertain	3		54.	discuss	10
17.	ask	1		55.	distinguish	1
18.	assert	16		56.	divide	2
19.	associate	3		57.	do (a longitudinal study) (a research) (a study) (an overview)	12
20.	assume	1		58.	elaborate (on)	1
21.	attribute (to)	1		59.	elucidate	1
22.	be concerned (with)	1		60.	emphasize	19
23.	be seen	2		61.	enumerate	1
24.	begin	1		62.	evaluate	1
25.	believe	14		63.	examine	7
26.	bring forth	1		64.	exemplify	5
27.	broaden	1		65.	experience	1
28.	call (for)	3		66.	explain	42
29.	carry out	6		67.	explore	1
30.	categorize	1		68.	express	4
31.	claim	48		69.	extend	2
32.	clarify	4		70.	favor	1
33.	classify	1		71.	find	20
34.	coin	2		72.	find out	9
35.	come (out with a new idea) (up with)	4		73.	focus on	6
36.	compare	2		74.	give (a number of definitions) (a broad definition of) (an explanation) (attention to) (example) (importance to)	8
37.	concern with	1				
38.	conclude	18				

75.	go on	1
76.	have (a consensus)	4
77.	highlight	5
78.	identify	7
79.	imply	3
80.	indicate	18
81.	insert	1
82.	investigate	13
83.	list	6
84.	look (at)	1
85.	look (into)	2
86.	maintain	4
87.	make (a clear definition), (a clear distinction), (a connection), (a list of), (contribution to), (definition), (suggestion), (clear)	9
88.	make up for	1
89.	mention	21
90.	name	1
91.	note	10
92.	observe	2
93.	obtain	4
94.	offer	1
95.	opt for	1
96.	place on a continuum	1
97.	point (to)	5
98.	point out	27
99.	postulate	1
100.	predict	1
101.	prepare	1
102.	present	4
103.	promote	1
104.	propose	12
105.	prove (the fact that)	1
106.	provide (an attempt to clarify)	1
107.	put (an emphasis on)	4
108.	put forth	13
109.	put forward	5

110.	recommend	1
111.	refer to	4
112.	relate	1
113.	report	13
114.	represent	3
115.	restate	1
116.	reveal	2
117.	revise	1
118.	revisit and attempt to investigate	2
119.	say	9
120.	see	6
121.	set	1
122.	set forth	1
123.	share	1
124.	show	4
125.	state	84
126.	stress	6
127.	study	30
128.	suggest	35
129.	summarize	13
130.	supplement	1
131.	support (the idea), (this line of argument), (this view)	24
132.	take as an umbrella term	1
133.	take attention	1
134.	tap on	1
135.	tell	1
136.	test	1
137.	think	7
138.	touch upon	1
139.	touch on	2
140.	try (to explain)	2
141.	underline	2
142.	use	9
143.	view	3
144.	write (about)	2

*Note: *f*=Frequency

As given in Table 4.43., there were 144 different reported verbs used with verb-controlling citation in MA theses written by Turkish writers. Table 4.44. lists the five

most frequently used verbs in MA theses. It also displays the total number of occurrences of each verb.

Table 4.44.

The Most Frequent First Five Verbs Used in the Citations of Turkish Writers' Analysed MA Theses

The Most First Five Frequent Verbs	f
state	84
define	63
claim	48
explain	42
conduct (a project) (a research) (a study) (an interview)	38

*Note: *f*= Frequency

Table 4.45.

The Distribution of Citations in Turkish Writers' Analysed MA Theses in regard to Non-integral Citation Types

Non-integral Citation Types	f	%
Source	669	70.7
Identification	269	28.4
Reference	4	0.4
Origin	4	0.4
Total	**946**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.45. above presents the frequencies and percentages of non-integral citations employed in MA theses written by Turkish writers. Source and identification were the most preferred non-integral citations in MA theses by Turkish writers; respectively 70.7% and 28.4% whereas reference and origin were the least preferred ones, accounting for almost %1 of total citations.

Table 4.46. below presents the frequencies of the type of content according to the location of source text in MA theses written by Turkish writers

Table 4.46.

The Types of Content according to the Location of the Target Text

Location of Target Text	Definition / Explanation	Objective	Method	Results	Argument/ Discussion	Total
	The Type of Content					
	f	f	f	f	f	f
Abstract	0	0	2	0	0	**2**
Introduction	130	14	3	8	77	**232**
Literature Review	567	145	14	139	525	**1390**
Methodology	58	2	33	0	12	**105**
Results and Discussion	26	27	6	70	38	**167**
Conclusion / Implications	32	31	1	41	96	**201**
Limitations	0	0	0	0	0	**0**
Total	**813**	**219**	**59**	**258**	**748**	**2097**

*Note: **f**= Frequency

As can be seen, except for the results and discussion and conclusion/implications sections of the theses, definition/explanation was the most common type in each section. In the results and discussion section, results was the main content of citations whereas in the conclusion/implication section, argument/discussion was the most preferred type of content. On the other hand, the least preferred type of content in each rhetorical section of MA theses except for methodology was method. However, in the methodology section, the method had the second rank among other types of content.

Table 4.47.

The Type of Transformation according to the Location of the Target Text

Location of Target Text	Direct Quotation	Patch writing	Paraphrase	Summary	Critical Evaluation	Total
	The Type of Transformation					
	f	f	f	f	f	f
Abstract	0	0	0	2	0	**2**
Introduction	63	50	69	48	1	**231**
Literature Review	420	283	372	285	36	**1396**
Methodology	15	15	34	37	1	**102**
Results and Discussion	14	12	49	74	17	**166**
Conclusion / Implications	34	14	46	74	32	**200**
Limitations	0	0	0	0	0	**0**
Total	**546**	**374**	**570**	**520**	**87**	**2097**

*Note: **f**= Frequency

Table 4.47. above displays the frequencies of the way Turkish writers use in the process of integrating others' work into the different rhetorical sections of their MA theses. Summary was the most common type of transformation in each section except for the literature review and introduction sections. Whereas paraphrase was the most preferred type of transformation in the introduction section, direct quotation was the most frequent used type of transformation in the literature review section. However, Turkish MA writers made use of critical evaluation least in each section except for the results/discussion and conclusion/implications sections.

Table 4.48.

The Types of Citation according to the Location of the Target Text

Location of Target Text	The Types of Citation		Total
	Integral Citation	Non-integral Citation	
	f	f	f
Abstract	2	0	**2**
Introduction	116	114	**230**
Literature Review	823	573	**1396**
Methodology	43	59	**102**
Results and Discussion	78	88	**166**
Conclusion/Implications	89	112	**201**
Limitations	0	0	**0**
Total	**1151**	**946**	**2097**

*Note: **f**= Frequency

Table 4.48. above shows the frequencies of the type of citation in different sections of MA theses written by Turkish writers. In the abstract, introduction and literature review sections, Turkish writers preferred integral citations while in other three sections they made use of non-integral citations mostly in their MA theses. The two tables below list the frequencies of sub-categories of the integral and non-integral citations in different rhetorical sections of MA theses.

Table 4.49.

The Types of Integral Citation according to the Location of the Target Text

Location of Target Text	The Type of Integral Citation			
	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total
	f	f	f	f
Abstract	1	1	0	**2**
Introduction	90	24	2	**116**
Literature Review	698	115	10	**823**
Methodology	29	13	1	**43**
Results and Discussion	57	18	3	**78**
Conclusion/Implications	70	18	1	**89**
Limitations	0	0	0	**0**
Total	**945**	**189**	**17**	**1151**

*Note: **f**= Frequency

As can be seen in Table 4.49. above, Turkish writers attempted to use verb-controlling citation more than the other two types of integral citation whereas they employed non-citation at the minimum level in each section of their MA theses.

Table 4.50.

The Types of Non-integral Citation according to the Location of the Target Text

Location of Target Text	The Type of Non-integral Citation				
	Source	Identification	Reference	Origin	Total
	f	f	f	f	f
Abstract	0	0	0	0	**0**
Introduction	90	24	0	0	**114**
Literature Review	400	167	3	3	**573**
Methodology	45	11	1	2	**59**
Results and Discussion	57	31	0	0	**88**
Conclusion / Implications	76	36	0	0	**112**
Limitations	0	0	0	0	**0**
Total	**668**	**269**	**4**	**5**	**946**

*Note: **f**= Frequency

As shown in Table 4.50. above, Turkish writers showed a tendency towards source in each section of their MA theses. Identification had the second rank among all in each section. Nonetheless, they preferred not to make use of reference and origin in each

section of their theses except for the literature review and methodology sections. In these two sections, reference and source were the least preferred type of non-integral citation.

The following tables below will present Turkish writers' citation practices in their PhD theses in regard to four variables mentioned above.

Table 4.51.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to the Type of Content

Type of Content	f	%
Definition/Explanation	830	32.6
Objective	340	13.3
Method	68	2.7
Results	241	9.5
Argument/Discussion	955	37.5
Total	**2434**	**95.5**
Incorrect Citation Use	115	4.5
Total	**2549**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.51. above indicates the frequencies and percentages of the type of content in Turkish writers' analysed PhD theses. As can be seen, citations are made mostly for argument/discussion, accounting for 37.5% of total citations. Also, they are frequently employed for giving a definition or explaining an issue or a problem (32.6%). However, citations are made use of for the purpose of explaining the objectives, commenting of the results, and explaining the methods of other research studies at the minimum level; respectively, 13.3%, 9.5% and 2.7%.

Table 4.52.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to the Location of the Target Text

Location of Target Text	f	%
Abstract	1	0
Introduction	258	10.1
Literature Review	1675	65.7
Methodology	232	9.1
Results and Discussion	162	6.4
Conclusion/Implications	106	4.2

Total	**2434**	**95.5**
Incorrect Citation Use	115	4.5
Total	**2549**	

Note: *f*= Frequency, *%*= Percentage

Table 4.52. above shows the frequencies and percentages of the location of the target text in PhD theses written by Turkish writers. As shown in the table, the literature review part (65.7%) comprised more citations than other parts of PhD theses. The introduction section of the theses included second most citations, accounting for 10.1% of total citations. The methodology part of the theses consisted of slightly less citations 9.1% than the introduction sections of the theses. The rest of the sections of the theses including results and discussion and conclusion/implications sections had citations at the minimum level; respectively, 6.4% and 4.2%. However, the abstract sections had almost no citations, leading to the conclusion that citations are not desirable in front matter sections of the theses.

Table 4.53.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to the Location of the Source Text

Location of Source Text	f	%
Abstract	18	0.7
Introduction	748	29.3
Literature Review	76	3.0
Methodology	100	3.9
Results and Discussion	250	9.8
Conclusion/Implications	191	7.5
Books	992	38.9
Website	43	1.7
Panel	0	0
Software	0	0
Reports	9	0.4
Magazines	0	0
Total	**2427**	**95.2**
Incorrect Citation Use	122	4.8
Total	**2549**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.53 above indicates the frequencies and percentages of the location of source text. Most of the citations were located in the book chapters and the introduction parts of other research studies, accounting for almost 70 % of total citations. One third of the rest of the citations were located in the results/discussion parts of research studies. Also, the other one third of the rest were taken from the conclusion/implication parts of research studies. The methodology (3.9%), the literature review (3%), and the abstract (0.7%) parts of research studies and reports (0.4%) were the least preferred location where Turkish writers cited sources.

Table 4.54.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to the Origin of Citations

Origin of Citations	f	%
Journals	1276	50.1
Books and Monographs	992	38.9
Conference Proceedings	46	1.8
Thesis	60	2.4
Reports	10	0.4
Patents	0	0
Newspapers	0	0
Magazines	0	0
Websites	43	1.7
Panel	0	0
Software	0	0
Seminars	0	0
Total	**2427**	**95.2**
Incorrect Citation Use	122	4.8
Total	**2549**	

 *Note: *f*= Frequency, *%*= Percentage

Table 4.54. above presents the frequencies and percentages of the variety of sources used in PhD theses written by Turkish writers. As listed in the table, Turkish writers preferred to make use of six different types of sources in their PhD theses. Among these sources, books and journals had the highest proportion, accounting for 89% of total citations. Thesis, conference proceedings, websites and reports consisted of almost 7% of total citations.

Table 4.55.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to the Type of Transformations

Type of Transformations	f	%
Direct Quotation	503	19.7
Patchwriting	301	11.8
Paraphrase	654	25.7
Summary	918	36.0
Critical Evaluation	51	2.0
Total	**2427**	**95.2**
Incorrect Citation Use	122	4.8
Total	**2549**	

Table 4.55. above displays the frequencies and percentages of the type of transformation used in Turkish writers' PhD theses. 36.0% of the citations in the corpus included summarizing whereas 25.7% of total citations in PhD theses included paraphrasing. Direct quotation was on the third rank among all, accounting for almost one fifths of total citations. Patchwriting had the fourth rank, accounting for 11.8% of total citations in the corpus. However, critical evaluation was the least (2%) preferred type to transform citations in PhD theses written by Turkish writers.

Table 4.56.

The Distribution of Generalization from Multiple Sources in Turkish Writers' Analysed PhD Theses

Generalisation from Multiple Sources	f	%
Not Containing Generalisation from Multiple Sources	2266	88.9
Containing Generalisation from Multiple Sources	161	6.3
Total	**2427**	**95.2**
Incorrect Citation Use	122	4.8
Total	**2549**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.56 above shows the frequencies and percentages of generalisation from multiple sources, which is one of the type of the ways writers incorporate content from sources. As can be seen, Turkish writers showed a tendency not to make use of generalisation from multiple sources in their PhD theses (88.9%). Only 6.3% of total

citations were incorporated into their PhD theses by means of generalization from multiple sources.

Table 4.57.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to Citation Types

The Type of Citations	f	%
Integral Citation	1227	48.1
Non-integral Citation	1200	47.1
Total	**2427**	**95.2**
Incorrect Citation Use	122	4.8
Total	**2549**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.57 above indicates the frequencies and percentages of type of citations employed in PhD theses written by Turkish writers. As seen in the table, the distribution of citation types was almost equal in the theses. Turkish writers preferred integral citations (48.1%) slightly more than non-integral citations (47.1%). The sub-categories of integral citation and non-integral citations are given in the following tables below.

Table 4.58.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to Integral Citation Types

Integral Citation Types	f	%
Verb-controlling Citation	793	64.6
Naming-integral Citation	293	23.8
Non-citation	141	11.4
Total	**1227**	**100**

*Note: *f*= Frequency, *%*= Percentage

As listed in Table 4.58. above, verb-controlling citation had the highest proportion among other types of integral citation. Verb-controlling citations are controlled by a reporting verb. The following table below gives the list of reporting verbs used with verb-controlling citations and the number of occurrences in PhD theses written by Turkish writers. While naming-integral citation was on the second rank, accounting for %23.8 of total citations, non-citation had the last rank with 11.4%.

Table 4.59.

Reporting Verbs Used in the Citations of Turkish Writers' Analysed PhD Theses

	Verbs	**f**			
1.	abstain (from)	1	36.	come out against	1
2.	accentuate	1	37.	comment (on)	2
3.	accept and not assess	1	38.	compare	4
4.	accomplish	1	39.	conceptualize	2
5.	acknowledge	3	40.	conclude	14
6.	add	13	41.	conduct (a pioneer study) (a research on) (a study) (interviews with)	15
7.	address	1			
8.	administer	2			
9.	admit	1	42.	continue to study and examine	1
10.	advance	2	43.	continue (with)	1
11.	advise	3	44.	contribute (to) (to the field) (to the field (as well)) (to the field and study)	5
12.	advocate	5			
13.	agree (with)	3			
14.	aim (to describe and discuss), (to investigate), (to study), (to uncover)	4			
			45.	correlate	1
			46.	create	3
15.	allege	1	47.	criticise	4
16.	analyse	7	48.	deal (with)	2
17.	appraise	1	49.	debate	1
18.	approach (the issue from)	2	50.	declare	1
19.	argue	41	51.	define	28
20.	articulate	1	52.	denote	1
21.	ask	4	53.	describe	15
22.	assert	11	54.	design	3
23.	assess	3	55.	develop	6
24.	attempt (to combine), (to develop), (to search about)	3	56.	discuss	4
			57.	divide (into)	5
25.	be also interested in…	1	58.	do	7
26.	be the first (to describe), (linguist)	2	59.	document	1
			60.	dwell on	1
27.	believe	9	61.	emphasize	13
28.	call	1	62.	enunciate	1
29.	call for	3	63.	epitomize	1
30.	carry	1	64.	estimate	1
31.	carry out	2	65.	examine	15
32.	categorize	2	66.	expand	1
33.	change	1	67.	explain	26
34.	claim	35	68.	explore	8
35.	classify	3	69.	express	2
			70.	favour	2
			71.	find	61

72.	focus (on)	5
73.	gauge	1
74.	give	6
75.	give birth to	1
76.	give way to	1
77.	have (a literature review research on),(similar claims), (the same division of)	5
78.	highlight	1
79.	hinge	1
80.	hypothesise	1
81.	identify	11
82.	illustrate	1
83.	imply	1
84.	incorporate	1
85.	indicate	10
86.	inform	2
87.	interpret	1
88.	introduce	2
89.	investigate	29
90.	label	1
91.	limit	1
92.	list	2
93.	look at	2
94.	maintain	2
95.	make (a cross-cultural comparison) (a detailed description of and divide) (a distinction between)	4
96.	measure	1
97.	mention	3
98.	note	22
99.	offer	4
100.	organize	1
101.	outline	1
102.	play an important role	1
103.	point (out)	15
104.	point to (the need to change)	1
105.	postulate	3
106.	present	3
107.	profess	1
108.	promulgate	1
109.	propose	23
110.	propound	1

111.	prove	1
112.	provide	2
113.	publish	3
114.	put	3
115.	put forward	5
116.	put into	1
117.	question	1
118.	reach	2
119.	recommend	1
120.	redefine	1
121.	refer to	3
122.	reflect	2
123.	regard	1
124.	reinforce	1
125.	reject	1
126.	relate (…to…)	2
127.	rely (on)	2
128.	remark	5
129.	report (on)	13
130.	reveal	2
131.	review	1
132.	revise	2
133.	say	1
134.	search (about)	4
135.	see	4
136.	seek (to provide a resolution)	3
137.	select	1
138.	share	1
139.	show	3
140.	start	1
141.	state	94
142.	stress	4
143.	strive to	1
144.	study	3
145.	substitute	1
146.	subsume	1
147.	suggest	48
148.	summarise	7
149.	support	13
150.	take the attention to	1
151.	take the issue one step further	1
152.	take the problem of… further	1
153.	take the torch from	1

154.	talk (about)	1
155.	test	1
156.	think	7
157.	touch upon	3
158.	try to (develop a picture of…), (to elicit), (to find out), (to relate), (to show the difference)	5

159.	underline	2
160.	urge	3
161.	use	10
162.	utter	1
163.	view	3
164.	work (with)	1

*Note: *f*= Frequency

As alphabetically listed in Table 4.59., Turkish writers used 164 different verbs with verb-controlling citations in their PhD theses. The five most commonly used verbs are shown in Table 4.60. below:

Table 4.60.

The Most Frequent First Five Verbs Used in the Citations of Turkish Writers' Analysed PhD Theses

The Most Five Frequent Verbs	f
state	94
find	61
suggest	48
argue	41
claim	35

*Note: *f*= Frequency

Table 4.61.

The Distribution of Citations in Turkish Writers' Analysed PhD Theses in regard to Non-integral Citation Types

Non-integral Citation Types	f	%
Source	745	62
Identification	262	21.8
Reference	189	15.7
Origin	4	0.3
Total	**1200**	**100**

*Note: *f*= Frequency, *%*= Percentage

Table 4.61. above presents the frequencies and percentages of sub-categories of non-integral citation used in PhD theses written by Turkish writers. Even though they made use of four types of non-integral citation in their PhD theses, source had the highest

portion among four sub-categories of non-integral citation, accounting for 62% of total citations. Identification was the second most common type (21.8%) whereas reference had the third rank. However, Turkish writers preferred to underuse origin in their PhD theses (0.3%).

Table 4.62.

The Types of Content according to the Location of the Target Text

Location of Target Text	The Type of Content					
	Definition/ Explanation	Objective	Method	Results	Argument/ Discussion	Total
	f	**f**	**f**	**f**	**f**	**f**
Abstract	0	0	1	0	0	**1**
Introduction	98	24	3	1	132	**258**
Literature Review	547	308	38	143	632	**1668**
Methodology	135	1	22	11	63	**232**
Results and Discussion	24	7	3	70	58	**162**
Conclusion/Implications	19	0	1	16	70	**106**
Limitations	0	0	0	0	0	**0**
Total	**823**	**340**	**68**	**241**	**955**	**2427**

*Note: **f**= Frequency

Table 4.62. above shows the type of content used in different sections of PhD theses written by Turkish writers. Except for the abstract, methodology and results and discussion sections, argument/discussion was the most common type in each section. In the abstract section in which the citations are least used, methods was the only type of content preferred. In the methodology section, definition/explanation was the main content of citations. In the results section, results was the most common type of content.

Table 4.63. below presents the frequencies of the way Turkish writers preferred to integrate others' work into each rhetorical section of their PhD theses.

Table 4.63.

The Type of Transformation according to the Location of the Target Text

Location of Target Text	The Type of Transformation					Total
	Direct Quotation	Patch writing	Paraphrase	Summary	Critical Evaluation	
	f	f	f	f	f	f
Abstract	0	0	0	1	0	**1**
Introduction	40	37	76	98	7	**258**
Literature Review	325	217	448	642	39	**1671**
Methodology	96	25	51	60	0	**232**
Results and Discussion	18	18	52	73	1	**162**
Conclusion/Implications	24	4	27	44	4	**103**
Limitations	0	0	0	0	0	**0**
Total	**503**	**301**	**654**	**918**	**51**	**2427**

*Note: **f**= Frequency

As displayed in the table, except for methodology section, Turkish writers relied to a greater extent on summarizing and paraphrasing when to cite in each section of their PhD theses. However, they preferred to quote mostly in the methodology section. In each section of their theses, they made use of critical evaluation at the minimum level to transform citations.

Table 4.64.

The Types of Citation according to the Location of the Target Text

Location of Target Text	The Types of Citation		Total
	Integral Citation	Non-integral Citation	
	f	f	f
Abstract	1	0	**1**
Introduction	89	169	**258**
Literature Review	913	758	**1671**
Methodology	118	114	**232**
Results and Discussion	49	113	**162**
Conclusion/Implications	57	46	**103**
Limitations	0	0	**0**
Total	**1227**	**1200**	**2427**

*Note: **f**= Frequency

Table 4.64. above displays the frequencies of the type of citation according to the location of the target text in Turkish writers' PhD theses. As presented in the table, except for introduction and results and discussion sections of the theses, the preferred style of citation was integral in each section of the theses while non-integral was more common in the two sections mentioned above. The frequencies of sub-categories of integral citation in regard to the location of target text are presented in Table 4.65. below. Also, the frequencies of non-integral citation in different rhetorical sections of Turkish writers' PhD theses are given below in Table 4.65.

Table 4.65.

The Types of Integral Citation according to the Location of the Target Text

Location of Target Text	The Type of Integral Citation			
	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total
	f	f	f	f
Abstract	0	1	0	**1**
Introduction	59	20	10	**89**
Literature Review	596	194	123	**913**
Methodology	77	36	5	**118**
Results and Discussion	30	19	0	**49**
Conclusion/Implications	31	23	3	**57**
Limitations	0	0	0	**0**
Total	**793**	**293**	**141**	**1227**

*Note: **f**= Frequency

As can be seen, except for abstract, verb-controlling citation was predominantly used in each rhetorical section of PhD theses written by Turkish writers. In the abstract section, naming-integral citation was preferred more than other types of integral citation. The second rank belonged to naming-integral citation while non-citation was the least preferred integral citation type.

Table 4.66.

The Types of Non-integral Citation according to the Location of the Target Text

Location of Target Text	The Type of Non-integral Citation				
	Source	Identification	Reference	Origin	Total
	f	f	f	f	f
Abstract	0	0	0	0	**0**
Introduction	125	41	3	0	**169**
Literature Review	421	151	184	2	**758**
Methodology	98	14	1	1	**114**
Results and Discussion	59	53	1	0	**113**
Conclusion/Implications	42	3	0	1	**46**
Limitations	0	0	0	0	**0**
Total	**745**	**262**	**189**	**4**	**1200**

*Note: **f**= Frequency

As can be seen in Table 4.66., source was predominantly preferred type of non-integral citation in each section while origin was the least common type in each section of the theses except for conclusion/implications section. Identification had the second rank in each section except for literature review sections of the theses. In the literature review sections of the theses, reference was on the second rank.

In the tables given above, English L1 and Turkish writers' tendencies related to their citation practices in MA and PhD theses in regard to four variables mentioned above are presented separately. The similarities and differences between the native and non-native English speakers' citation practices in terms of citation types, the way the cited material incorporated into the citing text, the origin of citations, the proportions of citation practices within each rhetorical section of their theses will be shown in the tables below.

Table 4.67. below presents the frequencies and percentages of the type of content employed by English L1 and Turkish writers in their theses.

Table 4.67.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to the Type of Content

	English L1 Writers' Theses		Turkish Writers' Theses	
Type of Content	**f**	**%**	**f**	**%**
Definition/Explanation	1279	29.3	1643	34.2
Objective	320	7.3	559	11.6
Method	356	8.2	127	2.6
Results	556	12.8	499	10.4
Argument/Discussion	1740	39.9	1712	35.7
Total	**4251**	**97.5**	**4540**	**94.5**
Incorrect Citation Use	108	2.5	262	5.5
Total	**4359**		**4802**	

*Note: f= Frequency, %= Percentage

As shown in the table, both English L1 and Turkish writers preferred to make use of argument/discussion mostly in their theses; respectively, 39.9% and 35.7 %. However, English L1 writers employed citations for argument/discussion slightly more than Turkish writers. Definition/explanation was the second most common type of content preferred by both groups. Nonetheless, Turkish writers (34.2%) showed more tendency to give a definition or explain an issue than English L1 writers (29.3%). While method was the least common type for Turkish writers, explaining objective of the other studies was on the last rank for English L1 writers.

Table 4.68.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to the Location of the Target Text

	English L1 Writers' Theses		Turkish Writers' Theses	
Location of Target Text	**f**	**%**	**f**	**%**
Abstract	3	0.1	3	0.1
Introduction	441	10.1	490	10.2
Literature Review	2456	56.3	3074	64
Methodology	236	5.4	337	7.0
Results and Discussion	740	17.0	329	6.9
Conclusion/Implications	351	8.1	307	6.4
Limitations	24	0.6	0	0
Total	**4251**	**97.5**	**4540**	**94.5**
Incorrect Citation Use	108	2.5	262	5.5
Total	**4359**		**4802**	

*Note: f= Frequency, %= Percentage

Table 4.68. above displays the frequencies and percentages of the distribution of citations over each rhetorical section of the theses written by both English L1 and Turkish writers. As can be seen, theses written by Turkish writers displayed more citations than theses written by English L1 writers. As for the sections of the theses, it can be said that different rhetorical sections of theses include variations in the number of citations employed. The literature review sections of the theses written by both groups contained the highest number of citations, accounting for 56.3% of total citations in the theses written by English L1 writers and 64% of total citations in the theses written by Turkish writers. While the second highest portion of total citations belonged to the results/discussion section in English L1 writers' theses (17%), in Turkish writers' theses the introduction section was on the second rank with 10.2%. The introduction (10.1%) was on the third rank in the theses written by English L1 writers whereas the third rank belonged to the methodology section (7%) in the theses by Turkish writers. Conclusion/implication (8.1%), methodology (5.4%), limitations (0.6%) and abstract (0.1%) were on the last four ranks respectively in English L1 writers' theses. However, in Turkish writers' theses, the last four ranks belonged to the results/discussion (6.9%), the conclusion/implications (6.4%), the abstract (0.1%) and the limitations (0%) sections. Briefly, two sets of the theses written by both groups of the writers displayed the most similarity in the numbers of sources in the literature review and introduction chapters whereas the difference was the most visible in the methodology and results/discussion chapters.

The hourglass model put forward by Hill et al. (1982) can help us to bring the reasons of these variations into light. According to the model, the introduction, the literature review and the discussion sections of a scholarly article show what is known in the field at the large whereas the methods and results section take a narrow view, putting an emphasis on the research itself. The three sections of a scholarly writing include many references to other studies in order to establish a bridge between what is known where the gap is and where the current study fits in in the field while the methods section focuses on citations employed for explaining the methods and techniques of other studies.

It can be said that both groups of writers reflected the hourglass model proposed by Hill et al. (1982) in their theses. However, Turkish writers had a tendency towards making use of slightly more citations in the methodology section.

Table 4.69.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to the Location of the Source Text

Location of Source Text	English L1 Writers' Theses		Turkish Writers' Theses	
	f	%	f	%
Abstract	20	0.5	79	1.6
Introduction	913	20.9	1165	24.3
Literature Review	217	5	242	5
Methodology	343	7.9	159	3.3
Results and Discussion	856	19.6	529	11
Conclusion/Implications	355	8.1	312	6.5
Books	1028	23.6	1939	40.4
Website	439	10.1	78	1.6
Panel	20	0.5	22	0.5
Software	8	0.2	0	0
Reports	49	1.1	0	0
Magazines	2	0.1	0	0
Total	**4250**	**97.5**	**4525**	**94.2**
Incorrect Citation Use	109	2.5	277	5.8
Total	**4359**		**4802**	

*Note: f= Frequency, %= Percentage

Table 4.69. above indicates the frequencies and percentages of the location of the source text in theses written by English L1 and Turkish writers. The data showed some differences between the locations where to cite the source in the text in theses written by both groups of the writers. Even though both English L1 and Turkish writers tended to cite the source in book chapters mostly, the portion of citations from the book chapters in Turkish writers' theses was two times more than the ones in English writers' theses. Also, both groups made use of the citations that were located in the introductory parts of other research studies in their theses (20.9% in English L1 writers' theses and 24.3% in Turkish writers' theses). However, they employed citations in the magazines least.

Table 4.70. below shows the frequencies and percentages of the variety of sources used by English L1 and Turkish writers in their theses.

Table 4.70.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to the Origin of Citations

Origin of Citations	English L1 Writers' Theses		Turkish Writers' Theses	
	f	%	f	%
Journals	2548	58.5	2180	45.4
Books and Monographs	1026	23.5	1941	40.4
Conference Proceedings	37	0.8	62	1.3
Thesis	109	2.5	237	4.9
Reports	59	1.4	24	0.5
Patents	0	0	0	0
Newspapers	2	0	0	0
Magazines	3	0.1	1	0
Webs	438	10	81	1.6
Panel	20	0.5	0	0
Software	8	0.2	0	0
Seminars	0	0	0	0
Total	**4250**	**97.5**	**4525**	**94.2**
Incorrect Citation Use	109	2.5	277	5.8
Total	**4359**		**4802**	

*Note: *f*= Frequency, *P*= Percentage

As shown in the table, English L1 writers benefited from 9 different types of sources while Turkish writers used 7 different sources in their theses. Journals and books regarded as the core academic literature were the most preferred type of sources by both groups. Both groups relied on journals more than books. Nonetheless, Turkish writers used almost twice as many books as English L1 writers. In Turkish writers' theses, this type of source accounted for 40.4% of all sources, as compared to 23.5% in English L1 writers' theses. When looking at the portion of the usage of core academic literature in the theses of both groups, it can be said that both groups relied on the core academic literature almost evenly. To sum up, in terms of diversity of the sources, English L1 writers used slightly more different types of sources than Turkish writers. As for the number of sources, Turkish writers (f= 4359) made use of more sources than English L1 writers (f=4802) in total.

Table 4.71. below indicates the frequencies and percentages of the ways both English L1 and Turkish writers incorporate content from sources in their theses.

Table 4.71.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to the Type of Transformations

	English L1 Writers' Theses		Turkish Writers' Theses	
Type of Transformations	**f**	**%**	**f**	**%**
Direct Quotation	378	8.7	1048	21.8
Patchwriting	15	0.3	675	14.1
Paraphrase	1322	30.3	1224	25.5
Summary	1812	41.6	1438	29.9
Critical Evaluation	723	16.6	139	2.9
Total	**4250**	**97.5**	**4525**	**94.2**
Incorrect Citation Use	109	2.5	277	5.8
Total	**4359**		**4802**	

*Note: f= Frequency, %=Percentage

As shown in the table, both groups of the writers tended to integrate others' work into their own theses by means of summarizing mostly. However, English L1 writers (41.6%) preferred summary more than Turkish writers (29.9%). Also, they mostly incorporated source content as a paraphrase of other authors' work. English L1 writers used paraphrasing as a way of transformation of source content more than Turkish writers even though paraphrase was the second most common way of transformation of the source content. Theses written by English L1 writers displayed a much higher percentage of critical evaluation (16.6%) having the third rank among other types of transformation and lower percentage of direct quotation (8.7%) and patchwriting (0.3%). Nonetheless, direct quotation was the third most preferred way of transformation by Turkish writers. The fourth rank belonged to patchwriting whereas critical evaluation was on the last rank in Turkish writers' theses. Direct quotation, patchwriting and critical evaluation as three forms of content integration were markedly different in English L1 and Turkish writers' theses.

Table 4.72. below presents the frequencies and percentages of generalizations from multiple sources that is also considered as one of the ways of the integrating source content in the theses written by both native and non-native speakers of English.

Table 4.72.

The Distribution of Generalization from Multiple Sources in English L1 and Turkish Writers' Analysed Theses

	English L1 Writers' Theses		Turkish Writers' Theses	
Generalisation from Multiple Sources	**f**	**%**	**f**	**%**
Not Containing Generalisation from Multiple Sources	3771	86.5	4249	88.5
Containing Generalisation from Multiple Sources	479	11	276	5.7
Total	**4250**	**97.5**	**4525**	**94.2**
Incorrect Citation Use	109	2.5	277	5.8
Total	**4359**		**4802**	

*Note: f= Frequency, %= Percentage

As can be seen in the table, both groups of writers preferred not to make generalizations from multiple sources (86.5% in English L1 writers' theses and 88.5% in Turkish writers' theses) even though theses written by English L1 writers displayed twice as high percentage of this type of citation as the theses written by Turkish writers. In other words, both groups of theses showed low percentages.

Table 4.73.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to Citation Types

	English L1 Writers' Theses		Turkish Writers' Theses	
Citation Types	**f**	**%**	**f**	**%**
Integral Citation	1783	40.9	2378	49.5
Non-integral Citation	2466	56.6	2146	44.7
Total	**4250**	**97.5**	**4524**	**94.2**
Incorrect Citation Use	109	2.5	278	5.8
Total	**4359**		4802	

*Note: f= Frequency, %= Percentage

Table 4.73. above points out the frequencies and percentages of citation types employed in theses written by both groups. While the theses written by English L1 writers favoured non-integral citations, accounting for 56.6% of total citations, Turkish writers' theses gave preference to integral citation, accounting for 49.5% of total citations. The following two tables below present the frequencies and percentages of each subtype of integral citations and non-integral citations in the two groups of writers' theses.

Table 4.74.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to Integral Citation Types

	English L1 Writers' Theses		Turkish Writers' Theses	
Integral Citation Types	**f**	**%**	**f**	**%**
Verb-controlling Citation	989	55.4	1738	73
Naming-integral Citation	431	24.1	482	20.2
Non-citation	363	20.3	158	6.6
Total	**1783**	**100**	**2378**	**100**

*Note: f= Frequency, %= Percentage

As can be seen, both groups of writers' theses favoured the verb-controlling type of the integral citation, with the theses written by Turkish L1 writers relying on this type to a greater extent. Naming-integral citation was on the second most common integral citation type in the theses by English L1 writers and Turkish writers; respectively, 24.1% and 20.2%. Non-citation was on the last rank among other types of integral citation in both groups of writers' theses. Nonetheless, the theses written by English L1 writers relied on non-citation almost three times more (20.3%) than the theses written by Turkish writers (6.6%). Even though both groups of writers benefitted from stylistic variation of citations in their theses, there was equal distribution of sub-categories of integral citation in the theses written by English L1 writers.

Table 4.75.

The Distribution of Citations in English L1 and Turkish Writers' Analysed Theses in regard to Non-integral Citation Types

	English L1 Writers' Theses		Turkish Writers' Theses	
Non-integral Citation Types	**f**	**%**	**f**	**%**
Source	1720	69.7	1413	65.8
Identification	596	24.1	531	24.7
Reference	98	3.9	193	8.9
Origin	52	2.1	8	0.3
Total	**2466**	**100**	**2146**	**100**

*Note: f= Frequency, %= Percentage

As shown in Table 4.75., English L1 and Turkish writers made use of four sub-categories of non-integral citation type in their theses. Both groups of writers

predominantly used source (69.7% in English L1 writers' theses and 65.8 % in Turkish writers' theses). Identification was the second most common type of non-integral citations in both groups of writers' theses; respectively, 24.1% and 24.7%. The third rank belonged to reference. However, Turkish writers relied on reference twice more than English L1 writers in their theses. Origin was the least preferred type of non-integral citation by both groups of writers but the theses written by English L1 writers used almost seven times as many such type of non-integral citation as the theses written by Turkish writers.

Table 4.76.

The Types of Content according to the Location of the Target Text

	English L1 Writers' Theses						Turkish Writers' Theses					
	The Type of Content											
Location of Target Text	Definition/ Explanation	Objective	Method	Results	Argument/ Discussion	Total	Definition /Explanation	Objective	Method	Results	Argument /Discussion	Total
	f	f	f	f	f	**f**	f	f	f	f	f	**f**
Abstract	0	0	0	0	3	**3**	0	0	3	0	0	**3**
Introduction	121	24	1	40	255	**441**	228	38	6	9	209	**490**
Literature Review	588	253	242	330	1043	**2456**	1120	453	52	282	1167	**3074**
Methodology	119	5	55	11	46	**236**	193	3	55	11	75	**337**
Results and Discussion	314	28	33	146	219	**740**	50	34	9	140	96	**329**
Conclusion / Implications	136	10	23	20	162	**351**	51	31	2	57	166	**307**
Limitations	1	0	2	9	12	**12**	0	0	0	0	0	**0**

*Note: **f**= Frequency

Table 4.76., above displays the frequencies of the type of content in regard to each rhetorical section of the theses written by both English L1 and Turkish writers. In the abstract section where the citations are the least employed, argument/discussion was the most common type in English L1 writers' theses while method was the main content of citations in Turkish writers' theses. As for the introduction section of the theses, citations were mostly made for argument/discussion in the theses written by English L1 writers whereas they were employed for giving a definition or an explanation in the theses written

by Turkish writers. However, method was the least preferred type of content for both groups of writers in the introduction section.

In the literature review section, the theses of both groups of writers relied on argument/discussion and definition/explanation mostly. However, Turkish writers employed citations for definition/explanation twice as many as English writers. As in the introduction section, method was the least common type of content in both groups of writers' theses but English L1 writers tended to explain the methods of other research studies almost five times more than Turkish writers.

As to the methodology section of the theses, both groups of writers had tendency towards making use of citations for defining or providing an explanation whereas objective was the least preferred type of content by two groups in this section. Nonetheless, the frequency of making use of definition/explanation in Turkish writers' theses was higher.

In the results/discussion part, definition/explanation was on the first rank among all in English L1 writers' theses while in Turkish writers' theses, commenting on the results of other research studies was the most common type of content. In both sets of the theses, the second most common type of content was argument/discussion but the frequency of this type of content in English L1 writers' theses was more than twice as many citations in Turkish writers' theses. Method was the least preferred type of content in both groups of writers' theses.

Looking at the last two rhetorical sections of the theses, argument/discussion was the most common type of content by two groups of writers in the conclusion/implications section of their theses. In the limitation section of the theses, citations were used frequently for argument/discussion in English L1 writers' theses but Turkish writers preferred not to cite in this section. As it is obvious in the Table 4.76 above, Turkish writers' theses showed more tendency towards descriptiveness rather than analysis in almost each section.

Table 4.77. below shows how the type of transformation varies in regard to location of target text in the theses written by English L1 and Turkish writers.

Table 4.77.

The Type of Transformation according to the Location of the Target Text

Location of Target Text	English L1 Writers' Theses						Turkish Writers' Theses					
	The Type of Transformation											
	Direct Quotation	Patchwriting	Paraphrase	Summary	Critical Evaluation	Total	Direct Quotation	Patchwriting	Paraphrase	Summary	Critical Evaluation	Total
	f	f	f	f	f	f	f	f	f	f	f	f
Abstract	0	0	0	3	0	**3**	0	0	0	3	0	3
Introduction	31	1	123	187	99	**441**	103	87	145	146	8	489
Literature Review	261	11	865	916	402	**2455**	745	500	820	927	75	3067
Methodology	33	2	90	99	12	**236**	111	40	85	97	1	334
Results and Discussion	28	0	174	398	140	**740**	32	30	101	147	18	328
Conclusion / Implications	25	1	66	198	61	**351**	58	18	73	118	37	304
Limitations	0	0	4	11	9	**24**	0	0	0	0	0	0
Total	**378**	**15**	**1322**	**1812**	**723**	**4250**	**1049**	**675**	**1224**	**1438**	**139**	**4525**

*Note: **f**= Frequency

As displayed in the table, except for methodology section of Turkish writers' theses, the source content was incorporated as a summary and paraphrase of others' work mostly in each section. In the methodology section, Turkish writers preferred to quote mostly. Critical evaluation had the third rank among all in English L1 writers' theses whereas it was on the last rank in Turkish writers' theses, which can lead us Turkish writers' tendency towards being descriptive rather than being evaluative. On the other hand, the third rank belonged to direct quotation in each section except for methodology section in which direct quotation was on the second rank. This Turkish writers' heavy reliance on direct quotation can be explained by the fact that it can be seen as an undemanding type of transformation compared to paraphrase, summary, critical evaluation or generalisation from multiple sources due to the fact that it does not need any kind of textual modification in the source text. The last two ranks belonged to direct quotation and patchwriting in English L1 writers' theses whereas patchwriting and critical evaluation were the least preferred type of transformation by Turkish writers.

Nonetheless, the unacknowledged use of fragments in Turkish writers' theses was forty-five times more than in English L1 writers' theses.

Table 4.78.

The Types of Citation according to the Location of the Target Text

Location of Target Text	English L1 Writers' Theses			Turkish Writers' Theses		
	The Types of Citation					
	Integral Citation	Non-integral Citation	Total	Integral Citation	Non-integral Citation	Total
	f	f	f	f	f	f
Abstract	0	3	**3**	3	0	**3**
Introduction	78	363	**441**	205	283	**488**
Literature Review	1314	1141	**2455**	1736	1331	**3067**
Methodology	91	144	**235**	161	173	**334**
Results and Discussion	201	539	**740**	127	201	**328**
Conclusion/Implications	97	254	**351**	146	158	**304**
Limitations	2	22	**24**	0	0	**23**
Total	**1783**	**2466**	**4249**	**2378**	**2146**	**4524**

*Note: **f**= Frequency

Table 4.78. above displays citation types according to the location of target text in both groups of writers' theses. Except for the abstract section of Turkish writers' theses and literature sections of both groups of writers' theses, both groups of writers showed a tendency towards non-integral citations. However, in the literature review sections of their theses, they preferred integral citations more than non-integral citations. As for the distinction between two types of citation in total, Turkish writers' theses used a higher percentage of integral citation while English L1 writers' theses displayed more non-integral citation. The distribution of sub-categories of these two types of citation is given in the following two tables.

Table 4.79.

The Types of Integral Citation according to the Location of the Target Text

Location of Target Text	English L1 Writers' Theses				Turkish Writers' Theses			
	The Type of Integral Citation							
	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total
	f	f	f	f	f	f	f	f
Abstract	0	0	0	**0**	1	2	0	**3**
Introduction	42	20	16	**88**	149	44	12	**205**
Literature Review	763	253	292	**1308**	1294	309	133	**1736**
Methodology	22	42	28	**92**	106	49	6	**161**
Results and Discussion	105	74	22	**201**	87	37	3	**127**
Conclusion/Implications	57	34	11	**102**	101	41	4	**146**
Limitations	0	2	0	**2**	0	0	0	**0**
Total	**989**	**425**	**369**	**1783**	**1738**	**482**	**158**	**2378**

*Note: **f**= Frequency

As listed in the table above, except for the abstract sections, the methodology section of English L1 writers' theses, and limitations sections, verb-controlling citation was on the first rank among three types of integral citation in each sections of both groups of writers' theses. In the abstract section, English writers preferred not to cite while Turkish writers made use of naming-integral citation more than other types. As for the methodology section of English L1 writers' theses, naming-integral citation was on the first rank among all. In the limitations sections, the first rank belonged to naming-integral citation whereas Turkish writers did not prefer to cite. Non-citation was the least preferred integral citation in each section of both groups of theses except for the literature review and methodology sections of English L1 writers' theses.

Table 4.80.

The Types of Non-integral Citation according to the Location of the Target Text

Location of Target Text	English L1 Writers' Theses					Turkish Writers' Theses				
	The Type of Non-integral Citation									
	Source	Identification	Reference	Origin	Total	Source	Identification	Reference	Origin	Total
	f	f	f	f	f	f	f	f	f	f
Abstract	3	0	0	0	**3**	0	0	0	0	**0**
Introduction	240	117	6	0	**363**	215	65	3	0	**283**
Literature Review	780	260	76	30	**1146**	822	318	187	5	**1332**
Methodology	105	20	4	15	**144**	143	25	2	2	**172**
Results and Discussion	409	120	10	0	**539**	116	84	1	0	**201**
Conclusion/Implications	177	70	1	1	**249**	118	39	0	1	**158**
Limitations	12	9	1	0	**22**	0	0	0	0	**0**
Total	**1726**	**596**	**98**	**46**	**2466**	**1414**	**531**	**193**	**8**	**2146**

*Note: **f**= Frequency

As can be seen in the table above, source was the most common type of non-integral citation in each rhetorical section of the theses written by both groups of the writers. Second rank belonged to identification among four types of non-integral citation in each section of the theses. Reference was on the third rank in each section while origin was the least preferred type of non-integral citation in each section except for the methodology sections of the theses even though two groups of writers preferred not to make use of origin in four sections of their theses consisting of the abstract, introduction, results/discussion and limitations sections. In the methodology sections of the theses, origin, considered as the typical non-integral citation type of the methodology sections, was on the third rank.

4.4. Research Question 3

The third research question tries to find out the similarities and differences in the usage of citations practices in MA theses and PhD theses in regard to four variables consisting of citation types, the way the cited material was incorporated into the citing text, the origin of citations and proportions of citation practices within the sections of

theses consisting of Abstract, Introduction, Literature Review, Methodology, Results and Discussion, Conclusion and Implications. Considering the four variables, the findings will be presented in the tables below.

Table 4.81.

The Distribution of Citations in Analysed MA and PhD Theses in regard to the Type of Content

	MA Theses		PhD Theses	
Type of Content	**f**	**%**	**f**	**%**
Definition/Explanation	1133	30.6	1789	32.7
Objective	320	8.7	559	10.2
Method	227	6.1	256	4.7
Results	511	13.8	544	10.0
Argument/Discussion	1326	35.9	216	38.9
Total	**3517**	**95.1**	**5274**	**96.5**
Incorrect Citation Use	180	4.9	190	3.5
Total	**3697**		**5464**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.81. above displays the frequencies and percentages of type of content in MA and PhD theses. As can be seen, argument/discussion and definition/explanation were the most common two types of content in both groups of theses; however, PhD theses had citations for argument/discussion and definition/explanation slightly more than MA theses. Commenting on the results was on the third rank in MA theses while the fourth rank belonged to results in PhD theses. In PhD theses, explaining the objective of other studies was on the third rank (10.2%). The least preferred type of content was method in two groups of theses.

Table 4.82. below presents the frequencies and percentages of the distribution of citations over different sections of MA and PhD theses.

Table 4.82.

The Distribution of Citations in Analysed MA and PhD Theses in regard to the Location of the Target Text

	MA Theses		PhD Theses	
Location of Target Text	**f**	**%**	**f**	**%**
Abstract	5	0.1	1	0
Introduction	357	9.7	574	10.5
Literature Review	2275	61.5	3255	59.6
Methodology	215	5.8	358	6.6
Results and Discussion	290	7.8	779	14.3
Conclusion/Implications	374	10.1	284	5.2
Limitations	1	0	23	0.4
Total	**3517**	**95.1**	**5274**	**96.5**
Incorrect Citation Use	180	4.9	190	3.5
Total	**3697**		**5464**	

*Note: *f*= Frequency, *%*= Percentage

As seen in the table, the literature review sections of both groups had the highest density of citation, accounting for 61.5% in MA theses and 59.6% in PhD theses due to the fact that literature review sections need the substantial amount of current and past literature related to the issue that is being studied on while the methodology sections had the lowest number of citations in both theses; respectively, 5.8% in MA theses and 6.6% in PhD theses out of total citations. Also, early research studies related to citation practices have brought into light that reference to previous research studies and elaboration tend to be located in early parts of a scholar academic writing rather than in the results/discussion sections (Thompson, 2001).

As shown in the table, both groups of theses reflected the hourglass model proposed by Hills et al. (1982). According to the model, both the beginning and end of a thesis include a higher proportion of citations than methodology sections. The density of citation in the introduction and literature review sections was more than in the methodology sections and towards the end of theses, the citation density again increased.

Table 4.83.below indicates the frequencies and percentages of the location of the source text in MA and PhD theses

Table 4.83.

The Distribution of Citations in Analysed MA and PhD Theses in regard to the Location of the Source Text

	MA Theses		PhD Theses	
Location of Source Text	**f**	**%**	**f**	**%**
Abstract	62	1.7	37	0.7
Introduction	769	20.8	1309	24.0
Literature Review	185	5.0	274	5.0
Methodology	250	6.8	252	4.6
Results and Discussion	611	16.5	774	14.2
Conclusion/Implications	221	6.0	446	8.2
Books	1319	35.7	1648	30.2
Website	59	1.6	458	8.4
Panel	0	0	20	0.4
Software	2	0.1	6	0.1
Reports	29	0.8	42	0.8
Magazines	2	0.1	0	0
Total	**3509**	**94.9**	**5266**	**96.4**
Incorrect Citation Use	188	5.1	198	3.6
Total	**3697**		**5464**	

*Note: f= Frequency, %= Percentage

As displayed in the table, most of the citations used in two groups of theses were located in book chapters, accounting for almost one third of total citations. Also, the citations employed in the theses were mostly located in the introductory and results/discussion parts of other studies. However, they were located in magazines, software programs, panels and reports least.

Table 4.84.

The Distribution of Citations in Analysed MA and PhD Theses in regard to the Origin of Citations

	MA Theses		PhD Theses	
Origin of Citations	**f**	**%**	**f**	**%**
Journals	1875	50.7	2853	52.2
Books and Monographs	1321	35.7	1646	30.1
Conference Proceedings	22	0.6	77	1.4
Thesis	195	5.3	151	2.8
Reports	30	0.8	53	1.0
Patents	0	0	0	0
Newspapers	0	0	2	0.1

Magazines	2	0.1	1	0.1
Webs	60	1.6	457	8.4
Panel	0	0	20	0.4
Software	2	0.1	6	0.1
Seminars	0	0	0	0
Total	**3507**	**94.9**	**5266**	**96.4**
Incorrect Citation Use	190	5.1	198	3.6
Total	**3697**		**5464**	

*Note: *f*= Frequency, *%*= Percentage

Table 4.84. above shows the numbers of different types of sources used in the two sets of theses. This comparison presents a more detailed picture of source use in both MA and PhD theses. Some minimal differences in the aspect of the diversity of sources and the most preferred type of sources were found out in two sets of theses. While eight different sources were used in MA theses, there were ten different sources in PhD theses. Both MA and PhD theses relied on journals (%50.7 in MA theses and 52.2% in PhD theses) and books (%35.7 in MA theses and 30.1% in PhD theses) to a greater extent. However, the third most preferred source was thesis in MA theses (5.3%) whereas webs was on the third rank in PhD theses (8.4%). In PhD theses, thesis was the fourth most preferred type of source that was equal to the half of the number of thesis used in MA theses.

It can be concluded that there was a minimal difference in terms of diversity of the sources used. PhD theses preferred to use a greater variety of sources. Both MA and PhD theses used journals and books that constitute the core academic literature mostly but a difference was found in the tendency of the writers of MA theses to make use of thesis that is considered a type of source not having a high academic standing.

Table 4.85. below shows the frequencies and percentages of the ways of integrating content from the sources in the two sets of theses.

Table 4.85.

The Distribution of Citations in Analysed MA and PhD Theses in regard to the Type of Transformations

Type of Transformations	MA Theses		PhD Theses	
	f	%	f	%
Direct Quotation	704	19.0	723	13.2
Patchwriting	376	10.2	314	5.7
Paraphrase	1051	28.4	1495	27.4
Summary	1116	30.2	2134	39.1
Critical Evaluation	262	7.1	600	11.0
Total	**3509**	**94.9**	**5266**	**96.4**
Incorrect Citation Use	188	5.1	198	3.6
Total	**3697**		**5464**	

*Note: *f*= Frequency, *%*= Percentage

As shown in Table 4.85., the source content was integrated as a way of summary (30.2% in MA theses and 39.1% in PhD theses) and paraphrase (28.4% in MA theses and 27.4% in PhD theses) mostly in both MA and PhD theses. However, the writers of PhD theses made use of summary (39.1%) more than the writers of MA theses (30.2%). Direct quotation was the third most preferred way of transformation in two sets of theses but MA theses showed a much higher percentage of direct quotation (19%). There was a decline in the use of direct quotation in PhD theses (13.2%). While the fourth rank belonged to patchwriting in MA theses, it was on the last rank in PhD theses, showing a sharp decline in the percentage of patchwriting in the PhD theses. As for the critical evaluation, it was on the last rank in MA theses, accounting for 7.1% of total citations whereas the fourth rank belonged to it in PhD theses, accounting for 11%. In sum, direct quotation, patchwriting and critical evaluation as three forms of content transformation were markedly different in two sets of the theses. These differences can be an indicator of the improvement of PhD theses in the process of academic writing.

Table 4.86. below indicates the frequencies and percentages of generalizations from multiple sources, one of the way of content integration, in the two sets of the theses.

Table 4.86.

The Distribution of Generalization from Multiple Sources in Analysed MA and PhD Theses

	MA Theses		PhD Theses	
Generalisation from Multiple Sources	**f**	**%**	**f**	**%**
Not Containing Generalisation from Multiple Sources	3272	88.5	4747	86.9
Containing Generalisation from Multiple Sources	237	6.4	519	9.5
Total	**3509**	**94.9**	**5266**	**96.4**
Incorrect Citation Use	189	5.1	198	3.6
Total	**3697**		**5464**	

*Note: f= Frequency, %= Percentage

As seen in the table, generalizations from multiple sources were one of the least often used form of content integration in both MA and PhD theses. Nonetheless, PhD theses displayed a higher percentage of this kind of citation, accounting for 9.5% out of total citations than MA theses (6.4%). The reason lying behind this underuse of generalization from multiple sources in the two sets of the theses can be graduate students' limited knowledge in the field or their unawareness of the rhetorical value of generalization from multiple sources. It can be said that the writers of PhD theses are one step ahead in the process of academic writing.

Table 4.87.

The Distribution of Citations in Analysed MA and PhD Theses in regard to Citation Types

	MA Theses		PhD Theses	
Citation Types	**f**	**%**	**f**	**%**
Integral Citation	1903	51.5	2258	41.3
Non-integral Citation	1605	43.4	3007	55.0
Total	**3508**	**94.9**	**5266**	**96.4**
Incorrect Citation Use	189	5.1	198	3.6
Total	**3697**		5464	

*Note: f= Frequency, %= Percentage

Table 4.87. above presents the frequencies and percentages of citation types in the two sets of the theses. As regards the portions of integral and non-integral citations, there seemed a difference in the preference of citation types in both types of theses. MA theses displayed a higher percentage of integral citations whereas PhD theses used a higher

number of non-integral citations. The following two tables (Table 4.88 and Table 4.89.) give the frequencies and percentages of sub-types of integral and non-integral citations.

Table 4.88.

The Distribution of Citations in Analysed MA and PhD Theses in regard to Integral Citation Types

	MA Theses		PhD Theses	
Integral Citation Types	**f**	**%**	**f**	**%**
Verb-controlling Citation	1229	64.5	1498	66.3
Naming-integral Citation	433	22.7	480	21.2
Non-citation	241	12.6	280	12.4
Total	**1903**	**100**	**2258**	**100**

*Note: f= Frequency, %= Percentage

As shown in Table 4.88., there is a near equal distribution over integral citation types in MA and PhD theses. Verb-controlling citation was the most common integral citation type in MA theses, accounting for 64.5% and in PhD theses, accounting for 66.3%. Following verb-controlling citation, naming-integral citation was on the second rank among three types of integral citation. The last rank belonged to non-citation, having a near equal percentage in two sets of the theses.

Table 4.89.

The Distribution of Citations in Analysed MA and PhD Theses in regard to Non-integral Citation Types

	MA Theses		PhD Theses	
Non-integral Citation Types	**f**	**%**	**f**	**%**
Source	1112	69.2	2021	67.2
Identification	445	27.7	682	22.6
Reference	28	1.7	263	8.7
Origin	20	1.2	41	1.3
Total	**1605**	**100**	**3007**	**100**

*Note: f= Frequency, %= Percentage

As presented in the Table 4.89., no difference was found out in the preference of non-integral citation types in MA and PhD theses. However, there was a minimal difference in the use of one sub-category of non-integral citation: reference. Source and

identification were the most two frequent used type of non-integral citation in two sets of the theses. The third rank belonged to reference in MA and PhD theses but PhD theses used reference almost four times more than MA theses. Origin was on the last rank among four types of non-integral citation, having an equal distribution over the theses.

Table 4.90.

The Types of Content according to the Location of the Target Text

Location of Target Text	MA Theses						PhD Theses					
	The Type of Content											
	Definition/ Explanation	Objective	Method	Results	Argument/ Discussion	Total	Definition /Explanation	Objective	Method	Results	Argument /Discussion	Total
	f	f	f	f	f	f	f	f	f	f	f	f
Abstract	0	0	2	0	3	**5**	0	0	1	0	0	**1**
Introduction	172	19	3	16	147	**357**	177	43	4	33	317	**574**
Literature Review	742	234	125	317	857	**2275**	966	472	169	295	1352	**3254**
Methodology	101	5	60	11	38	**215**	211	3	50	11	83	**358**
Results and Discussion	39	29	15	116	91	**290**	325	33	27	170	224	**779**
Conclusion / Implications	79	33	22	51	189	**374**	108	8	3	26	139	**284**
Limitations	0	0	0	0	1	**1**	1	0	2	9	12	**24**
Total	**1133**	**320**	**227**	**511**	**1326**	**3517**	**1788**	**559**	**256**	**544**	**2126**	**5274**

*Note: **f**= Frequency

Table 4.90. above indicates the types of content according to the location of the target text in the two sets of the theses. As can be seen, in the abstract section of MA theses, citations were made for argument/discussion mostly whereas in PhD theses they were used frequently for method which was the second most common type of content in MA theses.

As to other rhetorical sections of MA theses, in the introduction and methodology sections, citations were used mostly for providing a definition or giving an explanation whereas in the rest of the sections except for the results and discussion, citations were made for argument/discussion. In the results and discussion section, commenting on the results of other studies was the most common type of content.

As for the sections of PhD theses, except for the methodology and results and discussion chapters, argument/discussion was the most common type of content in each section. In the rest two sections, providing a definition or giving an explanation had the first rank among all.

When looking at all of the sections of MA and PhD theses, PhD theses displayed a bit more argumentative structure than MA theses.

Table 4.91.

The Type of Transformation according to the Location of the Target Text

	MA Theses						PhD Theses					
	The Type of Transformation											
Location of Target Text	Direct Quotation	Patchwriting	Paraphrase	Summary	Critical Evaluation	Total	Direct Quotation	Patchwriting	Paraphrase	Summary	Critical Evaluation	Total
	f	f	f	f	f	f	f	f	f	f	f	f
Abstract	0	0	0	5	0	**5**	0	0	0	1	0	1
Introduction	71	50	111	113	11	**356**	63	38	157	220	96	574
Literature Review	527	285	711	602	147	**2272**	479	226	974	1241	330	3250
Methodology	28	15	58	104	7	**212**	116	27	117	92	6	358
Results and Discussion	23	12	78	140	36	**289**	37	18	197	405	122	779
Conclusion / Implications	55	14	93	152	60	**374**	28	5	46	164	38	281
Limitations	0	0	0	0	1	**1**	0	0	4	11	8	23
Total	704	376	1051	1116	262	3509	723	314	1495	2134	600	5266

*Note: **f**= Frequency

Table 4.91. above shows the type of transformation in regard to different rhetorical sections of both groups of the theses: MA and PhD theses. As shown in the table, in the abstract section, the only preferred type of transformation was summary in the two sets of the theses.

In the introduction section, MA and PhD theses relied on summary and paraphrase mostly. However, MA theses made use of critical evaluation least whereas critical

evaluation was on the third rank among all in PhD theses. The last rank belonged to patchwriting in PhD theses.

As for the literature review section, both groups of theses depicted a similar picture like in the introduction section. Source content was mostly incorporated as a summary/paraphrase of other works. Direct quotation was on the third rank among all in the both groups of the theses. However, patchwriting was on the fourth rank in MA theses whereas in PhD theses it was the least preferred type of transformation. In PhD theses, fourth rank belonged to critical evaluation whereas it was on the last rank in MA theses.

In the methodology section, in MA theses summary and paraphrase were the two most common types of integrating the source content while summary and direct quotation were the two most preferred types of transformation in PhD theses. The third rank belonged to direct quotation in the first group of theses while summary was on the third rank in the second group of the theses. The least two preferred types of transformation were patchwriting and critical evaluation respectively in the two sets of the theses.

As to the results and discussion section, summary and paraphrase were again on the first two ranks among all in the two sets of the theses. Following two types of transformation, critical evaluation, direct quotation and patchwriting were made use of respectively in both MA and PhD theses. No difference related to the way of integrating source text was found out in the results and discussion sections of two groups of theses.

In the conclusion/implications section, summary and paraphrase as two forms of content integration were made use of mostly in two sets of theses whereas patchwriting was the least preferred type. There was no difference related to the type of transformation in the conclusion/implications section.

In the last rhetorical section of the theses, only critical evaluation was employed in MA theses whereas three types of transformation consisting of paraphrase, summary and critical evaluation were used in PhD theses. Among these three types, summary was the most preferred one while paraphrase was on the last rank.

In sum, except for the literature review and limitations sections in MA theses and the methodology section in PhD theses, the two sets of the theses relied most of all on summary. Critical evaluation, on the other hand, was the least preferred type to transform citations in each section except for the last three sections of MA theses whereas it was on the last rank in only two sections including the abstract and methodology sections of PhD

theses. It is obvious that critical evaluation was used more widespread in PhD theses than in MA theses.

Table 4.92.

The Types of Citation according to the Location of the Target Text

	MA Theses			PhD Theses		
	The Types of Citation					
Location of Target Text	Integral Citation	Non-integral Citation	Total	Integral Citation	Non-integral Citation	Total
	f	f	f	f	f	f
Abstract	2	3	**5**	1	0	**1**
Introduction	147	208	**355**	136	438	**574**
Literature Review	1353	919	**2272**	1697	1553	**3250**
Methodology	89	123	**212**	163	194	**358**
Results and Discussion	148	141	**289**	180	599	**779**
Conclusion/Implications	163	211	**374**	80	201	**281**
Limitations	1	0	**1**	1	22	**23**
Total	**1903**	**1605**	**3508**	**2258**	**3007**	**5266**

*Note: **f**= Frequency

Table 4.92. above presents the types of citation in regard to the location of the target text in the two sets of the theses. As can be seen, there were differences in the preference of citation type in the different sections of both groups of the theses. In the abstract section, MA theses displayed a higher percentage of non-integral citation whereas in the PhD theses integral citation was preferred even though abstract section had the limited number of citations. As for the literature section in two sets of the theses, integral citation was used more than non-integral citation. In the methodology section, non-integral citation was the preferred type of citation in both MA and PhD theses. As to the results and discussion section, MA theses displayed a slightly higher proportion of integral citation while in PhD theses, non-integral citation was preferred almost three times more than integral citation. In the conclusion/implications section, both MA and PhD theses gave preference to non-integral citation. In the last rhetorical section, in MA theses, integral citation was preferred whereas PhD theses favored non-integral citation more than integral citation. In brief, each section showed a stylistic variation in the aspect of citation types in two sets of the theses. The following two tables show the subcategories

of both kinds of citation in regard to the location of the target text in two sets of the theses.

Table 4.93.

The Types of Integral Citation according to the Location of the Target Text

Location of Target Text	MA Theses				PhD Theses			
	The Type of Integral Citation							
	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total	Verb-controlling Citation	Naming-integral Citation	Non-citation	Total
	f	f	f	f	f	f	f	f
Abstract	1	1	0	**2**	0	1	0	**1**
Introduction	107	35	5	**147**	84	29	23	**136**
Literature Review	906	260	187	**1353**	1151	308	232	**1691**
Methodology	37	34	18	**89**	91	57	16	**164**
Results and Discussion	72	57	19	**148**	120	54	6	**180**
Conclusion / Implications	106	45	12	**163**	52	30	3	**85**
Limitations	0	1	0	**1**	0	1	0	**1**
Total	**1229**	**433**	**241**	**1903**	**1498**	**480**	**280**	**2258**

*Note: **f**= Frequency

As listed in the table above, except for the abstract and limitations sections, both groups of the theses favoured verb-controlling citation in each section with PhD theses relying on this type to a slightly greater extent whereas non-citation was the least preferred type of integral citation. In the abstract and limitations sections, naming-integral citation was the most common sub-type of integral citation.

Table 4.94.

The Types of Non-integral Citation according to the Location of the Target Text

Location of Target Text	MA Theses					PhD Theses				
	The Type of Non-integral Citation									
	Source	Identification	Reference	Origin	Total	Source	Identification	Reference	Origin	Total
	f	f	f	f	f	f	f	f	f	f
Abstract	3	0	0	0	**3**	0	0	0	0	**0**
Introduction	155	48	5	0	**208**	300	134	4	0	**438**
Literature Review	652	238	19	10	**919**	944	340	244	25	**1553**
Methodology	85	26	3	8	**122**	163	19	3	9	**194**
Results and Discussion	78	63	0	1	**142**	447	141	11	0	**599**
Conclusion / Implications	139	70	1	1	**211**	161	39	0	1	**201**
Limitations	0	0	0	0	**0**	12	9	1	0	**22**
Total	**1112**	**445**	**28**	**20**	**1605**	**2026**	**682**	**263**	**35**	**3007**

*Note: **f**= Frequency

As shown in Table 4.94. above, source was the most preferred type of non-integral citation among four types of non-integral citation in each section of the two sets of theses. Second rank belonged to identification in each section.

Except for the methodology section in two sets of theses, the results and discussion section in MA theses, and the conclusion/implications sections in PhD theses reference was on the third rank whereas the least preferred type of non-integral citation was origin.

4.5. Research Question 4

To investigate the graduate students' awareness level of citation practices, a questionnaire was administered to 93 graduate students in the field of ELT and the data obtained from the questionnaire was analysed by means of SPSS 23.0 version. Also, in order to support the data gathered from the questionnaire, semi-structured interviews were conducted with 25 graduate students who are the non-native speakers of English in the

field of ELT. The findings of data obtained from the questionnaire will be presented in the following tables.

The citation practice questionnaire has three sections consisting of background information related to the participants such as gender, the undergraduate area of study, the last degree completed, the current education situation, teaching experience and their academic education background related to academic writing and citation practices in the process of their undergraduate and graduate education life, items to explore graduate students' citation practices, and the items related to citer motivations. The analysis of data related to the participants' background information including gender, the undergraduate area of study, the last degree completed, the current education situation and teaching experience was given in Table 3.5. in the methodology section. The findings of data obtained from the first section of the questionnaire regarding the participants' academic background related to academic writing and citation practices in the process of their undergraduate and graduate education life will be presented in the following table.

Table 4.95.

The Educational Background of Graduate Students in regard to Academic Writing Courses and Courses related to Citation Practices

Courses	Undergraduate Education Background		Graduate Education Background	
	N	%	N	%
Have Taken Academic Writing Courses	72	77.4	50	43
Have Not Taken Academic Writing Course	21	22.6	43	46.2
Have Taken Courses related to Citation Practices	24	25.8	14	15.1
Have Not Taken Courses related to Citation Practices	69	74.2	79	84.9
Have Taken Extra Training on Academic Writing	8	8.6	10	10.8
Have Not Taken Extra Training on Academic Writing	85	91.4	83	89.2
Have Taken Extra Training on Citation Practices	3	3.2	6	6.5
Have Not Taken Extra Training on Citation Practices	90	96.8	87	93.5

*Note: N=Number, %=Percentage

As can be seen in the table above, 77.4% of the participants had the chance to take academic writing courses in their undergraduate education life; however, only half of the participants got the opportunity to take academic writing course in their graduate

education life. As for the courses related to citation practices, in undergraduate education life only one-fourth of the participants took the courses. However, this portion decreased in the graduate education life. Only almost one-sixth of the participants had the opportunity to get citation practice courses in their graduate education life. As to extra training on academic writing, the proportion of the students having the opportunity to take extra training sharply decreased. 8.6% and almost one-tenth of the participants took extra training on academic writing in undergraduate and graduate education life respectively. Looking at extra training on citation practices, only three of the participants took extra training in their undergraduate education life. In the graduate education life, this proportion doubled. It is seen in Table 4.95. that in Turkey courses related to academic writing and citation practice get more attention in the curriculum of undergraduate programs in the field of ELT. Nonetheless, there is a bigger gap related to citation practices at the both levels of education in the field. In order to support the data obtained from the questionnaire, a document analysis was conducted to depict a more detailed picture of the situations of academic writing and citation practice courses in the field of ELT in Turkey.

Based on the database of the Council of Higher Education, there are 196 universities in total in Turkey, consisting of 123 state universities and 73 private foundation universities, as shown in Table 4.96.. Among these universities only 57 universities have ELT undergraduate programs. 16 of them are private foundation universities while the rest of them are state universities. As for graduate education, 31 out of 57 universities offering ELT undergraduate programs have MA programs in ELT, consisting of 9 private foundation universities and 22 state universities. Only 12 universities composed of 3 private foundation universities and 9 state universities offer PhD programs in the field of ELT, as presented in Table 4.96. below. As seen in the table below, there is a limited number of universities offering graduate programs in ELT.

Table 4.96.

The Distribution of Universities in Turkey

The Type of Universities	Private Foundation Universities	State Universities	Total
The number of Universities	73	123	196

Table 4.97.

The Distribution of Universities Offering Undergraduate and Graduate ELT Programs in Turkey

The Universities	Program Types		
	Undergraduate Programs	MA Programs	PhD Programs
Private Foundation Universities	16	9	3
State Universities	41	22	9
Total	**57**	31	12

This limited number of graduate programs in the field of ELT offers a wide spectrum of courses in the fields of linguistics, applied linguistics, teacher education, first language acquisition, second language acquisition, methodology, research methods, and academic writing. However, while almost all of the universities (N=28) offer courses related to research methods under different names such as research methods in ELT, research methods 1, research methods 2, advanced research methods, qualitative research: theory and methods, and quantitative research methods in language research, only 9 universities out of 31 universities offer academic writing courses in their graduate programs in the field of ELT. There seems to be no doubt that academic writing courses have not been paid as much attention as research methods in graduate programs in the field of ELT. Table 4.98. below indicates the distribution of the availability of MA and PhD programs in the field of ELT, research methods courses and academic writing courses over universities.

Table 4.98.

Descriptive Statistics of Graduate Programs, Research Methods Courses and Academic Writing Courses over Universities

	Graduate Programs Offered at the Universities		Courses Offered in Graduate Programs	
The Universities	MA Programs	PhD Programs	Research Methods Courses	Academic Writing Courses
University 1	X			
University 2	X		X	
University 3	X	X	X	
University 4	X	X	X	X
University 5	X	X	X	
University 6	X	X	X	
University 7	X		X	X
University 8	X		X	X
University 9	X	X	X	X
University 10	X	X	X	
University 11	X	X	X	X
University 12	X		X	
University 13	X	X	X	X
University 14	X		X	
University 15	X	X	X	
University 16	X		X	
University 17	X	X	X	
University 18	X			
University 19	X			
University 20	X		X	
University 21	X		X	
University 22	X		X	
University 23	X	X	X	X
University 24	X		X	
University 25	X		X	
University 26	X		X	
University 27	X		X	X
University 28	X		X	
University 29	X	X	X	
University 30	X		X	
University 31	X		X	X
Total	**31**	**12**	**28**	**9**

To sum up, based on the data obtained from the questionnaire and the document analysis, it can said that even though in undergraduate education life, academic writing courses are sufficient in number to some extent, these types of courses including academic writing and citation practices seem to be ignored in the curricula of graduate programs in the field of ELT.

As for the second section of the questionnaire, this section tried to reveal graduate students' views on citation practice issue. The results showed that graduate students mostly know what citation means (98.9%), the variations in the use of citations (% 82.8), the types of citation (76.3%) and how to work with source materials when working on the source texts (88.2%). Also, they claim that they are familiar with both technical and cognitive aspects of source use; respectively 85% and 79.5%. Moreover, more than half of the graduate students (66.6%) think that they have knowledge about the range of choices of citation features available for each function of citation use. However, one-fourth of the graduate students (25.8%) experience uncertainty related to the issue. Furthermore, they agree on the importance of citing appropriately (96.8%) and are aware of the fact that the improper usage of citation can lead to plagiarism (96.7%). Additionally, they concur on the idea that there is a relationship between plagiarism and citation usage (77.5%). On the other hand, they accept that using direct quotation is an easier way than paraphrasing in the process of citing others (65.6%) and see making use of direct quotation as a way of safety mechanism (64.6%) even though they think that they are aware of citation norms and conventions in their field. More strikingly, although more than three-fourths of the graduate students believe that they have sufficient background knowledge related to how to cite appropriately, they acknowledge the grim reality that there is lack of proper instruction related to citation practices in academic writing courses in Turkey, showing parallelism with the results of the document analysis. The fourteen items graduate students agree on or disagree with are presented in the following table.

Table 4.99.

The Descriptive Analysis of 14 Items in the Citation Practice Questionnaire

Items in the Questionnaire	Strongly Disagree f	Strongly Disagree %	Disagree f	Disagree %	Uncertain f	Uncertain %	Agree f	Agree %	Strongly Agree f	Strongly Agree %
1.I know what citation means	0	0	0	0	1	1.1	23	24.7	69	74.2
2. I know variations in the use of citations.	0	0	3	3.2	13	14.0	39	41.9	38	40.9
3. I know how to work with the source materials when working on source texts.	0	0	1	1.1	10	10.8	50	53.8	32	34.4
4.I am familiar with the technical aspects of source use such as APA style or MLA style.	1	1.1	2	2.2	11	11.8	46	49.5	33	35.5
5.I am familiar with the cognitive aspects of source use, i.e., engaging critically with ideas from sources and positioning one's study in relation to previous research.	0	0	4	4.3	15	16.1	43	46.2	31	33.3
6.I have knowledge about the range of choices of citation features available for each function of citation usage.	0	0	7	7.5	24	25.8	43	46.2	19	20.4
7.I know it is important to cite appropriately.	0	0	1	1.1	2	2.2	22	23.7	68	73.1
8.I know the improper usage of citation can lead to plagiarism.	1	1.1	2	2.2	0	0	23	24.7	67	72
9.There is a relationship between plagiarism and citation usage.	2	2.2	8	8.6	11	11.8	38	40.9	34	36.6
10. I know the types of citation.	0	0	5	5.4	17	18.3	44	47.3	27	29
11.Using direct quotation is an easier way than paraphrasing while citing others' work.	3	3.2	18	19.4	11	11.8	41	44.1	20	21.5
12.The preference for direct quotation during the process of citing can be a safety mechanism.	5	5.4	9	9.7	19	20.4	50	53.8	10	10.8
13. There is lack of proper instruction related to citation practices in academic writing courses in my country.	2	2.2	9	9.7	10	10.8	32	34.4	40	43
14. I have sufficient background knowledge related to how to cite appropriately.	3	3.2	8	8.6	12	12.9	48	51.6	22	23.7

*Note: *f*= Frequency, *%*= Percentage

When looking at the third section of the questionnaire, the reasons why graduate students cite are brought into light. Table 4.100. below lists the reasons to cite in the order according to the prominence graduate students have given while making use of citations during the process of writing a scholarly paper.

Table 4.100.

Ranked Citer Motivations

Ranked Citer Motivations	f
1. I make use of citations since citations are tools of persuasion; writers use citations to give their statements greater authority.	25
2. I make use of citation since citations are used to recognize and acknowledge the intellectual property rights of authors.	17
3. I make use of citation since citations are used to demonstrate familiarity with the field.	18
4. I make use of citation since citations are used to create a research space for the citing author. By describing what has been done, citations point the way to what has not be done and so prepare a space for new.	15
5. I make use of citation since citations recognize the history of the field by acknowledging previous achievements.	15
6. I make use of citation since citations are a matter of ethics and a defense against plagiarism.	18
7. I make use of citation because citations are used to show respect to previous scholars.	15
8. I make use of citation since citations are used to supply evidence that the author qualifies as a member of the chosen scholarly community.	16
9. I make use of citation since citations operate as a kind of mutual reward system. Rather than pay other authors money for their contributions, writers pay them in citations.	42

*Note: *f*= Frequency, indicating the number of participants who put the item in the order according to its prominence.

As can be seen in Table 4.100., nine citer motivations were put into an order in regard to the prominence graduate students have given while making use of citations. 25 out of 93 graduate students made use of citations as tools of persuasion in their writing, which was the first prominent reason why graduate students cite. In other words, persuasiveness achieved remarkable success as a motive for referencing among other citer motivations. Property rights were the second most prominent motive for graduate students' referencing behaviors. The third rank belonged to showing familiarity with the field. Creating a space in the field was on the fourth rank. The fifth reason why to cite was recognizing the history of the field by acknowledging previous achievements. Being a matter of ethics and a defense mechanism against plagiarism was considered as the sixth most important motive. The seventh rank belonged to showing respect to previous scholars whereas the item "citations are used to supply evidence that the author qualifies as a member of the chosen scholarly community" was on the eight most prominent rank. 42 out of 93 graduate students put citations as a kind of mutual reward system in the last rank. In other words, making use of citations as a kind of mutual reward system was

ignored as a motive. In short, this section of the questionnaire revealed that what motivated graduate students to cite.

As to semi-structured interviews, they were conducted in order to support the data obtained from the citation practice questionnaire and document analysis. To reveal graduate students' perceptions related to citation practices in depth, descriptive qualitative analyses were conducted regarding 11 questions.

The first question of the interview aimed to bring out whether graduate students had the chance to have courses related to academic writing and citation practices in undergraduate and graduate education life in Turkey and to what extent these courses were useful for them. 19 out of 25 graduate students in the field of ELT claimed that they had the chance to have academic courses in undergraduate education. Nonetheless, just nine graduate students took academic courses in their graduate education life. None of the interviewees took a course called the citation practice course but in academic writing courses, the nine graduate students had the chance to learn about citation practices but some of them had questions related to its effectiveness and usefulness in their mind. As the result of the descriptive qualitative analysis of the interviews, some contradictory views related to the availability of academic writing courses and citation practice courses and its usefulness came out.

Most of the interviewees had the opportunity to take academic writing courses and learn about the citation practice as a part of academic writing courses in their undergraduate education life but limited number of them took such courses in their graduate education life. Some of them expressed positive ideas related to these courses.

For example, GS 1 said,

"I did and it was quite useful. We had some worksheets and did practices. Especially in the course I learnt more because we could use what we learnt in theory in our research. I don't remember taking any course in masters. I think I did not."

Similarly, GS 8 expressed his views by saying:

"I had the chance to learn about citation in my undergraduate writing courses. And they were very useful for me; I hadn't known anything about citation before these writing courses. As students we not only learned about citation but

also had chance to practice citation rules. However, I think that may not be the case in every university in Turkey."

On the other hand, some of the interviewees who took academic writing courses in their undergraduate education life expressed their negative feelings related to these courses by criticizing their usefulness in the aspects of the content of the courses.

For instance, GS 2 said:

"I took academic writing course in my undergraduate education life but we learnt about the paragraph types and some grammar rules there nothing more."

In a similar vein, GS 23 stated:

"I have learnt about citation during my undergraduate education life but I am not fully aware of citation rules. In my last year at university, we had a thesis. For the purpose of writing it, we learnt citation rules but not in depth."

Also, GS 19 claimed:

"I did not take a specific course in my graduate education life but during my undergraduate life, in my writing classes in freshman year they taught about MLA/APA in general. They mentioned about a book published from time to time stating the changes in these styles. It was not very useful. However, it made us aware about these styles so if we needed to learn, we knew what to refer to. "

Most of the participants stated that they did not take academic writing and citation practice courses at both levels of their education life and expressed that this was a big missing point of academic writing in the field of ELT.

"No, I did not have a chance to take such courses in both my undergraduate and graduate education life. This was very bad gap in the education I received. " (GS 17).

In addition, one of the graduate student's claim was more striking. She explained that due to their instructors' health condition, she could not learn anything about citation even though courses were available in the curriculum of the department.

"I never took academic writing courses during my undergraduate and graduate degree because my instructor was ill he ignored the classes. I did not learn any rules about citation." (GS 25)

Less than half of the interviewees took academic writing courses in both their undergraduate and graduate education life. Four of the participants concurred on the idea that these courses were effective and useful in the aspect of citation practice.

GS 3 states:

"Yes, I did. I had the chance to learn about citation in my academic writing course at both levels of my education life. Citation is important because it is the basics of academics in terms of knowledge. It gives credit to the sources you used and it gives a way to the readers to find these sources when they wish to find. When we properly cite information, it avoids us from plagiarism. So, we use the information ethically. There are many formats for citation but they told us that we should not memorize any one format. On the other hand, we should learn where to find the tools when we need any one of them. Finally, I can say that it was useful."

"Yes, I took academic writing courses and had the chance to learn about citation in academic courses I took. It was useful because I learned how to support my study and discuss my findings depending on the literature." (GS 7)

"It was useful in that we have become aware of how to cite in an academic paper, either thesis or article." (GS 11)

"Yes, I did in both levels of my education life. We were showed example citations and the rules were told us. Later we were given some parts from some articles and the information related to the article was given to use and we cited them as if we did it in our thesis. For me, it was really useful but it was short." (GS 24)

Even though some of them accepted that such courses were useful, they complained about the fact that the content regarding citation practices was superficial, not directly taught, and insufficient due to limited time and curriculum.

"I received some basic training in citation practices in my graduate and postgraduate education life. However, I would have preferred more emphasis on how to find sources effectively." (GS 12)

"During my undergraduate I took a writing course for an academic writing but it was superficial. On the other hand, the writing courses I attended during my master and PhD were in detail and were more oriented to academic skills. I came

to realize that citation was important in later years. I think the usefulness and the way it is cited were not clearly stressed in my undergraduate years." (GS 13)

"It was useful however it was not directly taught. Instead we were directed to check certain citation styles and our papers were given feedback, which helped us learn the correct forms." (GS 14)

"Yes, I had academic courses and we learned about citation it was useful but insufficient because of limited time and curriculum." (GS 15)

One of the participants reported that although he took academic writing course in his graduate education life, he was not exposed to anything related to citation.

GS 5 stated:

"I took academic writing course in my graduate education life but I do not remember learning about citation."

In general, more emphasis is put on academic writing courses in undergraduate education life. However, in graduate education life academic writing courses seem to stay in the background in the curriculum of ELT departments. Also, instructors of these courses seem to pay limited attention to graduate students' citation practices due to limited time and curriculum.

As for the second question of the interviews, it aimed to reveal the writing courses/tasks required in graduate programs in Turkey. 5 different courses including *"Writing Skills-I-I"*, *"Advanced Writing Skills I-II"*, *"Advanced Research Methods"*, *"Academic Writing"*, and *"Written Academic Discourse"* are found out as required courses in graduate programs in Turkey but more than half of the participants (N=13) put forward that there are no academic writing courses required in graduate programs. Regarding two courses consisting "Writing Skills I-II", and "Advanced Writing Skills I-II", one of the participants expressed her negative feelings by saying that "Writing Skills I-II", and "Advanced Writing Skills I-II" are required in our graduate programs but nonsense in terms of academic writing. On the other hand, most of the interviewees (N= 14) concur on the importance of such courses in the process of writing their MA or PhD theses but complain about such courses' being a selective course.

"Academic writing courses are not compulsory in Turkey but it is necessary to take such courses for especially MA thesis and PhD dissertation writing, which are the essential writing tasks required in graduate programs in Turkey." (GS 3)

"In the graduate research courses, students are supposed to write academic papers. They are taught how to write them correctly. In graduate programs, citation is taught directly only in one course which used to be selective course but it should be a must because of the need." (GS 13)

In short, the insufficient attention given to academic writing and citation courses is highlighted in graduate education in the departments of ELT despite its commonly held importance in the process of writing MA thesis or PhD thesis.

When looking at the third interview question, it tried to find out citer motivations in parallel with the third section of the citation practice questionnaire. 9 different citation motivations were revealed. Citations have been portrayed as being a tool of persuasion, a guard against plagiarism, a key to become a member of disciplinary field, a way of creating the research gap in the field, a way of showing familiarity with the field, a way of respecting intellectual property of authors, a way of guiding the reader to the sources and a way of supporting or contradicting one's argument by the interviewees.

The fourth interview question was asked to learn which types of sources are used while citing texts in order to support the data obtained from the analysis of the corpus. The same results were obtained. The three most preferred types of sources include books, journals and internet. 3 of the interviewees stated that they rely on books mostly since they are rich and inevitable sources. 9 of them expressed that they make use of journals mostly due to easy access, providing up-dated data about the subject being more valid and being widely used by the researchers. 11 of them said that they rely on journals and books evenly as a result of their being reliable and knowledgeable. Only one of the interviewees regarded internet as the mostly used source type because of its being easy to reach and more common than other types of sources.

For example, GS 1 says the following:

"I cite journals more often than other sources as they are more accessible. It is easier to get them as pdf files."

Additionally, GS 5 explains his preference of journals by stating the following:

"I generally resort to recent issue of academic journals at first because the information I will be citing should not be outdated, that is not favored any more in the field."

GS 10 reveals his preference in the following quote:

"I prefer books mostly as they are rich and inevitable sources for English language teaching."

GS 25 also expresses her preference of books by stating:

"I make use of books mostly because I like reading something deeply."

GS 11 expresses her preference of both books and journals by stating the following:

"Books and journals are the types of source I make use of most maybe because they are the most commonly and easily found sources."

In order to find an answer to whether Turkish graduate students prefer the option of challenging and criticizing other writers' work and give an indication in the text as to their position in relation to what they cited, the fifth and sixth interview questions were asked. Most of the interviewees (N=20) seem to abstain from criticizing other writers' work, but they indicate whether they agree or disagree with other authors' work. Only one-fifth of them accepted that they criticize other authors' work while citing their work.

14 of the interviewees explained their views related to criticizing other authors' work without mentioning the underlying reason.
For example, GS 6 and GS 3 say:

"I do not make open criticism or challenge to the authors. I usually show what was missing in their studies, and how I aim to fill these specific gaps." (GS 6)

"I don't criticize other writers' work while citing because I usually prefer to cite the authors who support a similar idea like mine, rather than the ones who are against that." (GS 3)

"As a researcher my responsibility is to conduct studies and compare the results of my studies with the existing literature. I don't think that it is my job to give my opinion or judgment of other works. Especially, if there is something I don't approve about a study, I would prefer not to mention it in my work instead of commenting negatively on it."(GS 5)

However, six of the participants ascribe their abstinence to their being not qualified enough to criticize others' work, highlighting the issue. GS 20, GS 13, GS 25 and GS 17 reported the following:

"In order to criticize the author or an article we have to be qualified in that field, I do not think that I am really qualified. So I generally summarize the author. But of course I make comparisons and contrasting while reading and writing." (GS 20)

"I haven't challenged or criticized any authors in any of my writings. I cannot give a specific reason for this, I just did not need to. If I challenge one idea or theory or finding, I use other contradicting ideas/theories or findings, not my personal claims. Besides, I do not find myself professional and competent enough to criticize any scientific study yet." (GS 13)

"In order to criticize one writer's work in our field, you have to have the knowledge required to do so, I have not criticized any writers so far because I have thought that I do not have enough knowledge about the issue needed to do so." (GS 25)

"I do not prefer the option of challenging and criticizing the other writers' work because I have not been well qualified enough to make such criticism yet." (GS 17)

Although most of the participants express their negative attitude towards criticism of others' work, only few interviewees emphasize its importance in the process of their writing by stating:

"I prefer criticizing works because challenging the works means a pathway to further research. I criticize in a constructive way." (GS 1)

When looking at giving an indication in the text in relation to their position, 19 of them expressed that they indicate their position in their writings, highlighting its significance in their writing. Sample excerpts are below:

"When you cite a previously conducted research, you have two reasons to cite:

1. *It positively relates to one or all of your research questions.*
2. *It negatively relates to them. You then need to cite them because you need to state the contradicting results of previously conducted research. After all, you as a researcher cannot carry out research with certain expectations. Instead you have a question in mind and need to find an answer. In this case citing the opposite views is also necessary."* (GS 1)

"Of course, I indicate whether I agree or disagree. The reason is that I intend to make it clear whether I have used the citing as evidence or as the opposing idea." (GS 8)

"If I include someone's work in my study, there must be a relation between my study and that work, and it should be clear for the readers of my study why I include it. Therefore, yes, I indicate my position." (GS 2)

"Of course, I do. Otherwise, if we do not give any indication of why we are using it, it is useless. To make the citation worthwhile, it should have a right place in the puzzle." (GS 14)

"We are not objective as researchers. It is important that we express our ideas to contribute to the present studies. I use the citation as a means of persuasion but if I have a different view I use the citation to compare with the others that I agree." (GS 21)

However, one of the interviewees expressed her preference of not adding her voice to her own academic studies by saying:

"I don't prefer doing this because I don't have to agree or disagree with other writers. I just state what I find in my research." (GS 19)

According to her, having her voice is not a necessity in the process of writing an academic writing. In addition, GS 4 explained his concern related to his competence regarding creating a space for his voice in his academic writing and that is why he does not prefer to indicate his position in relation to what he cited.

"I do not give any indication in the text as to my position in relation to what I cited because I have not been well qualified enough to do so yet." (GS 4)

As can be seen, criticism has a negative connotation in graduate students' minds. In addition, students' level of knowledge and self-confidence can be an underlying reason why they abstain from employing critiques of other writers' work. On the other hand, graduate students seem to try to have their own voice in their academic writing but some of them prefer avoiding indicating their position due to same concerns mentioned above.

As to the seventh interview question, the aim was to reveal which way of source integration was preferred mostly by graduate students and what is the underlying reason for their choice. There were different views related to the choice of transformation way of source use and the difficulty of the processes of paraphrasing and summary. The

majority of the participants (N=20) expressed that they make use of paraphrasing and summarizing mostly as a way of source integration in their academic writing even though they accepted that paraphrasing is the most difficult way of transformation. On the other hand, all of the participants concurred on the idea that direct quotation is the easiest way of source integration due to the fact that it requires an undemanding task. Although some of the participants are aware of the fact that overuse of direct quotation can be seen improper in their field, some of them explained their tendency to make use of direct quotation mostly but resort to it for various reasons.

Most of the participants report their preference of paraphrasing despite its difficulty and see overuse of direct quotations in their academic writings.

For instance, GS 1 indicates the following:

"Summarizing is the most difficult way because there is a risk of losing the "real" point of the original text. Paraphrasing is difficult but the most useful. Quoting is the easiest but the researcher's paper would lack authenticity if filled with quotations. Therefore, I mostly adopt paraphrasing."

On the other hand, when they have some concerns related to not giving the same meaning as the original text, they (N=12) rely on direct quotation more than paraphrasing.

"I usually used paraphrasing technique and quotation. If the sentence or paragraph was required to quote directly, and if paraphrasing and summarizing are not the appropriate ways to express the meaning and knowledge, I used quotation. However, when paraphrasing was enough to state knowledge required, I preferred it. I think, quotation is the easiest one, but paraphrasing is more difficult as you have to find correct words or structure to give the same meaning as the original text." (GS 4)

"I summarized some of the studies when I needed to talk about each part of them such as their participants, methodology and findings. However, I mostly paraphrased. I preferred direct quotation if there were some words in the original form that I thought really important to include or if the paraphrase would not give the meaning as good as the original form. Direct quotation is the easiest one whereas paraphrase is the most difficult." (GS 5)

"If it is too long to write, I summarize and while summarizing I paraphrase. If I use a small and important part of the related text, and I'm

suspicious about not giving the same effect with its original, I quote directly." (GS 7)

"The first thing I do is to try paraphrasing and if I think that what I am doing changes the meaning or is not equivalent of what the writer is trying to mean, I prefer quoting. I rarely use summary and it is to describe the process of some studies." (GS 21)

"Among the three citing options above, I find summarizing most difficult and of course quotation the easiest. I usually paraphrase, but when I think that the words of the author are unique or that my paraphrase does not give the deep meanings of the words, I quote." (GS 15)

Eight of them stated that when they have doubts about how to paraphrase the source text equally well, they rely on direct quotation more than other types of transformation.

"I think quoting directly is the easiest and summarizing is the most difficult one and I generally paraphrase, sometimes summarize the findings and when I find it too difficult or too long to paraphrase I make direct quotations." (GS 16)

"Generally I prefer to paraphrase it but sometimes it can be difficult so I quote directly." (GS 17)

Five of the interviewees expressed their preference for direct quotation as a way of source integration more than other types of transformation in their academic writing. Some excerpts are given below:

"I mostly quote directly but sometimes if I think I need to add something new I paraphrase. Paraphrasing is the most difficult one." (GS 18)

"I mostly quote directly but I also do summarizing and paraphrasing. I use direct quotation because I think it will be the best to get my message across and thus more effective. Paraphrasing is more difficult than direct quotation and summarizing is the most difficult one I guess." (GS 20)

Only one-fifth of the interviewees expressed their negative feelings related to the use of direct quotation in their academic writing and claimed that they avoid the excessive use of direct quotations as much as possible. GS 8, GS 21, GS 19 and GS 25 stated:

"It depends. I mostly refrain from direct quoting. I do it if the author is one of the pioneers in the field. I summarize the article if I need an overall idea, but I

do paraphrasing if I give details about the research design, results, discussions, etc." (GS 8)

"Paraphrasing is the most difficult one for me. I feel that I mostly use the same paraphrasing words, and I feel the need to improve my academic vocabulary. Summarizing is easy, but again vocabulary may be a problem. Direct quotation is the easiest one, but refrain from long quotations." (GS 21)

"For me quoting is the easiest but when you quote too much, your paper does not appear decent or proper. So I use paraphrasing, summarizing and quoting in a balanced manner." (GS 19)

"Usually I preferred paraphrasing because having too much direct quotation is not acceptable as far as I know. When paraphrasing was not possible such as definitions or when paraphrasing could not the give the exact meaning I used quotes." (GS 25)

In general, graduate students seem to try to make use of paraphrasing and summarizing more than direct quotation in their academic writings. However, most of them have the tendency to overuse direct quotation of other authors' work for various reasons such as perceived difficulty of paraphrasing the original text and having some concerns related to not giving the meaning as the original text, its being an undemanding task and limited time make it easier.

So as to bring out the specific purposes graduate students use other people's work for, the eight interview question was asked. Graduate students see sources as having different purposes in their academic writing. The interview unpacked a list of purposes graduate students make use of other authors' work for. The list includes supporting ideas, defining basic terminology, creating a gap for the study in the field, authorizing the text, presenting counter arguments, providing background information, comparing and contrasting other studies with their own studies, contextualizing one's research, and justifying their research.

The ninth question aimed to reveal whether graduate students present their voice in the process of writing their thesis or not. As the interviews show, almost all of the graduate students (N=21) expressed that writers should have their voice in their academic writings, considering it as a notion grounded in reality. GS 3 and GS 10 report the following in this respect:

"I believe that a writer has a voice because the choice of words and sentence structures, titling and the way to express ideas are different for each person. I think there is no way to create a voice because everybody has it naturally." (GS 3)

"Of course, every writer has a voice, to me. I believe that whenever you have an argument, you have a voice and things to say." (GS 10)

Nonetheless, when asked about presenting their voice in their own academic writings, different views regarding the issue were expressed. 17 of them explained that they try to present their own voice whereas eight of them prefer to avoid conveying their voice in their academic writings. GS 9 expresses the presence of his voice is clearly visible by stating:

"Yes, my voice is present in my thesis because I give my opinion on the topic that I focus on in my study. It is possible to create your voice in your study with your choice of relevant literature or while discussing the findings of your research."

However, three out of 17 state that they try to present their own voice at the minimum level.

For example, GS 25 utters:

"The voice of a writer is not only the repertoire of the words but is somewhat the attitude of the writer towards certain subjects. No matter how careful the writer is, you may feel that the writer supports a certain "side," especially if it is what motivates him/her to do research.

In my thesis, I tried to be objective as much as possible since it was an academic text. But of course there may be a certain tone of my perspective, which as the writer I could not notice."

The tenth interview question aimed to explore the best way of learning how to use sources. The ways of learning how to make use of sources were categorized under four groups consisting of courses related to academic writing and citation practice (N=10), practice (N=7), support from the supervisor (N=6) and peer support (N=2). Some excerpts are given below:

"To take an interactive lesson in which you practice citing different sources is the best way of learning how to use sources" (GS 15)

"I think taking some writing courses and writing research papers are the best way to improve one's documentation skills." (GS 11)

"I believe in the trial and error learning. You start dealing with sources, receive feedback from your supervisor and in time you improve yourself. Practice (experience) makes perfect." (GS 24)

"The best way is to study and write as much as possible. Last year's lesson in which I wrote reviews every week helped me a lot."

"Writing courses, practices and feedback are the best way to learn how to use sources. My instructor gave feedback about my writing tasks. It helped me very much." (GS 3)

"I find reviewing previous theses or articles and seeing how they do it very helpful. Also taking related courses such as academic writing or research methods is an advantage." (GS 7)

As can be concluded from the excerpts given above, each way of learning how to cite complements each other. The effective combination of these four groups may help learners to learn how to cite more effectively in shorter time.

The last interview question was asked to investigate to what extent supervisors pay attention to the way students use sources in theses, whether they evaluate this aspect of students' writing and what they pay attention to during the process of evaluation. At that point there were two contradictory views. While 18 graduate students agreed on the idea that supervisors do not pay enough attention to students' citation practices due to limited time, too many students to be deal with, untimely-given feedback and a lack of necessary knowledge in the aspects of checking the way students use sources, four of them expressed that supervisors are very meticulous in the process of evaluating their writing in the aspects of citation practices. The rest of the participants said that supervisors pay attention to the quantity of the sources rather than their quality.

The first group of the interviewees reported they were left alone in the aspect of source use during the process of writing their theses by their supervisors.

"My supervisor did not pay attention to this during my study but when I completed my study he checked all of it with the help of a plagiarism program. It was too late (laughs)." (GS 23)

"I do not think that they pay so much attention to the way students use sources in their theses because they have so many students to deal with and have so many classes that they cannot spare any extra time for this." (GS 5)

"I remember that my master thesis had no guidance about it, I remember using the citation regulations of the institution. The institute looked for whether there were any mistakes in capitalization, in punctuation and chronology etc." (GS 13)

The second group of the participants claimed that they get limited feedback on the technical aspects of source use and not more.

"Supervisors tell students to read some sources and cite them in their work. Other than that, they care about the quantity of citations not the quality." (GS 17)

"I don't think they give importance. They don't bother with citation. My supervisor was only interested in the number of the pages." (GS 19)

"Not much. Supervisors are usually busy, and they often prefer to trust the candidates' proficiency. However, I do not criticize it a lot since it also contributes to them." (GS 6)

The last group of the interviewees explained that they get support from their supervisors in the aspects of source use in a detailed way. GS 3, GS 11 and GS 24 report:

"The attention supervisors pay for these issues depends on how much they care about the quality of their students' theses. Unfortunately, some supervisors do not even read the theses. My MA thesis supervisor warned me about my in-text citations and the reference list (about in what format they should be written, and whether there is any citation that is not given in the reference list); also asked me to add more sources in some certain parts like discussion or in a particular part in the literature review." (GS 3)

"The supervisors I worked with were very meticulous about the way I used sources in my thesis. They made it clear that I should deal with my sources, paying utmost attention to academic ethics. They also drew my attention to the technical aspects of documenting sources according to some well-known styles such as APA and MLA." (GS 11)

"I think what they care is the quality rather than the quantity. At least I had talks more about the types of sources with my supervisor." (GS 24)

As seen in the excerpts given above, in most cases supervisors do not pay enough attention to their students' source use. There seem no standard implementations related to evaluating students' source use at the departments of ELT in Turkish universities. This is an important issue needed to be emphasized and discussed in the academic writing education world.

4.6. Research Question 5

To answer Research Question 5 on supervisors' views on the source use of graduate students in the context of Turkey, a semi-structured interview including eight questions was conducted with 17 supervisors from different universities in Turkey.

The first interview question was asked to explore supervisors' background education related to citation practices. 14 of the supervisors acknowledged that they took any formal education regarding citation practices neither during their undergraduate education nor during their graduate education whereas three of them stated that they were taught how to cite effectively in academic writing courses offered at both levels of their education life, highlighting its crucial role in the process of academic writing.

Three of them verified the availability of such courses in their education life by stating the following comments:

"I learned how to document citations as part of the Master course, especially during the Research Course that I took. Our course tutor who was American gave us some instruction about how to cite people/research studies. Apart from this I did not get any other training." (S 1)

"Yes, I had a course as 'Research Skills' at the Department of English Language and Literature, Hacettepe University. It was a compulsory course for the freshman students, which I find very effective. All first year students were taking this course and then they applied the rules and ethics of research into their assignments throughout their education at undergraduate level. Moreover, this course was effective as it was particularly mentioned that there were differences between the education at high school level and the education at university level. The students could easily understand the difference in terms of academic concerns." (S 2)

"Just during graduate lessons but not special. I mean my supervisors make me do some citation practices. In other words, rather than just giving a fish, they teach me how to fish." (S 5)

As can be seen, the supervisors who got education regarding citation practices emphasized the positive impact of formal instruction on leading them to learn how to cite effectively in their academic disciplines. On the other hand, most of the supervisors accepted that they learned how to cite by writing term papers or theses on their own or reading articles and checking their manner of citing and confirmed inadequate attention given to academic writing courses or citation practice courses in the Turkish context by saying the following sentences:

"In my undergraduate level, I did not take any such courses. In my graduate level, I did not take such courses; however, my supervisor and other academics taught me some key points. I must admit that I have developed myself reading articles and checking their manner of citing." (S 6)

"No special training. We had to figure out ourselves how we should cite references both as undergrad and grad students. I guess we were only told what to do when our professors spotted some mistakes in our work regarding citation. Only then they would give a couple of examples and briefly touch upon a couple of things. The rest we learned through modelling reliable examples, as we did our reading and went through the literature on our research topic." (S 8)

"No. I didn't. Neither at undergraduate nor at the graduate level. Pretty much self-taught." (S 10)

"No, not specifically on citation practices. But I did take an Advanced (Research) Writing course as a BA student at Hacettepe. I do (vaguely) remember the instructor touching upon citation and referencing. I had to then use this information to write up my BA graduation thesis. During my MA and PhD at METU, none of the courses were geared around such issues. It was assumed by all members of the faculty that all of us "knew" how to cite properly." (S 12)

As for the second interview question, it was asked to reveal the effectiveness of academic writing courses or citation practice courses given at both levels of education in the Turkish context. More than half of the supervisors (N=10) agreed on the inadequacy of the courses offered at both levels of education in the field of ELT in Turkey. Six of

them claimed the effectiveness of the courses while one of them expressed the effectiveness of the courses but implied limited time that is devoted to citation practices.

Ten of the supervisors stressed the insufficiency of the courses by saying the following statements:

"I do not think these courses are appropriate. Both graduate and undergraduate students should be given proper instruction concerning how to cite appropriately and accurately at the theoretical level. They should then be given practical experience to help them develop such skills. It is sad to mention that I come across people who are graduates of well-known universities in Turkey doing postgraduate studies in USA or other foreign countries not giving accurate/adequate citations in their studies and thesis. What this seems to show is that citation is a widespread problem." (S 1)

"Unfortunately, no. We have a course as 'Research Methods' for the second year students; however, the content of the course mainly about the qualitative & quantitative research design techniques, data collection procedures, etc. Citation is just a small part of that course and the students could not learn citation strategies very well. They just try to imitate what they read in other articles." (S 2)

"The number of the courses at both levels is far from being enough. There are only individual attempts to teach necessary skills to cite appropriately." (S 6)

"Not enough. Academic writing courses should be given even at master's level. The assumption that students at the master's level finished it all is misguided." (S 9)

As the supervisors stress, the courses offered at both levels of education in the field of ELT in Turkey are not sufficient to provide graduate students with necessary skills to learn how to cite effectively and formal instruction is neglected in the field, leading students to develop their skills regarding citation practices themselves. However, six of them believed that these courses are effective in the process of teaching students how to cite by stating the following sentences:

"The situation has improved dramatically in the last 15 years. Before that, there was almost no attention to given to this topic. Students were expected to pick up the conventions by themselves. Now all the courses that I was involved in teaching have a dedicated module on study skills including focus on citation

practices and the other universities with which I am familiar all have something similar." (S 16)

"They are enough and given by experts in those areas. However, undergraduate students are not well aware of citation practices." (S 5)

"In academic writing courses, the course contents are designed to provide enough skills in the aspect of citation practices." (S 3)

Only one of them admitted the adequacy of courses offered in the field of ELT in the aspect of providing necessary skills with students in order to lead them to cite appropriately but he criticized the limited time allocated for citation practices in the curriculum and claimed that the instructors would like to spend more time on teaching how to cite effectively by saying:

"Students obtain basic skills. Though instructors would like to devote more time to citation practices, they feel pressure to cover all the material during a semester." (S 17)

The third interview question aimed to explore students' awareness level of citation practices under their supervision, and their need of the courses on citation practices. The supervisors have contradictory views on this issue. One group of the supervisors (N=4) believe that their students are aware of citation practices but they have some problems regarding the technical and cognitive aspects of source in the process of writing a scholarly academic paper. One of the supervisors stressed her students' skills in regard to citation practices but she accepted that they had some problems in technical aspects of source use and the use of secondary citations by saying:

"I have had 10 grad students who received their degrees under my supervision, in addition to them I still have 5 who are in the pipeline☺ I have to say. The students I have worked with up to now all were at a certain level (acceptable) in terms of citation practice behavior. I don't think they need courses solely geared towards citation practices. Our grad program (since 2014) has 2 must research courses where ample input is provided.

However, I have to say there are a few very common mistakes supervisees still make when citing other sources. First, "et al." seems to be problematic for them. Students (almost all) are unaware of the fact that for first mention all names need to be written out during and in-text citation of this kind. Second, the

appropriate/acceptable (according to APA) way of citing internet sources are usually not internalized fully by supervisees. Third, secondary citations (X as cited in Y) are also usually problematic. Students often put the source they have secondarily cited in the references section although it should only be the primary source they actually had access to/borrowed the secondarily cited resource from." (S 12)

S 10 also has similar views with S 12 on the issue that his students have a certain level of awareness regarding citation practices; however, they just need a little guidance from him, noting the following:

"My MA and PhD students seemed to be aware of these issues. They just needed some guidance here and there." (S 10)

In a similar vein, S8 claimed that his students did not require a separate course regarding citation practices but more emphasis should be put on cognitive aspects of source use in academic writing or research courses by stating the following:

"I don't really think they need a separate course to be taught on these matters, but it should definitely be covered in the writing, or research courses before the students are expected to write their first paper. It is mostly assumed that students would learn to do it as they do their reading since they can see how scholars do it in their papers but that assumption is totally wrong so students' attention should be attracted to citation practices and they should definitely be made aware of how and why it should be done properly." (S 8)

On the other hand, the other group of the supervisors (N=12) unveiled the fact that their students are unaware of citation practices and in order to learn how to cite appropriately they need to be exposed to academic writing courses or citation practice courses by uttering the following sentences:

"They do not know how to cite people, but even worse they do not know why they cite people. Of course they should get courses on these issues. They should learn how to cite people effectively to provide evidence for their argumentation, the preferred citation methods in the West (e.g. non-integral citation pattern), and what is considered plagiarism and what is not……" (S 11)

S 2 emphasized that although her students are aware of the significance of citing appropriately in the process of writing a scholarly academic paper, they have problems especially in the cognitive aspects of citing:

"The students know that they should cite the other works in order to justify and support their ideas. They know the importance of citation; however, they do not know how to do this appropriately. Most of the time, they just copy and paste the related part from other works instead of paraphrasing and integrating into the text. Just because of this reason, they should take a course on academic writing skills." (S 2)

Only one of the supervisors stated that some of his students knew how to cite appropriately but some of his students had problems regarding citing appropriately; thus, they need a course related to the issue:

"Some do, some don't. I only work with postgraduates and many of them have covered it already in their undergraduate degrees. Those who need it most tend to be coming from other countries or academic communities and need a course to inform them of what is common practice in our particular academic community." (S 15)

As can be seen, most of the supervisors are aware of the difficulties involved in the process of citing appropriately and recognize their students' common weaknesses in this respect. Therefore, they note the necessity of the courses regarding academic writing or citation practices.

The fourth and fifth interview questions aimed to unveil the most important criteria for a good study considering the theses of students under their supervision and their role as a thesis supervisor. When asked to determine the most important criteria for a good study considering their students' theses, the supervisors mentioned a variety of criteria including the knowledge of the field, viable and well-motivated research design, the familiarity with and use of the relevant literature, the proper employment of the method, the triangulation of supporting sources, the use of concepts in discussion of relevant issues, the effectiveness of argument, the analysis and research, conclusion and interpretations based on explicitly research findings, an original contribution to knowledge built upon a secure understanding of the field, well organized "cited works" part, and the correct citation.

The most frequently noted quality that indicates a good study is an original contribution to knowledge built upon a secure understanding of the field (S 12, S 1, S 16, S 2, S 9, S 8, S 6, and S 5). As S 2 remarks:

> *"The necessity of the work should be expressed clearly. While we are reading theses, we can easily understand that some theses were written for the sake of BA or PhD degree, not for an academic concern. The students collect and analyse data, but even they do not believe in the work as well. In addition to this, the study should fill a gap in the literature and this should be presented with clear and concise statements. While reading the thesis, the reader should be convinced that the study is necessary for the field. This can be achieved in literature review section of the thesis. Then, the methodology section is also very important. The topic might be chosen appropriately, but the data collection tools and procedures might be weak. Finally, the findings and discussions should be presented clearly and the implications of language teaching should be discussed in detail."*

As for the other mentioned qualities, the analysis of the interviews shows that almost all of the other criteria have nearly equal importance in considering a thesis as a good study.

As to the fifth interview question, the supervisors report a wide range of their roles as a thesis supervisor. They list their roles such as checking the research questions and the answers to these questions, helping their students to find an interesting topic, acting as a critical reader in order to stimulate ideas and suggest lines of enquiry once the student has decided on their topic, emphasizing the core of the study and methods to consider, focusing on the thesis in terms of format, leading their students to be an independent researcher, and providing continuous guidance, motivation and mentorship in order to help them stay on the track.

As can be seen, the supervisors have different roles to keep their students on the right way in the process of writing their MA or PhD theses, which sometimes can be considered as a burden on the supervisors' shoulders. One of the supervisors complains about the fact that they have too many responsibilities as a thesis supervisor as a result of their students' weak background regarding academic writing and research practices by uttering the following sentences:

"I have to do too much work because my students have a weak background in both academic writing and research practices. I provide the dissertation topic, help them develop ideas, correct all their mistakes in the thesis, reorganize their dissertation, develop an argument for them..... In short, we do more than we are supposed to do just because the students cannot write as expected from a graduate student." (S 11)

The sixth interview question was asked to reveal how their students make use of other studies in their theses and what types of strategies they employ in the process of incorporating other authors' work in their own theses. The four types of strategies frequently employed by their students were identified by the supervisors: direct quotation, paraphrasing, summarizing, and generalization from multiple sources. However, the supervisors confess that the strategies used by their students deserve special attention, especially due to its likely impact on how to cite appropriately and list several problems regarding their students' usage of strategies in the process of writing a thesis such as too much reliance on direct quotation, listing the sources without critical evaluation, indiscriminate inclusion of citation and the use of secondary citation.

S 14 mentions her limited number of students' synthesizing problems in the process of incorporating the others' work into their own theses and implies they overload their work with other authors' work without elaborating on them:

"Most of my graduate students do well with summarizing published research but only a few struggle with synthesizing multiple studies into thematic discussions rather a series of summaries." (S 14)

On the other hand, S 16 and S 8 highlight their students' problems regarding the overuse of direct quotation in their theses by saying:

"Less *experienced students (especially at MA level, less at PhD level) tend to rely too heavily on quotation, often with no commentary of their own: they rely on the other authors' words to make the point that they want to make. They gradually learn to move more towards paraphrase with their own perspective on the other authors*." (S 16)

"When they try to cite others' work, they tend to use more direct quotes rather than summarise or paraphrase what they have read. They seem to list them one

after the other without connecting them coherently. Their language is repetitive usually and it is hard to read it as the text does not flow very smoothly." (S 8)

Also, S 16 acknowledges his students' tendency to go through the literature review author by author and implies that they need to be encouraged in terms of thinking more in terms of concepts and what different authors say (so the same author may be cited in different places rather than just all in one paragraph). A concrete tip can be to check how often they start a paragraph or a sentence with 'Author (date) states/says/claims…' if this happens more than once they are probably too oriented towards the author and not enough towards the concepts that they are meant to be discussing.

The other common problems put forward by the supervisors are the indiscriminate inclusion of citation, the quotation of everything they have read around a topic and secondary citation use. S 11 criticizes his students' citation practices in the terms of selection of sources and secondary citation use and implies that even though some sources should be left out, his students make use of these sources in their theses, as can be seen from the following excerpt:

"They cite people they know (their own professors) just to flatter them even though these people are not leading names in the area of the study. They cite people according to the chronology of the studies which is a very ineffective strategy. They sometimes cite just the recent studies and ignore very important figures from the past. And sometimes they do not find the study, but cite it anyway as if they read it."(S 11)

As seen in the above extracts, students need to be constantly checked what they include is relevant to the study in order to make them become aware of the fact that not using all of the sources, in other words omitting some sources, is a necessary part of the process of learning how to cite appropriately.

As can be seen, the supervisors have common views on the problems their students encounter during the process of integration of source text into their own theses. Minimizing these kinds of problems in students' academic writing seem to enhance the quality of students' theses.

The aim of the seventh interview question was to bring into light the supervisors' assessing criteria of their students' source use in terms of quantity and quality in their theses. The supervisors pay attention to two aspects of source use: cognitive and technical

aspects of source use. As for the cognitive aspects of source use they take into account when assessing their students' source use, they try to find answers to the questions consisting of whether they are able to make a synthesis of all the things they have read, whether they are aware of the pioneer figures of their research interests, whether they refer to major works in the field (what was done before), whether their references are updated, whether they can see how their point of view differs from the others, what the similarities and differences are, how they organize the cited research (in a meaningful and convincing manner or just as a list of studies) and whether they keep referring to the same people in a repetitive way. Answering these questions reveal to what extent their students have the ability to embed another's work in their theses effectively.

When considering technical aspects of source use, they pose a number of questions such as "Do they have a variety of sources?" "Have new/recent publications been used?" and "Have current APA conventions been followed?" They warn that including a huge range of citations that cover everything written on the topic can sometimes seem a simply unnecessary showing–off when students try to make use of a variety of sources. On the other hand, they value the correct use of documentation styles since effective referencing appears to be one of the indicators of good work in general.

To summarize, even though the supervisors consider two aspects of source use essential parts of writing a good thesis, they place a greater emphasis on cognitive aspects of source use.

As for the last interview question, it tried to find out the supervisors' views on their own citation awareness and the reflections of their awareness of citation norms or conventions to their classrooms. All of the supervisors (N= 17) confirmed the idea that they are aware of the citation norms or conventions specific to their field and try to reflect their awareness of citation norms or conventions to their classrooms by means of employing different activities such as creating a mini-workshop during class when necessary, preparing hand-outs regarding citation norms of their field, using correct citations in all documents, noting their students' citation errors in the process of providing feedback, marking down if students make frequent errors with in-text citations or reference list formatting, and giving feedback on incorrect citations. However, they report the inadequacy of these kinds of activities to equip their students with necessary skills in regard to citing appropriately that is considered a very vital skill in graduate studies and

claim that they should cover more space in the process due to the fact that enabling students to learn how to cite appropriately takes more time and intensive practice to really internalize, as can be seen from the following excerpts:

"I think I am well aware of the citation norms and conventions because as I mentioned in previous questions I have been taught by my course tutor how to cite adequately which I have been using in my research papers. Should I experience any dilemma or difficulty related to this issue I consult books to update my knowledge. I also check other papers to learn more about citation practices of other researchers. I reflect my knowledge and experience in my courses and share these with my research students. I do this when I am reading their theses or articles." (S 1)

"I believe I am well aware of the citation norms and conventions and try to teach these to my students. But these things take some time and intensive practice to really internalize. They will learn as they do research and write more papers." (S 11)

"I feel I am pretty aware of citation norms and conventions because I am myself interested in doing research and helping my students use these norms and conventions. The reason being is that the thesis needs to be well-designed. In the classes I teach, I always give my students some guidelines that help them cite academic studies properly." (S 16)

It can be concluded that the analysis of the interview brought into light the missing point of discussions regarding citation practices from the supervisors' points of view in the field of ELT in the Turkish context. Taking into the account the gap between theory and practice in the aspects of citing properly, most of the supervisors underline the necessity of academic courses regarding citation practices at both undergraduate and graduate levels in order to keep up their students with necessary skills in terms of citing appropriately, which is considered as a very vital skill in academic writing world, even though few supervisors reject to this necessity. All of them as thesis supervisors believe that they try to do their best in the process of assisting their students in this process.

CHAPTER FIVE

5. DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1. Overview

This chapter presents the data interpretation of the findings based on the aims of the study in a detailed way. Then, the discussion is made with the citations from relevant resources. Finally, pedagogical implications are explained, and some recommendations for further research are presented.

5.2. Discussion of Research Findings Based on Research Purposes

The contrastive, corpus-based analyses of the MA and PhD theses written by NS of English and NNS of English (Turkish) writers in this study revealed both extensive variations and similarities in the aspects of citation practice. Concordantly, this chapter displays the answers to five main research questions including both qualitative and quantitative research questions and discusses the findings in light of relevant literature.

5.2.1. The similarities and differences between MA and PhD theses written by English L1 and Turkish writers in the aspects of thesis length, the number of sources used, the number of citations employed, the number of secondary citation use, the number of incorrect citation use and source diversity

The aim of the first research question was to bring out the tendencies in citation practices of both Turkish writers and English L1 writers in the aspects of the thesis length, the number of sources used, the number of citations employed, the number of secondary citation use, the number of incorrect citation use and the source diversity in two sets of

theses including MA and PhD theses within the same discipline. Turkish writers are more prone to writing longer theses than English L1 writers. Therefore, they make use of more sources while writing their theses. In parallel with these tendencies, they also employ more citations in their MA theses than English L1 writers. However, English L1 writers use more citations in their PhD theses than Turkish writers. These findings are in line with the findings of Rabab'ah and Al-Marshadi's (2013) study. NNS of English (Arabs) made use of more citations in their MA theses than NS of English (Rabab'ah & Al-Marshadi, 2013). Rabab'ah and Al-Marshadi (2013) explained this situation by claiming that Arab learners did not have enough input to put into their research as a result of their limited linguistic sources and language skills. In general non-native writers' usage of more citations than NS of English writers can be attributed to NNS of English writers' limited linguistic resources and research skills (Rabab'ah & Al-Marshadi, 2013).

However, some researchers (Cole and Cole, 1971; Kim, 2012; Merton, 1973; Taylor & Chen, 1991) rejected this situation and asserted that making use of a higher number of citations can be considered as a necessity in order to show familiarity with the field and current issues. Contradictory to the findings of Rabab'ah and Al-Marshadi's (2013) study, Kim (2012) revealed that non-native speakers employed five times fewer citations than NS of English writers in introduction parts of their research articles and attributed this disparity between two groups to Chinese writers' inclination of developing their own arguments with their own voice in their introduction parts of research articles. Shim (2005) put forward that in academic discourses such as Korea and Japan, the usage of fewer citations is acceptable and is considered as a matter of preferences rather than an indicator of writers' unfamiliarity with the field. This finding is also supported by Borg's (2000) study which explored that NNS of English used fewer citations in their academic writing than NS of English but longer quotations.

Different from Rabab'ah and Al-Marshadi's (2013) study, two studies conducted by Petric (2006) and Mansourizadeh and Ahmad (2011) suggest that making use of more citations can be considered an indicative of higher quality academic work since in Petric's (2006) study, high rated theses included more citations than low rated theses. In a similar vein, Mansourizadeh and Ahmad's (2001) study verified the fact that expert writers tended to make use of more citations than novice writers.

Taking the studies mentioned above into consideration, it can be said that making use of more citations in the process of writing a scholarly academic paper can be an indicator of writers' limited language skills, writers' familiarity with the field and current issues, a higher quality of work and a matter of preference depending on academic courses. In the Turkish context, Turkish writers' tendency towards writing longer theses and making use of more sources, and citations can be attributed to their effort to meet the necessity mentioned above in order to show their familiarity with the field and give an impression that they are not lack of authority in the field. Nonetheless, to what extent citations are made use of effectively and appropriately rather than the quantity of citations in the process of writing should be a matter of great importance for writers.

As to the number of secondary citation use referring to "a report of source not based on the source itself but upon an account of it from another text" (Pecorari, 2006, p.9), Turkish writers have a stronger tendency to exercise secondary citation in their theses compared to the English L1 writers of MA and PhD theses. The findings of the present study revealed that English L1 writers avoided the use of secondary citation and tried to cite primary sources as much as possible. Turkish writers' this tendency can stem from two reasons: being unaware of the frequency of secondary citation they employed in their theses and the unacknowledged aspect of the overuse of secondary citation and having problems regarding reaching the primary sources. In other words, the use of secondary citation might appear to be a blind spot for not only graduate students but also supervisors. As a matter of fact, whatever the underlying reason is, the use of secondary citation should be reduced to a minimum level in the theses written by Turkish writers since the use of secondary citation seems less desirable than making use of primary sources and should be explicitly signalled when employed in the academic writing world (Pecorari, 2006). In addition, Pecorari (2006) emphasizes the misleading role of secondary citation because the readers might have problems in determining whether the language cited belongs to the primary source or the secondary source.

As regards the incorrect citation use, a large number of inconsistencies are identified in both English and Turkish L1 writers' theses. Nonetheless, Turkish writers display four times more incorrect citations than English L1 writers in their theses. Borg (2000) claimed that not only NS of English but also NNS of English experienced difficulties in terms of technical aspects of source use. Both groups of the writers had

errors such as the failure to include beginning and ending quotation marks, different usage of bibliographic reference formats and works not found in bibliographies in the form of references within the text. However, Borg (2000) confirmed that this kind of problems was exacerbated for NNS of English. It can be said that the mastery of technical aspects of source use is more problematic for Turkish graduate students as a result of the fact that correct documentation styles appear to concern institute of social sciences and educational sciences and supervisors to a lesser degree than other aspects of source use such as cognitive aspects of citation. Also, some institutes do not have an appropriate guideline regarding correct documentation styles that are specific to their own institute and some of them prescribe a documentation style that is supposed to be applied to graduate theses but may change the faculty handbook regarding their chosen documentation style suddenly in the middle of the education year. Furthermore, there is no such a standardized national documentation style and each institution has different requirements specific to each discipline, which can lead to bring out the differences between the documentation styles used in graduate students' previous education and the current university they are registered to. Thus, these circumstances might lead graduate students not to pay enough attention to the technical aspects of source use during the process of writing their theses. Petric (2006) points out that graduate students, especially the ones who had low rated theses, experienced some problems regarding appropriate usage of documentation styles in their theses and also implies the technical aspects of source use have secondary importance for the graduate students and supervisors in the process of writing their theses. However, making use of an appropriate documentation style has a critical role in keeping up with the academic conventions of a discipline and is seen as an essential element of good academic work (Mullins & Kiley, 2002; Petric, 2006). Therefore, technical aspects of source use need to be taken into account at the same degree as other aspects of source use and also the view of citation should not be seen as only a technical apparatus necessary in academic writing. It is evident that there is a lack of national standards regarding technical aspects of source use and it needs to be regulated in a standardized way.

Considering the source diversity used by two groups of the writers in their MA and PhD theses, no significant differences have been found. Not only English L1 writers but also Turkish writers make use of a wide range of different sources including books,

journals, conference proceedings, theses, reports, seminars and webs. Nonetheless, both groups of the writers rely on books and journals that are considered core academic literature to a greater extent, showing their importance in communicating scholarly literature and dependency of researchers on the core literature for their research work. The source diversity has a nearly equal distribution in both English L1 and Turkish writers' theses. Both groups of the writers' tendencies in terms of source diversity reflect the general tendencies of the writers of high rated theses regarding source diversity in Petric's (2006) study. Also, this finding shows parallelism with the results of Banateppanvar, Biradar and Kannappanavar's (2013) study. The writers utilized journals and books as the most important source of information, accounting for 90.9 % of total number of citations.

In sum, there were substantial differences in the thesis length, the number of sources used, the number of citations employed, the number of secondary citation use, and the number of incorrect citation use across the two corpora but no variances were found out in terms of the source diversity in the theses conducted by two groups of the writers. Especially, the secondary citation and incorrect citation use, which seem to be a missing point of discussions regarding source use in the Turkish content, deserve more detailed discussion and seem to be an important area to be highlighted in academic writing instruction.

5.2.2. The similarities and differences between English L1 and Turkish writers' citation practices in terms of the citation types, the way the cited material incorporated into the citing text, the origin of citations, and proportions of citation practices within each rhetorical section of their theses

The aim of the second research question was to explore English L1 and Turkish writers' tendencies regarding their citation practices in MA and PhD theses according to the four variables consisting of citation types, the way cited material is incorporated into the citing text, the origin of citations and proportions of citation practices within each rhetorical section of their theses. The analysis of two corpora revealed that there were substantial variations in citation types, and the way cited material was incorporated into

the citing text but minimal differences were found out in the origin of citations and the proportion of citation practices within each rhetorical section of MA and PhD theses.

First of all, the English L1 writers of MA and PhD theses tended to employ more non-integral citations accounting for 56.6% of total citations compared to the Turkish writers of MA and PhD theses. On the other hand, Turkish writers favoured integral citations accounting for 49.5% of total citations more than English L1 writers in their MA and PhD theses. This finding shows similarity with the results of Jallifar and Dabbi's (2012), Jallifar's (2012) and Rabab'ah and Al-Marshadi's (2013) studies showing that MA non-native writers of English preferred more integral citations than non-integral citations in their theses. Contradictory to the findings of the studies mentioned above (Jallifar, 2012; Jallifar & Dabbi, 2012; Rabab'ah & Al-Marshadi, 2013), Monreal and Salmon (2011) found out that NNS of English (Spanish writers) preferred non-integral citations in the LR sections of their theses but English writers predominantly employed integral citations in the LR sections of their theses. Even though Turkish writers rely on integral citations more than non-integral citations in their theses, the distribution of two types of citation is near equal: integral citations accounting for 49.5% and non-integral citations accounting for 44.7% of total citations. Expert writers have a tendency towards the usage of non-integral citations or equal tendency towards two types of citations in their scholarly academic writing (Jallifar & Dabbi, 2012; Jogthong, 2001; Okamura, 2008). By means of non-integral citations, writers can keep the flow of the argument uninterrupted (Hewings et al., 2010) and highlight the message itself instead of the researcher. It can be said that both English L1 and Turkish writers seem to make use of two types of citations seamlessly in their theses.

As to the sub-categories of integral citation, two groups of the writers made use of verb-controlling citation more than the other two subcategories but Turkish writers rely on verb-controlling citation to a greater extent. This pronounce tendency of both English L1 and Turkish writers to employ verb-controlling citations more than the other two subgroups of integral citations can be explained by the fact that verb-controlling citation can be considered the easiest and most obvious way of integrating citations into a text (Jallifar, 2012) but NS of English writers make use of a wider of linguistic options in the process of employing verb-controlling citation. However, in this study, Turkish writers use the verbs in more variety in their MA and PhD theses, compared to English L1 writers.

This finding accords with the results of Jallifar and Dabbi's (2012) and Jallifar's (2012) studies. The results of the study showed that among integral-citation types, verb-controlling citation was the most commonly used. Following verb-controlling citation, naming-integral was on the second rank while the last rank belonged to non-citation. Not only English L1 writers but also Turkish writers seem to create a stylistic variation regarding integral citation types in their MA and PhD theses; however, there is a more equal distribution of these three sub-groups of integral citations in the theses written by English L1 writers than those conducted by Turkish writers. Looking at the proportions of verb-controlling and naming citations in Mansourizadeh and Ahmad's (2011) study, expert writers made use of equal quantities of two types of integral citation while novice writers preferred to employ verb-control citations five times more than naming citations. This could be attributed to novice writers' being insufficient in constructing nominalization and complex noun phrases (ElMalik & Nasi, 2008; Mansourizadeh & Ahmad, 2011).

Taking the sub-categories of non-integral citation into account, both groups of the writers have approximate disciplinary tendencies in the use of the subcategories of non-integral citation. Both English L1 and Turkish writers prefer to employ source as the most common type of non-integral citation in their MA and PhD theses; respectively accounting for 69.7% and 65.8% of total citations. Following source, identification was the second most predominantly used non-integral citation type used in the two sets of the theses written by English L1 and Turkish writers; respectively, 24.1% and 24.7%. As can be seen, no differences were found out in the aspects of two subcategories of non-integral citation in two corpora. However, Turkish writers made use of reference which is defined as shorthand device by Thompson (2001) twice more than English L1 writers. According to Hyland (2002), reference which is constructed by means of the directives can be a good indicator not only of the writer's ability for collecting information from different sources but also of his/her ability to lead the reader. Origin was the least preferred type of non-integral citation by two groups of the writers but English L1 writers employed origin almost as seven times as Turkish writers. This finding complies with the results of Jallifar and Dabbi's (2012) study in the aspect of the distribution of sub-groups of non-integral citation across MA theses conducted by Iranian graduate students in the field of applied linguistics. However, the present study is in contradiction with Jallifar's (2012) study in

which he found reference, one of the non-integral citation types, was the least preferred type by MA Iranian writers in their theses.

The preference of citation types are based on a number of factors consisting of "citation convention, genre, discipline and individual study" (Charles 2006b, p.317). Factors such as the individual writers' choice, the language background and the writers' awareness of functional features of citation types can also lead to different preference of citation types.

Given the way the cited material is incorporated into the text, summary and paraphrase were mostly used as a way of transformation of source content in the theses written by English L1 and Turkish writers. However, English L1 writers made use of summary and paraphrase more than Turkish writers in their theses.

Even though there were no significant differences between these two types of way of transformation of the source content in English L1 and Turkish writers' theses, significant variances regarding the other three ways of transformation of source content were found out in the theses carried out by two groups of the writers. First of all, critical evaluation belonged to the third rank as a way of transformation in English L1 writers' theses whereas it was on the last rank in Turkish writers' theses. It can be said that Turkish writers' theses seem to lack necessary critical evaluation in the process of citing. When looking at the relevant literature, there is a common agreement regarding the fact that NNSs of English appear to have potential challenges in assessing or weighing up the value of theories, ideas, claims, research designs, methods or conclusion and rely on listing cited works rather than enacting criticality by establishing a personalized critical voice through the academic work (Borg, 2000; Bruce, 2014; Cheng, 2006; Jallifar & Dabbi, 2012; Wette, 2010; Yağiz et al., 2014). As seen in Borg's (2000) study, one of the participants who is a NNS of English was not critical enough of literature and theory which she refers to even though she makes use of citation appropriately. In a similar vein, Jallifar and Dabbi (2012) claimed that Iranian MA students tended to report the cited text rather than evaluating the reported text. In the Turkish context, the results of the present study are in accordance with the findings of Yağiz et al.'s (2014) study, highlighting lack of critical evaluation in the analysed 100 articles written by Turkish writers. The findings of these three studies signal the fact that NNSs of English appear to fail partly to enact criticality in their scholarly academic papers, which can be attributed to different factors

such as cultural factors, lack of academic literacy awareness, insufficient instruction related to citation practices and limited linguistic skills.

In short, enacting criticality in the process of writing an MA or a PhD thesis is considered to be a necessity (Cone &Foster; 1993; Paltridge & Starfield, 2004). In the academic world, graduate students require not only to have knowledge about the literature related to their theses but also to have a critical stance towards the relevant literature in their theses but unfortunately as other NNSs of English, Turkish writers appear to draw back from critical stance in their MA and PhD theses, which can stem from different reasons consisting of cultural factors, limited linguistic competence and considering having a critical stance in a scholarly academic work as a face threatening act. This is not a special situation belonging to Turkish writers but as other researchers put forward (Borg, 2000; Bruce, 2014; Jalilifar & Dabbi, 2012; Wette, 2010; Zhu & Cheng, 2008), it has become a gradually increasing problem especially for non-native speakers of English.

As for the other two ways of transformation of source content, direct quotation (8.7% of total citations) was on the fourth rank among the ways of transformation of source content in the theses written by English L1 writers while it (21.8% of total citations) belonged to the third rank in Turkish writers' theses. As can be seen, Turkish writers relied on direct quotation almost three times more than English writers. In Yağiz et al.'s (2014) study, similar results were found out and direct quotation was on the third rank in the articles written by Turkish scholars. Some researchers (Borg, 2000; Hirvela & Du, 2013; Wette, 2010) also support that especially L2 learners may be more inclined to prefer direct quotation than L1 learners. The overuse of direct quotation by L2 learners is thought as a common problem in the process of writing a scholarly academic paper and may still be an indicative of inexpert writing, which can be a result of four factors consisting of source-related motivations, writers' own goals, external factors and students' beliefs and factors which are categorized by Petric (2012). However, according to the findings of Pecorari's (2012) study, more successful learners relied to a greater extent on direct quotation than less successful learners even though in the social sciences less successful L2 students are more prone to make use of direct quotation more frequently in their writings and she sees the overuse of direct quotation as a developmental stage that is necessary for acquiring academic literacy.

Direct quotation is thought as relatively undemanding and simple transformation way of the source content among other four ways including paraphrase, summary, generalisation from multiple sources, and critical evaluation due to the fact that it does not need any textual modifications of the text which is cited. However, some research studies (Borg, 2000; Costley & Doncaster, 2001) have unravelled the fact that L2 students have experienced problems such as its overuse and ineffective incorporation of the quotations into a text regarding the use of direct quotation in their texts, which lead the researchers to think that to quote directly in an effective way demands a higher level of academic literacy at two levels including the co-textual and contextual levels. In addition, when writers prefer direct quotation as the way of incorporation of the source material into their texts, they should take into account the following questions: "how frequently is it acceptable to quote in their discourse community?", "what sections of their texts is it more suitable to consist of direct quotations?" and "what is worth quoting directly rather than paraphrasing?".

As to patchwriting as a way of transformation of source content, English L1 writers avoided the use of patchwriting, having the last rank among other types of transformation of source content, as much as possible in their MA and PhD theses, accounting for 0.3% of total citations. Nevertheless, Turkish writers made use of patchwriting as the fourth common way of transformation of source content, accounting for 14.1% of total citations. Patchwriting as a way of integration of source content was more common in Turkish writers' MA and PhD theses. Even though research studies have shown that patchwriting defined as "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes" by Howard (1999, p.233) can be a result of poor paraphrasing, most of the researchers (Howard, 1999; Pecorari, 2003; Wette, 2010) who have studied on the views of NNS of English and the scholarly academic texts they produce claim that patchwriting should be considered a developmental stage rather than deliberate dishonesty due to the fact that learning how to cite effectively and appropriately is a complex literacy skill for not only NS of English but also NNS of English writers. However, this developmental process from declarative knowledge through procedural knowledge to automatization requiring extensive practice is more complex for NNS of English writers. This finding supports the relevant argument regarding NNS of English writers' making use of

patchwriting more common in their theses, which seems to stem not only from their developmental needs but also from the challenges of having a full control of a demanding academic literacy. In a similar vein, Pecorari (2003) strongly believes that patchwriting is a developmental stage from apprenticeship to mastership and claims "today's patchwriter is tomorrow's competent academic writer, given necessary support to develop" (Pecorari, 2003, p.338). However, whether each novice writer passes through these developmental stages as their skills regarding source use develop remains as a striking question required to be answered.

To sum up, the use of summary and paraphrase as a way of source content integration did not show significant differences across two corpora but direct quotation, patchwriting and critical evaluation as three forms of content integration were markedly different in English L1 and Turkish writers' theses. Making use of the ways of source content integration effectively and appropriately require a higher level of academic literacy. Bakhtin's (1981) words perfectly echo the writers' challenges and problems encountered during the process of transformations of source content into their own texts.

[N]ot all words for just anyone submit equally easily to this appropriation, to this seizure and transformation into private property: many words stubbornly resist, others remain alien, sound foreign in the mouth of the one who appropriated them and who now speaks them; they cannot be assimilated into his context and fall out of it; it is as if they put themselves in quotation marks against the will of the speaker (Bakhtin, 1981, p. 294).

As for the third variable, the origin of citations, there were minimal differences across two corpora. First of all, English L1 writers made use of slightly more different types of sources (9 different sources) than Turkish writers (7 different sources) in their theses. Secondly, both English L1 and Turkish writers preferred books and journals considered the core academic literature more than other types of sources in their theses. Nonetheless, Turkish writers made use of more books than English L1 writers in their theses, accounting for 40.4% of all sources, which is almost twice as many books as English L1 writers made use of. This confirms the finding of Petric's (2006) study. In her study, both low-rated and high-rated MA theses relied on the core academic literature more than other types of sources even though the proportion in total number of sources showed difference across two corpora.

Given the last variable, the proportions of citation practices regarding the type of content, the type of transformation, and the type of citation within each rhetorical section of the theses, substantial differences were found out across two corpora. Firstly, the type of content and the number of citations differ in the different rhetorical sections of the theses written by English L1 and Turkish writers' theses. Turkish writers' theses showed more tendency towards descriptiveness rather than analysis in almost each section, which is verified by the analysis of two corpora revealing the fact that critical evaluation is the least preferred type in order to integrate sources into the theses.

As for the number of citations in each rhetorical section of the theses, English L1 writers made use of more citations in introduction, literature review, and results and discussion sections whereas Turkish writers employed more citations in introduction, literature review, and methodology sections. At that point, the findings of the present study are in parallel with Thompson and Tribble's (2001) and Maroko (2013)'s studies. This divergence can be explained by the hourglass model put forward by Hill et al. (1982). According to the hourglass model (Hill et al., 1982), introduction, literature review and discussion sections have a higher number of citations due to the fact that writers present what is known in the field and try to create a gap for their studies in the related field. In the introduction sections, writers are supposed to ground the concepts under investigation, foreground the statement of the problem, provide a background to the study and bring into the significance of the study. Literature review sections include more citations because in this section the writers are expected to reveal the gaps regarding the issue in the field, establish the hiatus that is being investigated and contextualise their studies. Literature review sections had more citations than other rhetorical sections of the theses written by English L1 and Turkish writers in the present study, showing parallelism with the findings of Martinovic-Zic's (2004), Rabab'ah and Al-Marshadi's (2013) and Mansourizadeh and Ahmad's (2011) studies. On the other hand, methodology and results sections take a narrow view since these two sections focus on the research itself. In methodology sections, writers require to explain the methods they make use of in their studies and support the methods. However, Turkish writers' theses displayed the third most recorded citations in the methodology chapter, differing from English L1 writers' theses in which the least recorded citations existed in methodology section and the hourglass model (Hill et al., 1982). It can be argued that Turkish writers seem to need the

research procedures used in their theses to be supported more than English L1 writers. Contradictory to the finding of the present study, Maroko (2013) claims that in humanity disciplinary culture writers are supposed to make use of fewer citations in the methodology sections. In the results sections, they are expected to reveal the results of their analysis. In the discussion sections, they are expected to be argumentative, which requires comparing and contrasting their findings with others' work. The conclusion and recommendations section generally consists of restating the purpose of the study, presenting a summary of the findings of the study, showing the pedagogical implications of the study and recommending areas for further research.

In short, the hourglass model (Hill et al., 1982), to a large extent, described the logic lying behind differences in the number of the citations in the rhetorical sections of the theses but this model could not account for Turkish writers' making use of more citations in the methodology section than English L1 writers in their theses.

As far as the type of transformation according to the location of the target text was concerned, the preference of both English L1 and Turkish writers did not differ from their general tendency towards the type of transformation in almost each section. Summary and paraphrase were the most preferred two types of transformation in each section except for the methodology section of Turkish writers' theses. As in the whole theses, critical evaluation was on the third rank in each rhetorical section of English L1 writers' theses whereas it was the least preferred type of transformation in each rhetorical section of Turkish writers' theses. Except for the methodology section, the third rank belonged to direct quotation and patchwriting was on the fourth rank in each section of the theses written by Turkish writers. However, in English L1 writers' theses, the last two ranks belonged to direct quotation and patchwriting respectively. Especially three types of transformation need to be examined more closely in not only English L1 writers' but also NNS of English writers' academic papers.

Lastly, contrary to English L1 and Turkish writers' general preference of citation types as a whole in their theses, both groups of writers preferred non-integral citations almost in each section of the theses except for the "abstract" section of Turkish writers' theses and the literature sections of both groups of writers' theses. Nonetheless, they preferred integral citations in the literature sections of their theses.

5.2.3. The similarities and differences concerning citation practices of MA and PhD theses

The third research question aimed to explore the similarities and differences in the usage of citation practices in the MA and PhD theses according to four variables including citation types, the way cited material was incorporated into the citing text, the origin of citations and proportions of citations practices within the rhetorical sections of the theses. There were substantial differences in the four aspects mentioned above across two corpora. Taking the general picture regarding MA and PhD writers' citation practices into account, the language, style and tone of MA writers' theses seemed more inconsistent and inferior to those of the writers of PhD theses in this study. It can be said that the writers of PhD theses appear to have a more successful academic style and tone in their writing compared to the writers of MA theses. This difference may stem from the fact that the writers of PhD theses have more experience in academic writing since MA education can be considered as the first stage of trying to have an identity in academic discourse community and PhD education is one level beyond MA education, which requires more expertise in the related field.

As Keck (2014) put forward, focusing on citation practices in developmental terms rather than native-non-native dichotomies may provide insights related to the pathways academic scholars discover for themselves.

5.2.4. Graduate students' views on their citation practices in the process of writing their MA or PhD theses

The fourth research question inquired about graduate students' views on their citation practices by means of the citation practice questionnaire applied to 93 graduate students in the Turkish context and semi-structured interviews conducted with 25 graduate students in the process of writing their MA or PhD theses.

First of all, the findings of the questionnaire showed that most of the Turkish graduate students did not have the chance to be exposed to instructions regarding academic writing (46.2%) or citation practices (84.9%) in their graduate life even though 77.4% of the participants got education regarding academic writing and only 25.8% of

them had the opportunity to take courses related to citation practices in their undergraduate life, which is also verified by the results of document analysis. These findings revealed that less attention seems to be given to the courses regarding academic writing citation practices at graduate level, compared to courses provided at undergraduate level in the curriculum in the field of ELT in the Turkish context. Although there is a general agreement in the literature that learning how to cite appropriately and effectively is an area where graduate students, especially NNS of English would benefit from explicit instruction (Borg, 2000; Campbell, 1990; Davis, 2013; Jalilifar, 2012; Jalilifar and Dabbi, 2012; Mansourizadeh & Ahmad, 2011; Maroko, 2013; Monreal & Salom, 2011; Pecorari, 2006; Rabab'ah & Al-Marshadi, 2013; Thompson and Tribble, 2001; Wette, 2010; Yağiz et al., 2014), courses regarding citation practices and academic writing appear to have insufficient space in the curriculum of ELT in the Turkish context, which is not specific to the Turkish context. In Arabic, Chinese, Japanese, Korean and Iranian contexts, there is a need for extra space to have courses regarding citation practices (Jalilifar, 2012; Jalilifar & Dabbi, 2012; Rabab'ah & Al-Marshadi, 2013; Rinnert & Kobayashi, 2005; Shi, 2006). Unfortunately, it is a striking fact that the U.S. students as L1 learners receive more exposure to instruction regarding citation practices (Rinnert & Kobayashi, 2005; Shi, 2006) even though writing from sources in L2 contexts mentioned above has a very limited space in academic writing courses. It can be said that to some extent L2 learners have been left alone in the process of dealing with the rhetorical and linguistic complexity of source use in academic writing.

Secondly, the analysis of the findings of the questionnaire has revealed the fact that most of the graduate students in the field of ELT in Turkish context think that they mostly have necessary background regarding citation and citation practices in their field and are aware of the significance of citing appropriately in their field although they both claim and accept that education regarding citation practices in the field of ELT in Turkish context is insufficient, which can be considered a neglected area for academic writing. This paradox can be arisen from the fact that having limited background knowledge regarding citation practices may lead the graduate students in the field of ELT to think that they have necessary background knowledge regarding citing appropriately in spite of a lack of proper instruction in academic writing courses in Turkey. Some recent studies have also addressed the same problematic issue in the field of ELT in Iranian context

(Gol, et al., 2014). In brief, more attention should be paid to citation practices in academic writing courses or in the curriculum of ELT in order to raise awareness level of graduate students to cite appropriately and make them realize the fact that they need more knowledge in the aspect of citation practices so as to demonstrate real mastery of citing.

Thirdly, the analysis of the data gathered from the third part of the questionnaire has provided insights into the reasons why graduate students cite. Due to the limited role of linguistic analysis in the process of bringing out writers' real intention, citers' motives have a critical role in helping to understand the intentions of the writers behind the citation (Brooks, 1985; White, 2004; Wang & White, 1999). In the literature, there are contradictory views regarding the main motive why writers cite. One group of the researchers argues that citation is for merit-granting (Cole & Cole, 1967; Merton, 1973). On the other hand, the other group of the researchers claim that citation is a tool of persuasion (Brooks, 1985; Gilbert; 1977). It shows parallelism with Gilbert's (1977) strong claim that persuasion is the most important motive for the writers to cite. The present study is consistent with the past relevant literature, pointing out the fact that citation as a tool of persuasion is the major motive for the majority of the graduate students in the field of ELT in Turkey.

Fourthly, as for the analysis of the interviews, most of the graduate students interviewed with reported that they felt lack of confidence in themselves as a NNS of English and a member of related disciplinary discourse community stemming from being exposed to limited instructions regarding citation practices, which can add up to a significant degree of difficulty for graduate Turkish writers in the process of using sources effectively. This shows parallelism with the findings of Bloch's (2001) and Abasi and Akbari's (2008) and Gol et al.'s (2014) studies. Additionally, the majority of the graduate students interviewed with accept the absence of criticism in their work and seem to be more inclined to avoid having their voice in their academic writing even though they spend effort to create a space for their voice in their theses. The underlying reason why the graduate students avoid enacting criticality in their theses can be attributed to several factors including linguistic factors, cultural factors and, a lack of familiarity with the field or a lack of authority in the writing and insufficient explicit instruction regarding citation practices, which leads to become a highly controversial issue in the relevant literature. There are contradictory views regarding potential challenges arisen from academic

criticism NNS of English writers have encountered. A group of the researchers (Atkinson & Ramanathan, 1995; Connor, 1996) claim that these challenges can be attributed to cultural factors since critically evaluating other authors' work is considered a face-threating act by graduate students in some cultures. Thus, what is face threatening act? Hunston (1994) puts forward that each citation needs to include a marker of the writer's stance to the source text but such a stance can be seen as an overt claim, which is called a "face threatening act" by Myers (1989, p.2). The graduate writers in such culture appear to draw back from critical stance no matter how well they are equipped with the necessary rhetorical and linguistic sources to do so. The other group of the researchers (Borg, 2000; Cheng, 2006) argue that an effective instructional setting can keep the impact of cultural factors on the writers' attitudes towards enacting criticality in their academic work at a minimum level. At that point, it can be said that cultural factors may affect graduate students' citation practices in the process of writing a scholarly academic paper in the Turkish context, and by providing opportunities for graduate students in the aspect of having effective instructions regarding citation practices, enacting criticality can reach the maximum level in their theses, which appears to be a missing point in the theses.

Lastly, graduate students claim that there are four basic components in order to learn how to cite appropriately. These components are "courses related to academic writing and citation practice", "practice", "support from the supervisor" and "peer support". The critical role of four components are brought into light separately in the relevant literature. Gol et al.'s (2014), Jalilifar's (2012) and Jalilifar and Dabbi's (2012) studies have emphasized the key role of "courses" and "practice". Developing proficiency in making use of sources appropriately and effectively in academic writing is largely a question of practicing what are learned in theory. The importance of the other two components ("support from the supervisors" and "peer support") in process of learning how to cite properly are underlined in Dong's (1996), Petric's (2005) and Pecorari's (2006) studies. Nonetheless, unfortunately in Turkish context, four components of learning how to cite effectively may not exist together. Especially the majority of the graduate students emphasize the role of insufficient instruction in the process of citing properly in the Turkish context and put forward some problems regarding supervisors consisting of limited time, too many students to deal with, untimely-given feedback and a lack of necessary knowledge in the aspects of checking the way students use sources.

Thus, citing appropriately which is considered one of the significant aspects of academic literacy appears to still lie ahead for most of graduate students.

To sum up, the analysis of the data gathered from the questionnaire and the interviews conducted with the graduate students in the field of ELT in the Turkish context provides a broad view of the graduate students' tendencies in the usage of citations, and challenges in the process of writing their theses.

5.2.5. Supervisors' views on their students' citation practices in the process of writing their MA or PhD theses

The fifth research question aimed to explore the supervisors' views on their background education regarding citation, citation practices in the Turkish context, source use in their students' MA or PhD theses, their own citation awareness and the reflections of their awareness of citation norms or conventions to their classrooms.

To begin with, based on the analysis of the interviews conducted with the supervisors, it can be said that a lack of explicit instruction regarding citation practices in the field of ELT in the Turkish context is not a recent issue and seems a neglected area for academic writing. The majority of the supervisors unveiled the fact that they were not also been exposed to formal education regarding citation practices. Despite not being exposed to formal education related to citation practices, they claimed that they tried to do their best to lead their students to learn how to cite properly and effectively. Turning back to the analysis of the interviews conducted with the graduate students and the relevant literature review, insufficient instruction regarding citation practices in the field of ELT in the Turkish context also exists and poses a critical position for the students in order to learn how to cite properly, which has an impact on the quality of their academic writing.

Secondly, as to their students' awareness level of citation practices under their supervision, and their need of the courses on citation practices, supervisors have contradictory views on this issue. One group of the supervisors agreed upon the fact that their students are aware of the importance of citation practices but they have some problems regarding cognitive, and technical aspects of citation. Some of the supervisors put an emphasis on the problems regarding the use of secondary citations in the theses,

which is also supported by the findings as the results of the analysis of two corpora in the present study and other studies (Borg, 2000; Pecorari, 2003; Wette, 2010). On the other hand, the rest believed that their students' lack of awareness on the significance of citing appropriately for the quality of their academic writing seems to lead to cite improperly in their theses. Even though they had contradictory views on their students' level of awareness regarding citation practices, all of the supervisors concurred on the necessity of implicit and explicit instruction in the process of learning how to cite properly and effectively. Also, this point was emphasized by different researchers in the relevant literature (Campbell, 1990; Borg, 2000; Davis, 2013; Jalilifar, 2012; Jalilifar & Dabbi, 2012; Mansourizadeh & Ahmad, 2011; Maroko, 2013; Monreal & Salom, 2011; Pecorari, 2006; Rabab'ah & Al-Marshadi, 2013; Thompson & Tribble, 2001; Wette, 2010; Yağiz et al., 2014).

Lastly, when supervisors assessed their students' source use in the process of writing their theses, they claimed that they paid attention to not only cognitive aspects but also technical aspects of source use. However, they regarded technical aspects more important than cognitive aspects of source use. At that point, there appears not to be a standard implementation regarding assessments of students' source use. Therefore, supervisors' different attitudes towards graduate students regarding citation practices in their theses can lead them to adopt a laissez faire approach to incorporating others' work into their own texts instead of creating an atmosphere in which graduate students have the chance to increase their awareness level of citation practices.

In brief, supervisors are aware of the need to equip their students with necessary skills regarding citation practices in order to lead them to link the theoretical and empirical parts of their theses. Nonetheless, their students have some problems to create such connections in their theses. Thus, this seems an area where their students' competence regarding citation is ahead of their ability to practice seamlessly. The underlying reason for this may be a lack of implicit and explicit instruction in the field of ELT in the Turkish context. Thus, they strongly agree the necessity of formal education regarding citation practices.

5.3. Conclusion

Writers require to master different means so as to write a scholarly academic paper accepted by academic discourse community. Citation is considered one of the means that is necessary in order to produce high quality of academic work (Block & Chi, 1995; Charles, 2006b; Dong, 1996; Harwood, 2004; Hyland; 1999; Salager-Meyer, 1999). In other words, the process of writing an academic paper cannot be considered as a separate process of writers' skills of understanding and integrating others' work into their own studies. Thus, teaching how to make use of sources effectively and appropriately, which is considered one of the most challenging aspects of academic writing, has a key role in helping graduate students to cope with the demands of 21st century academic writing world.

However, most of the researchers accept the fact that full control and appropriate usage of citation in academic writing texts is a late-developing phenomenon not only for native but also for NNS of English writers (Borg 2000; Campbell, 1990; Mohan & Lo, 1985; Pennycook, 1996) since learning how to cite is a skill development process, which is incremental and time-consuming. Also, Borg (2000) claimed that not only native students but also non-native students experience difficulty in making use of sources appropriately and taking a stance in their own writing. In tune with Borg's (2000) study, Campbell (1990) put forward that both groups of academic writers may not fully control their usage of source material even at the beginning of their graduate study but the difficult process of getting an acceptance from their academic world is getting more intense with the concerns of non-native speakers of English related to integrating others' work into their academic work. In addition, As Swales (1986) claims, especially NNS of English need to learn what to cite, when to cite, how to cite and why to cite previous studies.

Considering the importance of learning effectively what to cite, when to cite and how to cite and why to cite in the relevant literature in the process of gradually becoming established members of academic discourse community, relatively few systematic attempts have been made to describe Turkish speakers' tendencies relating to source use (Işık-Taş, 2008; Yağiz et al., 2014) and comparing them with that of NS of English writers. Besides this, even though recent years witnessed the research studies focusing on

disciplinary variation in the usage of citation and citation forms (Hyland, 1999, 2000), researchers have paid relatively little attention to investigating the variations as a results of the origin of the writers.

Taking the gap regarding citation practices in the relevant literature into consideration, the present study primarily aimed to bring into light the similarities and differences between English and Turkish L1 writers in terms of source use. The findings provided a broad view of both groups of the writers' (Turkish and English L1 writers) tendencies in the two sets of theses (MA and PhD theses) in the aspect of citation practices in regard to ten variables the thesis length, the number of sources used, the number of citations employed, the number of secondary citation use, the number of incorrect citation use, the type of sources used, citation types, the way the cited material incorporated into the citing text, the origin of citations, the proportions of citation practices within the rhetorical sections of theses including Abstract, Literature Review, Methodology, Results and Discussion, Conclusion and Implications.

In terms of thesis length, the theses written by Turkish writers have been found to be longer than the theses written by English L1 writers. In addition, PhD theses are longer than MA theses regardless of the origin of their writers.

As regards the number of sources used and citations employed, it has been shown that Turkish writers have the tendency to use a larger number of sources than English L1 writers in the process of writing their MA and PhD theses. As to the number of citation employed, the theses written by Turkish writers include more citations than the theses conducted by English L1 writers whereas English L1 writers' PhD theses have a higher citation frequency than Turkish writers' PhD theses. When comparing MA theses with PhD theses in the terms of the number of citations and sources, the number of citations employed and sources used in the PhD theses is much higher.

As for the distinction between the number of secondary citation use in MA and PhD theses written by English L1 and Turkish writers, English L1 writers avoid the use of secondary citation as much as possible in their theses while Turkish writers prefer to make use of secondary citation twenty times more than English L1 writers in both MA and PhD theses. In addition, PhD writers seem less prone to employ secondary citations in their theses than MA writers.

As to the number of incorrect citation use, theses conducted by Turkish writers have been found to consist of a larger number of incorrect citations than English L1 writers' theses. In addition, PhD theses appeared to have less incorrect citation use than MA theses.

Considering the types of sources used by two groups of the writers in their MA and PhD theses, no difference was explored. Both groups of the writers have similar tendencies in terms of source diversity in the process of writing their theses.

Regarding citation types, stylistic variation was found in both groups of the theses written by English L1 and Turkish writers. Nonetheless, theses written by English L1 writers favored non-integral citations whereas Turkish writers preferred integral citations more than non-integral citations. In regard to the theses written at two levels of graduate academic life, MA theses show a tendency towards integral citations while PhD theses use a higher number of non-integral citations.

Taking into the account the way the cited material incorporated into the citing text, although summary and paraphrase are the most preferred transformation ways of source content in the theses conducted by Turkish and English L1 writers, there is a greater distinction in the use of direct quotation, patchwriting and critical evaluation between two sets of the theses. Turkish writers' theses have a larger number of direct quotation and patchwriting which have been found as a more widespread practice in MA and PhD theses. They also seem a lack of critical evaluation. Three forms of content integration consisting of direct quotation, patchwriting and critical evaluation were markedly different in English L1 and Turkish writers' theses. Turkish L1 writers' overuse of direct quotation and patchwriting, and their inclination towards avoiding critical evaluation in the process of using other sources appear to arise from insufficient awareness of conventions and norms of citation practice, insufficient explicit instruction, cultural factors, and linguistic background. Briefly, Turkish L1 writers' citing tendency seems to be parallel with citation norms and conventions in the field of ELT but they experience some more critical problems in the aspects of the way they integrate others' work into their texts than NSs of English writers, which need to be examined closely.

When comparing and contrasting the forms of content integration in MA and PhD theses, the similar results were found as in the theses conducted by English L1 and Turkish writers. Despite the fact that summary and paraphrase have the first two ranks

among other transformation ways of source content, the proportions of three forms of content integration including direct quotation, patchwriting and critical evaluation show a great distinction between two sets of the theses. These differences can be considered an indicator of the developmental stage in academic writing journey from MA level to PhD level.

As for the origin of citations, no great differences have been found in the theses written by English L1 and Turkish writers, relying on the core academic sources such as books, articles in journals and articles in edited books. Nonetheless, a minimal difference was explored in terms of MA and PhD writers' preference of the origin of citation. The most preferred two types of source are books and articles in the journals but the writers of MA theses showed a tendency towards making use of theses seen as not having a high academic standing.

Looking at the proportion of citation practices in the different rhetorical sections of the theses, it was found that citation practices in both MA and PhD theses written by English L1 and Turkish writers differ considerably along all the examined dimensions mentioned above in each rhetorical section of the theses.

The analysis of the data obtained from the citation practice questionnaire revealed the fact that there seems lack of enough explicit instruction regarding citation practices in graduate education life in the field of ELT in Turkey, showing parallelism with the findings of online document analysis. In other words, courses regarding citation practices do not get enough attention in the curricula of graduate education in the field of ELT. Also, the findings show that even though graduate students believe that they have necessary knowledge regarding citation practices in their own discipline and are aware of the significance of citation practices in the process of academic writing, there seems a gap between theory and practice while writing their theses which is also supported by the analysis of the corpus.

As for the analysis of data obtained from the interviews conducted with graduate students, graduate students also highlight the insufficient instruction provided in the curricula of graduate education in the field of ELT, in line with the findings of the analysis of the citation practice questionnaire and online document analysis. Furthermore, they accept that they have some problems regarding citation practices, especially in terms of cognitive aspects of citation practices such as the ability to use critical citations and to

make their own voice visible in the process of writing their theses, which may stem from insufficient explicit instruction regarding citation practices, their limited knowledge of the field, their limited rhetorical and linguistic competence, insufficient self-confidence as writers, limited time and lack of supervisor guidance due to the limited time, too many students to deal with, untimely given feedback and a lack of necessary knowledge in the aspects of checking the way students use sources. In order to deal with these problems and learn how to cite effectively, they clearly express they require more explicit instruction, practice, support from their supervisors and peers.

Lastly, the analysis of the interviews conducted with the supervisors brought into the light the fact that the supervisors are aware of the problems their students encounter in the process of citing appropriately which is considered an indication of good work and also concur on the lack of sufficient instruction in the field of ELT in the Turkish context and their students need such courses in order to learn how to cite appropriately even though few supervisors reject this idea.

Recognizing the existence of the problem is the beginning of the solution (Pecorari, 2003, p. 343). The present study tried to unveil Turkish writers' citation practices in the process of writing their MA and PhD theses, and the challenges or problems that they have encountered during the process from five different perspectives: the corpus, the citation practice questionnaire, the online document analysis, the graduate students' points of view and the supervisors' points of view in the field of ELT. In addition, the results revealed not only strengths but also weaknesses of Turkish writers regarding citation practices and provided one solution "instructional interventions regarding citation practices", which may help the writers to lead to some changes related to their understanding, awareness, confidence and skill. In turn, they might develop a fuller understanding of citation conventions and norms in their fields of study and become more prone to creating well-formed and appropriate academic papers.

The present study presented only a beginning in the investigation of citation practices of graduate students in English language education majors in the Turkish context. The paucity of research in citation practices in Turkey calls for further research.

5.4. Pedagogical Implications

Referring to the literature review mentioned in the present study, it is acknowledged that citation is one of the most important components of academic writing. Citation is of paramount importance in academic writing in order to come up with a scholarly academic paper of high quality. There appears no doubt about the significant role of citing properly and appropriately in the process of academic writing. However, not only NS of English but also NNS of English writers seem to have difficulty in the use of citations in order to construct a persuasive argument. Nonetheless, this process becomes more daunting for NNS of English writers (Borg, 2000; Campbell, 1990; Davis, 2013; Okamura, 2008; Wette, 2010). In tune with the researchers mentioned above, Ventola and Mauranen (1996) listed ten key areas NNS of English writers have difficulty in the order of importance in writing a scholarly academic paper and citation was on the second rank among other key areas. Also, there is a general agreement in the literature that NNS of English writers' ability to cite appropriately and effectively is not satisfactory (Jalilifar, 2012; Petric, 2007; Thompson & Tribble, 2001). Thus, they require extensive instructional interventions which can help graduate students to master this complex academic literacy (Hsu, 2003; Ouellette, 2004; Tomaš, 2006, 2011; Wette, 2010).

Considering Turkish L1 academic writers in the present study, it can be said that they have similar problems in citing appropriately and effectively in the process of writing their theses as all other NNS of English writers have. Also, there appears to be a gap between theory and practice in academic writings of Turkish L1 writers. In other words, the results of the present study showed that there is a gap between what students know about citation practices and what they actually produce in their scholarly academic writings. Thus, some new implementations regarding citation practices in the field of ELT in the Turkish context are regarded as necessary in order to equip Turkish L1 graduate students with necessary skills in writing scholarly academic papers of higher quality. At that point, a few suggestions related to ameliorations on what to cite, how to cite, when to cite and why to cite in scholarly writing are given below from four different perspectives: the curriculum, syllabus and material designers, institutions, and the supervisors.

1) Ameliorations in the Curriculum

Citation plays a vital role in the process of constructing knowledge (Hyland, 1999) because acquiring skills of how to cite effectively and appropriately which requires advanced writing skills help the writers both to incorporate others' work into their own writing appropriately and to create a niche for their study in their academic disciplines and support their research findings stronger. Thus, writers who are especially at the beginning of their careers in their disciplines need to be instructed on what to cite, when to cite, how to cite and why to cite effectively.

The results of the document analysis, the analysis of data obtained from the questionnaire and the interviews conducted with both the graduate students and the supervisors have laid bare the fact that there is lack of sufficient instruction regarding citation practices in the field of ELT in the Turkish context. Explicit instruction has a facilitative role in the acquisition of necessary skills regarding citation practices. Thus, a new course named "citation practice course" or the integration of explicit instructions related to citation practices into academic writing or research skills courses not only at the undergraduate level but also at the graduate level can be added to the curriculum of ELT in the Turkish context. This study was conducted with the graduate students of ELT department, who can be considered potential future academic writing teachers. Therefore, they need to be equipped with the best skills in writing in order to be a good guide for their students in the future since they may educate students on academic writing in other fields. If future academic writing teachers have to deal with surviving in the process of writing a scholarly academic paper, can other students in other disciplines be expected to write their theses seamlessly? It should not be a matter of survival in the process of writing their theses in their academic discourse community.

As to the content of the course, it should be designed according to each discipline and include clear instructions regarding citation practices because each discipline has different rhetorical conventions and different preferences in regard to citation practices (Hyland, 1999; Thompson, 2000; Thompson & Tribble, 2001) and there seems to be the lack of clear instructions related to citation practices in each discipline in the Turkish context. There should be clear instructions related to citation norms and conventions in the related discipline in order to lead writers to have knowledge about the benchmarks

the writers of both MA and PhD theses base their citations during the process of writing their theses due to the fact that especially writers of MA theses who have just embarked on the task of writing in their academic discipline may not be aware of citation norms and conventions specific to their disciplines.

In addition, academic writing courses or citation practice courses can be made more effective when following four stage procedure that is put forward by Thompson and Tribble (2001). Before following the procedure, stage 0 which is added by the researcher in the present study should be performed. Stage 0, considered a preparatory stage, can be considered a prerequisite in order to master the process seamlessly. The four-stage procedure is as follows:

Stage 0: Instructors set more realistic goals regarding what is achievable according to students' needs with their cooperation within the limited time of instruction.

Stage 1: Students are being exposed to a range of citation forms according to their level of study.

Stage 2: Students investigate actual practice in relevant texts, reporting back on the form and purpose of citations they identify.

Stage 3: Students investigate the practices of their peers in writing assignments.

Stage 4: Students review their own writing and revise in the light of these investigations (Thompson & Tribble, 2001, p.101).

When following the preparatory stage and four stages proposed by Thompson and Tribble (2001), instructors should provide students with appropriate classroom materials and activities or reference materials in order to raise graduate students' consciousness level regarding citation practices.

Classroom activities which may empower the graduate students in the aspect of citing effectively and appropriately should be culture-specific, discipline-specific and genre-specific since each culture, discipline or genre has its own citation conventions and norms. These activities may include open-ended writing tasks, model theses and research articles in related disciplines, the analysis of samples effectively and ineffectively employed citations in not only student writing but also published writing. In other words, the usage of authentic corpus-based materials in the classrooms might be more effective to help graduate students to develop academic style and tone in their theses.

Besides adding new courses related to citation practices to the curriculum, each university in Turkey should establish academic writing centres which can help both undergraduate and graduate students to produce not only better academic writers but also higher quality of academic writing papers by means of increasing their awareness of writing skills even though some of the universities in Turkey such as METU, Koç, Bilkent, Kadir Has, Atılım, Bilgi, and Boğaziçi Universities have already had such centres. In other words, having this kind of centres should be an obligation not a matter of choice for each university in Turkey, which might lead graduate students to draw the route maps to give direction to their academic writing papers because as NNS of English writers, Turkish L1 graduate students not only in the field of ELT but also in almost all disciplines appear to encounter some problems while writing their theses. In brief, these centres seem to be concerned with producing better academic writers rather than with producing better academic texts.

The necessity of instruction is strongly clear in the Turkish context not to leave Turkish L1 learners alone in the process of dealing with fascinating complexities of academic writing. By means of explicit instruction, graduate students can complete the stages of cognitive aspects of citation practices quicker and easier. This is in tune with the relevant literature. The other three studies (Keck, 2006; Kim, 2001b; Wette, 2010) apparently indicated the necessity of instruction in L2 context and revealed the fact that providing instructions regarding using sources with L2 learners has a positive impact on their gains related to knowledge of academic conventions.

2) Ameliorations from the Perspective of Syllabus and Material Designers

Books only are not enough to provide clear guidance to the apprentice writers. Additionally, Thompson and Tribble (2001) criticize the insufficiency of the course books related to citation practices in the aspects of providing surprisingly little guidance to the students and not highlighting disciplinary differences. At that point, both syllabus and material designers may need to overcome deficiencies regarding their materials in the aspect of citation practices. As Hyland (2000), Thompson and Tribble (2001) and Tribble (2001) suggest, micro-corpora consisting of a collection of students' own writing or the writing of their peers or the examples of writing from their academic discipline can be

developed as resources for use in EAP programmes in addition to suggested course books. This kind of field specific resources can be more relevant to students' needs and fulfil their needs more effectively, which in turn may push learners to explore citation conventions and norms of their disciplinary community in an easier and quicker way.

3) Ameliorations from the Perspective of Institutions

Some institutional requirements may have an impact on graduate students' citation practices especially in the technical aspects of citation practices. Each institute has different requirements related to citation practices and some of them do not have a specified documentation style for students to follow. Moreover, some of the institutions do not pay enough attention to students' citation practices in the technical aspects and have a control mechanism. Also, students might get a MA degree or PhD degree from different universities, which means that students may be required to use different documentation style at different universities since there is a lack of national standards for source use in the Turkish context. Thus, students might get confused in citing from technical perspectives in the process of writing their theses. The present study unveiled the fact that especially Turkish L1 writers had more problems regarding technical aspects of source use in their theses than English L1 writers had. At that point, institutions should shoulder more responsibility to minimize graduate students' problems regarding technical aspects of source use in two ways. The first is clearly determining standards for the source use and creating a citation guide including clear instructions or a documentation style manual. The second is establishing a committee in each institution that is responsible for controlling theses in the technical aspect of source use and giving feedback to the students. To some extent, the problems regarding technical aspects of source use can be minimized. Briefly, the role of institutional establishments is critical in the process of leading the students to develop better awareness and skill in source use in the technical aspect.

4) Ameliorations from the Perspective of the Supervisors

Supervisors have the key role in providing their students under their supervision with the necessary skills in citing appropriately and effectively (Braine, 2002; Cheng, 2014; Jalilifar, 2012; Maroko, 2013; Petric, 2005, 2012). However, recent years have witnessed an increase in the number of graduate students undertaking degrees in different disciplines. Due to the upsurge in the number of graduate students, supervisors need to supervise too many students. As both graduate students and supervisors claimed in the present study, supervisors have a too heavy academic work load and limited time. Thus, supervisors seem not to pay enough attention to students' citation practices, which is considered one important area of occlusion by Pecorari (2006). Having too many students to deal with within this limited time, supervisors prefer focusing on language, content and methodological problems rather than problematic parts related to citation practices, which might lead their students to adopt a laissez faire approach in the process of citing. As can be seen, problems regarding citation problems may be of secondary concern to them.

At the same time, supervisors in the Turkish context do not have consensus standards related to benchmarks on which they base their judgment of the quality and quantity of students' citation practices under their supervision. At that point, how they manage these unwritten norms in the process of the supervision is a matter of question and show differences from one supervisor to another one. Thus, citation, one of the occluded aspects of academic writing, might become a blind spot for not only the supervisors but also the students. Under these circumstances, students might not gain sufficient skill and knowledge about how to cite appropriately and effectively during their graduate apprenticeship.

Taking the issues mentioned above into consideration, first of all, academic burden on supervisors' shoulders should be minimized since they have a critical role in helping a graduate student to survive in their academic discourse communities by means of raising their students' awareness of citation practices in general.

In the Turkish context, the results of the present study confirmed that some aspects of students' citation practices, especially avoiding criticality, the overuse of direct quotation and making use of patchwriting in the process of writing theses is the issue of worthy of supervisors' attention since graduate students in the Turkish context have more

problems regarding aforementioned issues than NS of English writers. However, Turkish L1 writers' inclination towards avoiding criticality in the process of writing theses seems more striking than the other problems. What can be done to deal with this problematic aspect of the graduate students' citation practices with the collaboration of supervisors in the process of writing theses? Five directions given below might be followed:

1) Determining factors affecting the enactment of criticality in the process of academic writing

2) Exploring how graduate students build knowledge of academic criticality and textualize this knowledge in their academic work

3) Having activities focusing on the strategies used by the expert writers to enact criticality and consisting of linguistic formulations of academic criticism (see Swales and Feak, 2004)

4) Helping to understand the similarities and differences between how they build knowledge of academic criticality in their academic work and how academic criticality is framed in their academic discourse world.

5) Giving writing assignments including annotated bibliographies, article critique, book/project review

These directions can help gauge graduate students' criticality in the process of pursuing their academic careers, which can lead to students' production a higher quality of academic work. In a similar vein, many researchers (Bloch, 2003; Dodson & Feak, 2001) agree on the idea that teaching graduate students how to enact criticality constitute an important part of teaching academic writing, which has a positive relationship with the professional success of many graduate students. In tune with Dodson and Feak (2001) and Bloch (2003), Cheng (2006) also approved the positive impact of supervisors' instruction and feedback on graduate students' successful engagement with academic criticality in their academic writings. Briefly, supervisors should pay much more attention to the way graduate students cite, criticize them at that point and provide feedback regarding the occluded aspect of academic writing.

Secondly, lack of standards regarding supervisors' judgement on the quality and quantity of students' citation practices can create a gap between what supervisors expect from their students in regard to citation practices in their theses and what their students actually produce. Therefore, supervisors should clearly list key points regarding their

judgement based on the quality and quantity of citations in their students' theses. Additionally, institutional standards related to citation should be determined in order to eliminate the impact of laissez faire approach on not only supervisors' but also graduate students' perspectives regarding the source use in the process of academic writing.

To sum up, the suggestions aimed to attract more attention to the neglected area in academic writing in the Turkish context. The findings of the present study pointed the intricacies of each element consisting of supervisors, the curriculum, institutions and syllabus and material designers since they are related to each other. Through experience and getting instruction in collaboration with four elements, graduate students aspiring to become a member of their research community might effectively learn what to cite, when to cite, how to cite and why to cite and eliminate their problems regarding citation practices.

The present study intended to clarify the fact that effective citation practice plays a crucial role in developing intertextuality, which in turn leads to produce higher quality of scholarly academic papers. The important role it plays (Swales, 1986) should not be ignored in academic discourse.

5.5. Suggestion for Further Research

This study is a preliminary study in the aspect of exploring Turkish writers' citation practices in MA and PhD theses that were regarded as neglected genres for a long time by Dudley-Evans (1999) and comparing and contrasting their citation practices with those of English L1 writers in the field of English language based majors in the Turkish context. The research studies conducted on Turkish writers' citation practices in the field of ELT (Işık-Taş, 2008; Yağiz et al., 2014) and other disciplines, and especially their citing tendencies in the process of writing theses as a genre are still scarce. Thus, in order to develop a better understanding of citation practices and provide a more detailed account between MA and PhD theses written by NS and NNS of English writers (Turkish writers), more studies along similar lines need to be conducted. In addition, in further studies, MA and PhD theses written by two different groups of NNS of English writers can be compared and contrasted in the aspects of citation practices in the field of ELT in order to reveal NNS of English writers' tendencies and the underlying reasons behind their

tendencies. By means of this kind of studies, generic variations between two groups of NNS of English writers in one discipline can be marked, bringing out important citation tendencies of these two groups and their underlying reasons behind their tendencies. Are they aware of citation practices in their field? Is sufficient instruction provided in their countries? Do their supervisors give enough importance to their citation practices during the process of writing a thesis? Does their proficiency level in English affect their citation practices? Can cultural differences express what lies behind the citation choices of writers from different nationalities? Answering these questions can lead the researchers to broaden and deepen the understanding of what lies behind these citation choices, and contribute to an understanding of cross-cultural aspects of citation practices.

Exploring different dimensions of citation practices such as rhetorical functions of citations employed in theses written by Turkish writers is another potential area for study, which can provide important clues why Turkish writers cite.

The detailed analysis of the reporting verbs employed with integral citations in both MA and PhD theses was not done in this study but this needs further exploration in the field of ELT. The reporting verbs used with integral-citations in theses conducted by Turkish writers can be analysed in a detailed way since the choice of appropriate reporting verbs while employing integral citations in an academic work signals the writers' position in the text by means of demonstrating their commitment, neutrality or distance from it. In other words, through reporting verbs the writers' interaction with their discourse community can be examined. The classification of reporting verbs used in both MA and PhD theses written by NS and NNS of English writers can be done according to Thompson and Ye's (1991) classification of reporting verbs or Swales' (1986) categorization of reporting verbs. Also, concordance lines of naming citations, a sub-category of integral citation, can be studied in detail, which helps writers to add relevant background information, comment and evaluation. In short, this kind of analysis can also provide an in-depth information in regard to not only writers' knowledge of other authors' work but also writers' stance taken in their theses.

Research could also explore citation norms and conventions in other genres such as articles and conference proceedings written by Turkish and English L1 writers. Obviously, the field of ELT needs further genre-specific research in the Turkish context.

An interesting aspect for further research will be to study the rank list of journals and books used by MA and PhD writers in the field of ELT. Documenting which journals are more preferred by native and non-native speakers of English may enlighten the researchers in identifying primary sources of information in the field of ELT and can be helpful for preparing document lists of necessary sources in the field of ELT for the libraries within the budget constraints.

For further studies of the analysis of MA and PhD theses should be extended to other fields in order to see how other disciplines show differences in this genre. Disciplinary differences can be put forward by means of studying different disciplines including Science and Humanities theses. To explore citation norms and conventions specific to each discipline can lead the writers of MA and PhD theses to develop a fuller understanding of disciplinary conventions regarding source use and to become more prone to creating well-formed and appropriate academic papers.

Besides the further corpus-based studies mentioned above, a longitudinal study on citation practices of Turkish writers can be conducted. The results of data analysed in this study highlighted the ignorance of the importance of explicit instruction on citation practices of Turkish writers at the graduate education level in the field of ELT even though more emphasis is placed on academic writing courses and citation practice courses at the undergraduate level. Thus, the integration of explicit instruction into academic writing courses or adding a new course named citation practice course to the curriculum of graduate education in the field of ELT (Borg, 2000; Campbell, 1990; Davis, 2013) can be a good way to carry out a longitudinal study. By means of this kind of longitudinal study, the impact of explicit instruction on Turkish writers' citation practices and the developments and changes in the aspect of citation practices can be observed clearly.

Briefly, the paucity of research studies on citation practices of Turkish L1 writers calls for further research in different dimensions of citation practices in the Turkish context.

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APPENDICES

APPENDIX 1: The Rubric Employed in Textual Analysis

Field: O ELT   O Applied Linguistics   O TESOL   O Education
Thesis Name/Type:
The University where the thesis was conducted:
Author: **Year:**
The length of words of the thesis: The Amount of Citations in the thesis:

Page Number	Target Text	Source Text	Type of Content	Location of Target Text	Location of Source Text	Origin of Citations	Type of Transformations	Type of Citations
			O Definition / Explanation	O Abstract	O Abstract	O Journals	O Direct quotation	O Integral Citation
			O Objective	O Introduction	O Introduction	O Books and Monographs	O Patchwriting	O Verb-controlling Citation
			O Method	O Literature Review	O Literature Review	O Conference Proceedings	O Paraphrase	O Naming-integral Citation
			O Result	O Methodology	O Methodology	O Thesis	O Summary	O Non-citation
			O Argument / Discussion	O Results and Discussion	O Results and Discussion	O Reports	O Critical evaluation	O Non-integral Citation
				O Conclusion / Implications	O Conclusion / Implications	O Patents		O Source
				O Limitations	O Books	O Newspapers		O Identification
					O Website	O Magazines		O Reference
					O Panel	O Webs		O Origin
					O Software	O Panel		
					O Reports	O Software		
					O Magazines	O Seminars		

APPENDIX 2: The Framework of the E-Mail Sent to Writers to Identify NS of English Writers

Identify a Native English Speaking Writer

Dear Professor,

     I am Fatma Şeyma DOĞAN and I am an English language instructor at Adıyaman University in Turkey. Also, I am pursuing my PhD studies at Atatürk University in Erzurum in Turkey. Currently, I am conducting a research study on a comparative genre analysis of theses written by Turkish writers in Turkey and native English writers in English speaking countries. For the study, I randomly obtained MA theses and PhD theses; and your thesis has been selected. However, it's sometimes difficult to decide whether a particular writer is a native speaker of English or not. For this reason, I've decided that the best way to determine this is to ask each writer directly, so would you please let me know if you identify yourself as a native speaker of English?

I am looking forward to hearing from you, and please let me know if you have any questions.

Thank you so much for your understanding
 Best Regards

Inst. Fatma Şeyma DOĞAN
PhD Candidate

APPENDIX 3: Examples of the E-mails Replied by the Writers
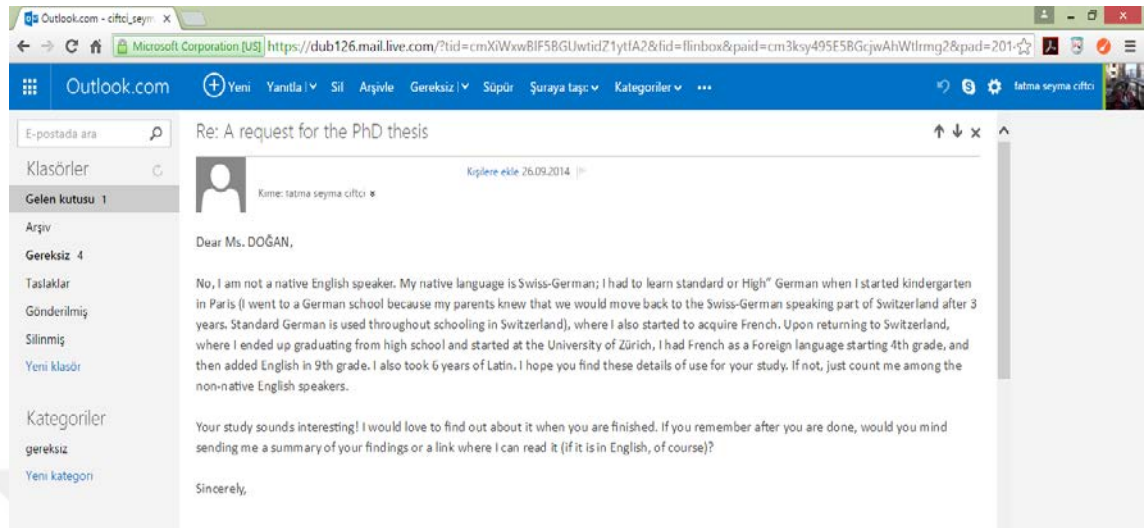
Example 1:

Example 2:

Example 3:

Example 4:

APPENDIX 4: Interview Questions Used in the Collection of the Qualitative Data for Graduate Students

1. Did you take any academic writing courses during your undergraduate and postgraduate education life?

If so, did you have the chance to learn about citation in their academic writing courses?

If so, could you give some details about the instruction you have received?

Was it useful? or Was it nonsense?

2. What are the writing courses/tasks required in the current program you are registered in?

3. What motivates you to cite in your theses?

4. Which type of sources such as books, journals, proceedings, and etc. do you use most while citing texts? Why?

5. Do you prefer the option of challenging and criticizing other writers' work while citing? Why or Why not? Did you criticize any authors you used? How did you express criticism? Can you give me an example?

If so, why do you avoid criticizing of other writers' work in your field?

6. When you cite, do you give any indication in the text as to your position in relation to what you cited, that is do you indicate whether you agree or disagree with the original writer on the particular point/issue you are citing about? Please explain why.

7. While you were reading, when you found something that you thought would be useful for your thesis, what did you do with those parts of the text?

In what form did you use those parts: mostly paraphrase, summarize or quote directly? How did you decide which one to use? How do you evaluate each based on their level of difficulty for you?

8. What was your purpose when you cited other authors' work?

9. Some people talk about writers having a voice in their texts in academic writing. What do you think about that? In your opinion, how can a writer create his/her voice in the text? Is your voice present in your thesis? How did you express it?

10. What do you think is the best way of learning how to use sources? What helped you?

11. How much attention do you think your supervisors pay to the way students use sources in their theses? How do you think they evaluate this aspect of writing? What features do they look at–numbers, types of sources…?

APPENDIX 5: Interview Questions Used in the Collection of the Qualitative Data for Supervisors

1. Did you take any training on citation practices during your undergraduate or/and graduate education? If so, could you give some details about the instruction you have received?

2. Do you think that academic courses given at both graduate and undergraduate levels are sufficient to provide necessary skills with students in order to lead them to cite appropriately?

3. What do you think about the students' awareness level of citation practices under your supervision? Do you think they need courses related to citation practices? If so, what type of courses do they need?

4. According to you, what are the most important criteria for a good study considering your own students' theses?

5. What is your role as a thesis supervisor?

6. How do your students use other studies in their own theses? What types of strategies do students use to incorporate other authors' work in their own studies?

7. How do you assess your students' use of sources in the aspects of quality and quantity in their theses?

8. What is your comment on your own awareness of citation norms and conventions? How do you reflect your awareness of citation norms or conventions to your own classroom practices?

APPENDIX 6: The Questionnaire (Citation Practice Questionnaire)

CITATION PRACTICE QUESTIONNAIRE

Dear Colleague,

This questionnaire is designed to investigate citation practices you employ while writing academic work such as MA thesis, PhD thesis or an article. There are two sections in this questionnaire. The first section consists of questions of demographic information and academic background regarding citation practices. In the second section, there are two parts. In the first part, there are 14 statements of 5 Likert-scale items. In the second part, there are 9 statements needed to be put into order according to the prominence you have given while making use of citations during the process of writing a scholarly paper. Your participation in this research is voluntary. Your cooperation will be highly appreciated. Your responses will only be used for this research study and be kept confidential.

Thank you for your cooperation.

Researcher: Fatma Şeyma DOĞAN, Adıyaman University

Contact Info: sciftci@adiyaman.edu.tr

Section I: *Background Questions*

1. Gender?   _ Female   _ Male

2. Your age? _____

3. Your undergraduate area of study?

a) English Language Teaching

b) English Language and Literature

c) American Language and Literature

d)Linguistics

e)Others (Please specify)

3. The last degree you have completed?

_ BA/ BS Degree   _ MA/ MSc Degree   _ PhD

4- Current situation

--MA continues   …PhD continues

5. How many years have you been teaching English?

………………………………………………………..

6. Have you taken academic writing courses during your undergraduate and postgraduate education life? If so, have you had the chance to learn about citation in their academic writing courses?

Undergraduate Education Life	Academic Writing Courses	Courses related to citation practice
	YES ( ) NO ( )	YES ( ) NO ( )
Post-graduate Education Life	Academic Writing Courses	Courses related to citation practice
	YES ( ) NO ( )	YES ( ) NO ( )

7. Did you receive any extra training on academic writing or citation practices previously?

Undergraduate Education Life	Academic Writing Courses	Courses related to citation practice
	YES ( ) NO ( )	YES ( ) NO ( )
Post-graduate Education Life	Academic Writing Courses	Courses related to citation practice
	YES ( ) NO ( )	YES ( ) NO ( )

Section II: *The items in this section are designed to explore postgraduates' citation practices. Please read each statement and put a check mark to the column that mostly reflects your idea.*

SD: Strongly Disagree (1)   D: Disagree (2)   U: Uncertain (3)   A: Agree (4) SA: Strongly Agree (5)

Part 1	(1) Strongly Disagree	(2) Disagree	(3) Uncertain	(4) Agree	(5) Strongly Agree
1.I know what citation means					
2. I know variations in the use of citations.					
3. I know how to work with the source materials when working on source texts					
4.I am familiar with the technical aspects of source use such as APA style or MLA style.					
5. I am familiar with the cognitive aspects of source use, i.e., engaging critically with ideas from sources and positioning one's study in relation to previous research.					
6. I have knowledge about the range of choices of citation features available for each function of citation usage.					
7. I know it is important to cite appropriately.					
8. I know the improper usage of citation can lead to plagiarism.					
9. There is a relationship between plagiarism and the citation usage.					
10. I know the types of citation.					
11. Using direct quotation is an easier way than paraphrasing while citing other works.					
12. The preference for direct quotation during the process of citing can be seen as a safety mechanism					
13. There is lack of proper instruction related to citation practices in academic writing courses in my country.					
14. I have sufficient background knowledge related to how to cite appropriately.					

Part II: Please put the statements given below in the order from 1 to 9 according to the prominence you have given while making use of citations during the process of writing a scholarly paper.	
1. I make use of citation since citations are used to recognize and acknowledge the intellectual property rights of authors.	
2. I make us of citation since citations are a matter of ethics and a defence against plagiarism.	
3. I make use of citation because citations are used to show respect to previous scholars.	
4. I make use of citation since citations recognize the history of the field by acknowledging previous achievements.	
5. I make use of citation since citations operate as a kind of mutual reward system. Rather than pay other authors money for their contributions, writers "pay" them in citations.	
6. I make use of citation since citations are tools of persuasion; writers use citations to give their statements greater authority.	
7. I make use of citation since citations are used to supply evidence that the author qualifies as a member of the chosen scholarly community.	
8. I make use of citation since citations are used to demonstrate familiarity with the field.	
9. I make use of citation since citations are used to create a research space for the citing author. By describing what has been done, citations point the way to what has not been done and so prepare a space for new.	

CURRICULUM VITAE

PERSONAL INFORMATION

Name Surname: Fatma Şeyma DOĞAN

Place of Birth/Date of Birth: Şanlıurfa/01.02.1988

Education

High School	: Mehmet Güneş Anatolian Teacher Training High School-2005
B.A.	: Middle East Technical University (METU) Faculty of Education Department of English Language Teaching- 2009
M.A.	: Gaziantep University, Institute of Social Sciences, Department of English Language Teaching-2011
PhD.	: Atatürk University, Institute of Educational Sciences, Department of English Language Teaching-2016

Personal Qualifications

Languages	: English and French
Research Interests	: Academic Writing, Graduate Academic Writing, Professional Development of ELT teachers and candidate teachers

Employment History

2009- On going	: English Language Instructor- Adıyaman University

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