Citation Typologies and Rhetorical Functions of Citations in Master Dissertations

Nik Mastura Nik Ismail Azlan
nikmastura@salam.uitm.edu.my
Academy of Language Studies
Universiti Teknologi MARA

ABSTRACT

This study compares the use of citation typologies and the rhetorical citation functions in three M. Ed TESL and three M. Ed Visual Art Education dissertations in the field of education. Document analysis was conducted to identify the types of citations used (integral or non-integral citations) in the Introduction, Literature Review, Methodology, and Results and Discussion sections. The use of integral citations was found to be more frequent than non-integral citations for both M. Ed TESL and M. Ed Visual Art Education dissertations. In addition, the 'Literature Review' contained the highest density of citations in both M. Ed TESL and M. Ed Visual Art Education dissertations. Citations identified in the corpus were also coded in terms of rhetorical functions. 'Attribution' was found to have the highest density in both M. Ed TESL and M. Ed Visual Art Education dissertations. However, repetitive occurrence of 'incorrect use of citations' was found in some of the dissertations. In conclusion, the paper argues that lecturers should provide more instruction on various types of citations as well as rhetorical functions of citations in the classroom to enhance students' writing skills in producing quality academic papers.

Keywords: Types of citations; rhetorical functions of citations; master dissertations in education

INTRODUCTION

According to Pecorari (2006), it is very crucial for undergraduate and postgraduate students to master academic writing skills. Form and structure are considered to be essential components in writing. Citations, then, should be one of the essential components in the process of writing a paper (Teufel, Siddhartan & Tidhar, 2006) in order for it to be constituted as "an appropriate text" (Pecorari, 2006, p. 5). The use of citations is seen as an "important skill" (Harwood, 2010, p. 302) that is compulsory for university students to acquire in order to write their academic papers.

White (2004) claimed that citations are studied by applied linguists to find out the rhetoric differences between disciplines. From White's (2004) statement, one can imply that citation research is conducted not only to identify the different ways that citations are used by professional scholars, but also the common flaws and mistakes that novice writers would tend to make in their research papers. Thompson (2001) found substantial variations on the use of citations in the comparative study of applied science (Agricultural Botany) and social science (Agricultural and Food Economics) postgraduate theses. The analysis on the PhD theses of the two disciplines showed distinction in the way postgraduate students cited their literature and findings to their audience. In another study, Hyland (1999) articulated the differences in the use of citation as "strategic manipulation of various rhetorical and interactive features" (p. 341). Hyland's (1999) analysis of a computer corpus of 80 research articles found differences in textual conventions of citations used among academic writers in eight disciplines. For example, writers in the humanities and social sciences employed the use of citations more frequently than scientists and engineers in their journal articles as a purpose of displaying a stance in their written work. Hyland (1999) argued that the differences in citation practices are related to the fact that the use of their academic discourse in their writings is influenced by the different "epistemological and social conventions" (p. 341) of their respective disciplines.

Problem Statement and Significance of Study
According to Harwood (2010), non-native students are often unsure of the proper way to cite their writing due to citation variations in journal articles from humanities, social science and sciences disciplines. Mansourizadeh and Ahmad (2011) revealed that novice writers tend to replicate the writings of published scholarly articles as their model. Therefore, it is encouraged that beginning researchers be exposed first-hand to the "established disciplinary writing practices" (p. 153) that ideally should not only be modelled from papers that are published. Harwood (2010) further emphasized that students not only lack the knowledge on how to cite correctly in terms of style and format, but they are also unaware of the functions of citations. This problem is the focus of the study in the present research.

This study is very significant because it compares the different ways that Master in TESL and Master in Visual Art Education students applied citations in their dissertations. The researcher did not compare which group (Visual Art or TESL) employed better use of citations because the main intention of the researcher is to make known to instructors, particularly lecturers, the aspects of citations practices that students require help with. Although Master in TESL and Master in Visual Art Education are categorized under the same

discipline of social science and humanities in education, they contrast in terms of instructional content. As clarified by White (2004), the results would provide some insights on students' problems in applying correct ways of using citation. Thus, further treatment could be carried out to enhance students' understanding on the subject matter.

Research questions

Generally, the objective of this research was to study the significant aspects of each master dissertation namely the length of words and amount of citations, the type of citations, and rhetorical functions of citations used in six selected M. Ed TESL and M. Ed Visual Art Education dissertations. Based on this objective, the study is guided by the following research questions:

1) What are the length of words and amount of citations used in M. Ed TESL and M. Ed Visual Art Education dissertations?
2) What type of citation is used prominently in M. Ed TESL and M. Ed Visual Art Education dissertations?
3) What are the rhetorical functions of citations used in each section/chapter of M. Ed TESL and M. Ed Visual Art Education dissertations?
4) What are the rhetorical functions of citations used prominently in M. Ed TESL and M. Ed Visual Art Education dissertations?

LITERATURE REVIEW

Types of Citations

In this research, the researcher has studied two types of citations known as 'integral' and 'non-integral' citations. Integral citations usually contain the name of the cited author within the sentence followed by the year of the author's work. The role of this type of citation acts as a reporting clause which focuses on the cited author [Swales (1990) as cited by Thompson (2001), Charles (2006) & Petrić (2007)]. The following examples are taken from sample master dissertations:

(a.) As stated by Herder (2006), "The banning and the use of the mother tongue have come and gone throughout history" (p.5). (TESL 2)[i]
(b.) For example, in 1999, Auerbach did a study on evaluating the use of mother tongue in the English language classroom. (TESL 2)

On the other hand, a non-integral citation cites the author's name in parentheses or brackets and is put at the end of a sentence. A number is sometimes attached to the name which appears in the form of a footnote or endnote and the focus is more on the reported research rather than the cited author [Swales (1990) as cited by Thompson (2001); Charles (2006) & Petrić (2007)]. For example:

(a.) "...but depicted them using trappings, characters and events borrowed from the classical world in order to give them greater moral and poetic weight" (Heartney, 2008, p. 122). (VAE 3)[ii]

(b.) "Drawings are particularly useful in trauma debriefing where sensory-based methods have been identified as helpful in disclosure and crisis resolution" (Malchiodi, 1997; Pynoons & Eth 1985: Steele 1997). (VAE 2)

Rhetorical Functions of Citations

In this study, Petrić's (2007) nine rhetorical functions were used as a framework. These rhetorical functions were developed based on her comparative study of high-rated and low rated master theses. For the present study, each rhetorical function will be explained based on the researcher's interpretation of Petrić's (2007) research. Each explanation will be illustrated with examples taken from the corpus of six selected master dissertations.

Attribution

This type of citation merely cites an author's research. The piece of information taken from a cited research can either be "a proposition, a term, or a stretch of text" (Petrić, 2007, p. 243). It is the most common and neutral way of citing an author. As Hunter (n.d.) easily puts it, "When a writer cites ideas, that writer honours those who initiated the ideas" (p.1). For example:

As communities grow and expand, their movement from one society to another is called "migration" and is listed as one of the factors which could lead to societal multilingualism (Sridhar, 1996). (TESL 1)

Exemplification

This type of citation is often preceded by "for example; e.g." (Petrić, 2007, p. 243), "such as" or "like" (Hyland, 2007, p. 270). The use of exemplification helps to provide evidence or supports the statement of the writer by "providing information" (Petrić, 2007, p. 243) from other sources. For example:

As an example of pastiche, Jameson cites is *Star Wars* epics, which are based in part on *Buck Rogers*- type TV series movies in 30s to the 50s that will not be obvious referents for the saga's contemporary audience but instead conveys a generalized nostalgia and longing for an unclearly sense of past. (VAE 3)

Further reference

This type of citation can be identified in "parentheses or a footnote" (Petrić, 2007, p. 244), and usually preceded by "see" (Petrić, 2007, p. 244) or even "refer to". This citation usually directs readers to more information on the work or research of the cited author. For example:

Code-switching between language varieties and dialects varies slightly from this and is marked as code-shifting (cf. e.g., Clyne 1967, Giacalone Ramat 1995). (TESL 1)

Statement of Use

This type of citation simply states "authors' works that are used in the thesis and the purposes of those works" (Petrić, 2007, p. 244). Petrić (2007) also adds that it can either be found in "introductions and introductory paragraphs" or in "conclusions or summaries of chapters" (p. 224). For example:

The research in Art Production will be conducted using Lucy Lippard's (1990) art analysis. (VAE 3)

Application

This type of citation "makes connections between the cited and the writer's work in order to use the arguments, concepts, terminology or procedures from the cited work for the writer's own purposes" (Petrić, 2007, p. 244). For example:

From her original pronged, she divided her analysis into three subjects which are; first (1) "Material and Formal", second (2) "Content / Meaning" and lastly (3) "Context" (Freeland, 2003, p.12). (VAE 3)

Evaluation

This type of citation basically allows the writer to give his or her own critical response towards an author's work. For example:

 What lacks in Clyne's studies is that German and Dutch languages have similar phonetical-lexical items and clause structure. (TESL 1)

Establishing links between sources

This type of citation is described by Hyland (2005, p. 117) as providing "sameness" or connections between or among different works of more than one authors (Petrić, 2007). For example:

Children's drawings have been used as projective measures of personality (Buck, 1966; Hammer, 1967; Koppitz, 1968; Oster & Montgomery, 1996*). (VAE 2)

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

This type of citation requires writers to compare or contrast their result or findings of their research with other similar research (Teufel, Siddhartan & Tidhar, 2006). For example:

The results for the two (2) content lessons and the lecturer-facilitated lesson together, obviously showed that the lesson content had more lecturer code-switching. The same result of a similar study was found by Then and Ting (2009) as they mentioned that "when the teachers needed to provide a lot of explanation, they could not do without Bahasa Malaysia for reiteration and message qualification." (TESL 3)

Other

This type of citation can occur when there are "overlaps between some of the categories in the taxonomy" (Petrić, 2007, p. 246). Based on the researcher's understanding, it possibly means a mix of rhetorical functions in one citation. For example:

Malik (1994) stresses the fact that code-switching often occurs in discourse markers. In Sample 14 and 15, the child repeatedly code-switches the discourse marker '*pastu'* which in English means 'after that' or 'and then'. (TESL 1)

The mix of rhetorical functions that are used in this citation is 'attribution' and 'application'. While the student is citing an author's research, she is also using the author's work as a basis to analyse her findings.

THE CORPUS AND THE METHOD

The corpus used in this qualitative study consists of six master dissertations written in English by graduate students from the Faculty of Education, UiTM Shah Alam. Although all of the dissertations were written in the field of education, the corpora is distinguished by two different courses of TESL (Teaching English as a Second Language) and Visual Art Education. All the writers were full time master by coursework students who completed their studies in 2010 and 2011. One of the partial fulfilments for graduation was to write a dissertation on any issue pertinent to their academic disciplines. All six dissertations had been evaluated by the writers' supervisors and second examiners before they were submitted and approved for binding.

The researcher gained access to the dissertations under the authorization of the Head of Postgraduate Studies. At the time that the research was conducted, TESL and Visual Art were the only two Master programmes active for student enrolment at the Faculty of Education. Therefore, the limitation to this research was that sampling could only be conducted on dissertations produced by former post-graduate students of these available courses. Purposive sampling was used to select three TESL dissertations and three Visual Art dissertations for document analysis. Since students were obligated to include a soft-copy (CD-ROM format) along with their dissertations, the availability of the CDs allowed document analysis to be performed with ease.

Each dissertation shared similar features of the IMRD criteria which are 'Introduction' (Chapter 1), 'Literature Review' (Chapter 2), 'Methodology' (Chapter 3), 'Findings/Data Analysis' (Chapter 4) and 'Discussion and Conclusion' (Chapter 5).

Once the corpus was compiled, document analysis was performed to identify the types of citations based on the criteria of integral and non-integral citations (refer to previous page 3 on 'Types of Citations'). Citations that were identified in the corpus were then coded in terms of rhetorical functions. Petrić's (2007) classification of rhetorical citation functions were used as the foundation to categorize the citations of all six dissertations into nine separate functions known as 'attribution', 'exemplification', 'further reference', 'statement of use', 'application', 'evaluation', 'establishing links between sources', 'comparison of one's own findings or interpretations with other sources' and 'other' (refer to previous pages 3 to 5 on 'Rhetorical Functions of Citations'). The results of the analysis were put in tables and discussed according to the research questions stated earlier in the research.

RESULTS AND DISCUSSION

Each citation in the dissertations does not necessarily represent one rhetorical function. This means that a group of authors' works in a non-integral citation are counted separately. For example, there are four authors in this non-integral citation found in the dissertation of TESL 1 e.g. (Adendorff, 1996; Grosjean, 1982; Myers-Scotton, 1995; Tay, 1989), therefore it can be counted as four different non-integral citations. However, when it comes to determining the rhetorical function, all works of authors that are put into one parenthesis are considered as one rhetorical function. Therefore, although the total estimation of citations are the same in

Table 1 and Table 2 (TESL – 499, VAE - 183), the total estimation of rhetorical functions of citations in Table 4 (TESL – 413, VAE – 80) is different, which is less than the estimated amount in Tables 1 and 2.

Research Question 1: What are the length of words and amount of citations in M. Ed TESL and M. Ed Visual Art Education dissertations?

Table 1   Description of the dissertations

ªLength of text does not include abstract, tables and figures

Table 1 displays the length and amount of citations that were found in each of the dissertation. The table was created to compare the length and amount of citations between M. Ed TESL dissertations and M. Ed Visual Art Education dissertations. M. Ed TESL dissertations were found to contain more words with a total of 51 303 words and an average of 17 101 words per dissertation compared to M. Ed Visual Art Education dissertations with a total of 29 325 and an average of 9775 words per dissertation. Each of the M. Ed TESL dissertation was also found to use more citations with a total of 499 citations and an average of 166.33 citations per dissertation while each of the M. Ed Visual Art Education dissertation only acquired a total of 183 citations with an average of 61 citations per dissertation.

The result of Table 1 is similar to the study conducted by Thompson (2001) who found substantial variations on the use of citations in the comparative study of applied science (Agricultural Botany) and social science (Agricultural and Food Economics) postgraduate theses. The analysis on the PhD theses of the two departments showed a significant distinction on the way the students wrote their theses. As previously mentioned, although Master in TESL and Master in Visual Art Education are categorized under the same discipline of social science and humanities in education, they contrast in terms of instructional content.

M. Ed TESL	Lengths (words)ª	No. of Cit.	M. Ed Visual Art Ed.	Lengths (words)ª	No. of Cit.
TESL 1	10 600	142	VAE 1	8 941	50
TESL 2	25 279	251	VAE 2	10 258	45
TESL 3	15 424	106	VAE 3	10 126	88
TOTAL	51 303	499		29 325	183
Average no. of words per dissertation	17 101	166.33		9775	61

Research Question 2: What type of citation is used prominently in M. Ed TESL and M. Ed Visual Art Education dissertations?

Table 2   Types of citations

	TESL [a]	VAE[b]
Integral	283 (56.71%)	126 (68.85%)
Non-integral	216 (43.29%)	57 (31.15%)
TOTAL	499	183

[a]TESL represents all three M. Ed TESL dissertations
[b] VAE represents all three M. Ed Visual Art Education dissertations
[c] The total is equivalent to 100%

Table 2 presents the types of citations (integral and non-integral) that are used in the six selected M. Ed TESL and M. Ed Visual Art Education dissertations. Among all three M. Ed TESL dissertations, integral citation was found to be used the most prominent with 283 citations (56.71%) compared to non-integral citation with 216 citations (43.29%). Similarly, M. Ed Visual Art Education dissertations also used integral citation more prominently with 126 citations (68.85%) compared to non-integral citation with only 57 citations (31.15%).

The result of Table 2 contrasts with the study done by Mansourizadeh and Ahmad (2011) who found that non-integral citation was used more frequently by both novice and expert writers in 14 scientific research papers.

Research Question 3: What are the rhetorical functions of citations used in each section/chapter of M. Ed TESL and M. Ed Visual Art Education dissertations?

Table 3   Rhetorical functions of citations in each section

Cit. Functions	Introduction		Literature Review		Methodology		Findings		Discussion and Conclusion	
	TESL [a]	VAE[b]	TESL [a]	VAE[b]	TESL [a]	VAE[b]	TESL [a]	VAE[b]	TESL [a]	VAE[b]
Attribution	53 (72.6%)	9 (81.82%)	160 (78.43%)	67 (55.83%)	1 (11.11%)	5 (41.67%)	14 (32.56%)	3 (100%)	27 (55.1%)	4 (80%)
Exemplification	1 (1.36%)	0 (0%)	1 (0.49%)	3 (2.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Further reference	2 (2.74%)	0 (0%)	4 (1.96%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Statements of use	7 (9.59%)	2 (18.19%)	0 (0%)	0 (0%)	6 (66.67%)	2 (16.67%)	2 (4.65%)	0 (0%)	0 (0%)	1 (20%)
Application	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22.22%)	2 (16.67%)	1 (2.33%)	0 (0%)	1 (2.04%)	0 (0%)
Evaluation	0 (0%)	0 (0%)	3 (1.47%)	23 (19.17%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Establishing links between sources	10 (13.7%)	0 (0%)	35 (17.16%)	24 (20%)	0 (0%)	3 (25%)	4 (9.3%)	0 (0%)	3 (6.12%)	0 (0%)
Comparison of one's own findings or interpretation with other sources	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	22 (51.16%)	0 (0%)	18 (36.73%)	0 (0%)
Other	0 (0%)	0 (0%)	1 (0.49%)	3 (2.5%)	0 (0%)	0 (0%)	19 (44.19%)	0 (0%)	0 (0%)	0 (0%)
TOTAL [c]	73	11	204	120	9	12	43	3	49	5

[a] TESL represents all three M. Ed TESL dissertations

[b] VAE represents all three M. Ed Visual Art Education dissertations

[c] The estimated totals are equivalent to 100%

Table 3 was constructed to reveal the density of citations used in each section of the master dissertations. For M. Ed TESL dissertations, it was found that the section for 'Literature Review' contained the highest density of citations (204). The reason for this expected result is probably because this section requires "a substantial amount of current and past literature documented on relevant issues" (ED 720 M. Ed TESL Student Handbook, 2008, p. 25) in student dissertations. This result is shared with M. Ed Visual Art Education dissertations which had a total of 120 citations in the 'Literature Review' of all three dissertations. However, both disciplines were different in terms of the lowest density of citations. It was found that the 'Methodology' section contained the lowest density of citations (9) for M. Ed TESL dissertations. This is because the 'Methodology' is the chapter where students are required to describe the research design and instruments that are used as well as the process

of how the research was conducted. Therefore, the need to cite other authors' work is not deemed as significant compared to other chapters such as 'Introduction' or 'Literature Review'. Chapter Four ('Findings' section) of M. Ed Visual Art Education dissertations contained the lowest density of citations (3). It is important to note here that M. Ed TESL and M. Ed Visual Art Education dissertations differ significantly in the way Chapter Four is written. While the pattern for M. Ed TESL dissertations was to analyze the data collected from the process of research, the pattern for M. Ed Visual Art Education dissertations was to use Chapter Four ('Artwork Development') to explain and describe each student's artwork i.e. how it was created, the materials used, etc. Therefore, the use of citations would be found to be of little importance unless they were relating their work of art to other artists' works.

The result from Table 3 contradicts the study conducted by Mansourizadeh and Ahmad (2011). While M. Ed. TESL and M. Ed. Visual Art Education dissertations both had the highest amount of citations found in the 'Literature Review', Mansourizadeh and Ahmad (2011) found that the density of citations was highest in the 'Introduction' section of all 14 scientific research papers written by novice and expert writers. In research articles, the background of a research is usually embedded with the literature review of other studies.

Research Question 4: What are the rhetorical functions of citations used prominently in M. Ed TESL and M. Ed Visual Art Education dissertations?

Table 4   Rhetorical functions of citations in M. Ed TESL (TESL) and M. Ed Visual Art Education dissertations (VAE)

	TESL[a]	VAE[b]
Attribution	255 (61.74%)	17 (21.25%)
Exemplification	2 (0.48%)	3 (3.75%)
Further reference	6 (1.45%)	0 (0%)
Statement of use	20 (4.84%)	5 (6.25%)
Application	15 (3.63%)	2 (2.5%)
Evaluation	3 (0.72%)	23 (28.75%)
Establishing links between sources	52 (12.59%)	27 (33.75%)
Comparison of one's own findings or interpretation with other sources	40 (9.69%)	0 (0%)
Other	20 (4.84%)	3 (3.75%)
TOTAL[c]	413	80

[a]TESL represents all three M. Ed TESL dissertations
[b] VAE represents all three M. Ed Visual Art Education dissertations
[c] The estimated totals are equivalent to 100%

Table 4 was constructed based on the findings of Table 3 in order to determine the density of rhetorical functions of citations in the M. Ed TESL and M. Ed Visual Art Education dissertations. 'Attribution' was found to have the highest density in M. Ed TESL and M. Ed Visual Art Education dissertations with 255 citations (61.74%) and 17 citations (21.25%)

respectively. This is concurrent with the result of a study by Petrić (2007) who also found 'attribution' as the "most common rhetorical function of citation" (p. 248-249) with high percentages in both high-rated and low-rated master's theses. Petrić (2007) explained that 'attribution' is regarded as the simplest citation to be used in student writing since this citation only requires writers to "display their knowledge of the topic" (p. 249). However, both M. Ed TESL and M. Ed Visual Art Education did not share the same result for the least used rhetorical function of citation. It was found that 'exemplification' had the lowest density in M. Ed TESL dissertations with only two citations (0.48%) while 'further reference' and 'comparison of one's own findings or interpretation with other sources' were found to have the lowest density in M. Ed Visual Art Education dissertations with 0 (0%) for both rhetorical functions of citation.

One weakness that the researcher noticed of a few students' dissertations is the incorrect use of citations. According to APA citation basics in Purdue Online Writing Lab (2011), it is necessary to include the author, year of publication, and the page number for the reference (if available) to quote directly from a work. It is considered as 'incorrect use of citation' if the writer fails to include these details. Although the students cited some artists/authors properly the first time, they failed to do the same when they were paraphrasing the same artists/authors continuously. For example:

(a) i. Proper citation:
Owens expands (1980) this definition: "*In allegorical structure, then, one text is read through another, however fragmentary, intermittent or chaotic their relationship may be; the paradigm for the allegorical works is thus the palimpsest*" (p. 204). (VAE 3)

ii. Incorrect use of citation:
Owens's allegory "*hangs by a thread*" by which the new image or narrative has no direct relationship to the original source. (VAE 3)

(b.) i. Proper citation:
By examining spontaneous data, Gumperz (1982) purports that each individual may choose one style of speaking based on a communicative strategy. (TESL 1)

ii. Incorrect use of citation:
Gumperz advocated the importance of researching factors such as language choice and why language is mixed within a speech event. (TESL 1)

(c) i. Proper citation:
Cook (2001) as cited in Miles (2004) stated that... (TESL 2)

ii. Incorrect use of citation:
Based on these claim made by Cook, they suggest that second language acquisition is similar to the first language acquisition. (TESL 2)

The researcher noticed that 'incorrect use of citations' occurred repetitively throughout the students' dissertations. Teufel, Siddhartan and Tidhar (2006) stated that "citations play a central role in the process of writing a paper" (p. 80). However, the numerous incorrect use of citations found in some of the students' dissertations did not include the year and page number as should be found in basic in-text citations of APA-formatted academic papers, in fact they resembled the basic in-text citations of an MLA format (refer to Purdue Online Writing Lab, 2011 website). According to 'Guidelines on Thesis/Dissertation Format for Post-graduate' (2011) provided by the Institute of Graduate Studies (IGS) UiTM, it is stated that, "Students are to adhere to the APA guidelines for the following organizational structure and format." (p. 1). Despite this, the researcher found that the incorrect use of citations were also included in the 'References' section of the students' dissertations.

CONCLUSION

The overall result of the research revealed that all six students applied citations in their dissertations. The use of integral citations was also found to be more frequent than non-integral citations for both M. Ed TESL and M. Ed Visual Art Education dissertations. In addition, the 'Literature Review' contained the highest density of citations in both M. Ed TESL and M. Ed Visual Art Education dissertations. Finally, 'attribution' was found to have the highest density in both M. Ed TESL and M. Ed Visual Art Education dissertations. The researcher implies that these students understood the importance of showing evidence in their writings. However, a repetitive occurrence of incorrect use of citations was found to be a concern to the researcher of which the implication could be that it would affect students' credibility to produce well-written research papers. As argued by Thompson (2005), "students face the unique task of displaying knowledge, and that this task is in part achieved through their use of citations" (as cited by Peters, 2011, p. 177). Besides this, it would be much preferable if the use of the nine rhetorical functions of citations in the dissertations was slightly balanced in distribution to show depth and breadth in students' writings. This supports Hardwood's (2010) previously mentioned theory which claimed that not only do university students still lack the knowledge to cite properly in terms of style and format, they are also unaware of the functions of citations. Bearing in mind that student writers are just novice researchers embarking on the daunting task of writing a paper in their respective disciplines, the researcher concurs with Mansourizadeh's and Ahmad's (2011) aforementioned opinion that any beginning researcher should be exposed first-hand to the "established disciplinary writing practices" (p. 153) through instructional practices instead of using scholarly published articles as references for proper citation. Therefore, it is hoped that the result of this research could shed a light for lecturers to increase their students' understanding on the correct ways of using citations in research and academic writing by giving more attention on not just teaching the types of citations that should be employed, but also the rhetorical functions of citations (why citations are used in academic writing) in the classroom to enhance university students' writing skills and advance their knowledge in producing quality academic papers. Based on the findings of the research, it can be concluded that there are variations in the use of citation typologies and rhetorical functions of students' dissertations. Finally, it is suggested that further research be carried out to find out whether these variations are even more obvious in the comparison of research articles or journals among other disciplines in the local academic context.

REFERENCES

Charles, M. (2006). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes, 25*, 310–331.

Universiti Teknologi MARA (2008). *ED 720 M. Ed TESL Student Handbook.* Shah Alam: Faculty of Education.

Harwood, N. (2010). Research-based materials to demystify academic citation for postgraduates. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice* (pp. 301-321). New York: Cambridge University Press.

Hunter, J. (n.d.). *The importance of citation*. Retrieved from http://www.web.grinnell.edu/Dean/Tutorial/EUS/IC.pdf

Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics, 20*(3), 341-367. doi:10.1093/applin/20.3.341

Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. New York: Continuum.

Hyland, K. (2007). Applying a gloss: exemplifying and reformulating in academic discourse. *Applied Linguistics, 28*(2), 266-285. doi:10.1093/applin/amm011

Institute of Graduate Studies (2011). *Guidelines on thesis/dissertation format for post-graduate.* Shah Alam: Institute of Graduate Studies.

Mansourizadeh, K. and Ahmad, U.K. (2011). Citation practices among non-native expert and novice scientific writers. *Journal of English for Academic Purposes*, *10*(3), 152-161.

Pecorari, D. (2006). Visible and occluded citation features in postgraduate second-language writing. *English for Specific Purposes*, *25*, 4–29.

Peters, S. (2011). Asserting or deflecting expertise? Exploring the rhetorical practices of master's theses in the philosophy of education. *English for Specific Purposes, 30*(3), 176-185.

Petrić, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. *Journal of English for Academic Purposes* (6), 238–253.

Purdue Online Writing Lab (2011). *APA in-text citations: The basics*. Retrieved from http://owl.english.purdue.edu/owl/resource/560/02/

Purdue Online Writing Lab (2011). *MLA in-text citations: The basics*. Retrieved from http://owl.english.purdue.edu/owl/resource/747/02/

Teufel, S., Siddhartan, A. and Tidhar, D. (2006). An annotation scheme for citation function. *Proceedings of the 7th SIGdial Workshop on Discourse and Dialogue*, 80–87.

Thompson, P. (2001). *A pedagogically-motivated corpus-based examination of PhD theses: Macrostructure, citation practices and uses of modal verbs*. Unpublished Ph.D dissertation. United Kingdom: University of Reading.

White, H. D. (2004). Citation analysis and discourse analysis revisited. *Applied Linguistics*, *25*(1), 89-116.

M. ED TESL DISSERTATIONS

TESL 1 = Farina Abdul Jabar (2011). *Language mixing among Malay-English bilingual children: A case study in an informal art class*. Unpublished master dissertation. Malaysia: Universiti Teknologi MARA.

TESL 2 = Zati Bayani (2011). *The use of mother tongue in English classrooms in a Malaysian secondary school: A study of students' and teachers' perspectives*. Unpublished master dissertation. Malaysia: Universiti Teknologi MARA.

TESL 3 = Mazlin Mohamed Mokhtar (2011). *A study of code-switching amongst technical subjects lecturers in a Malaysian polytechnic*. Unpublished master dissertation. Malaysia: Universiti Teknologi MARA.

M. ED VISUAL ART DISSERTATIONS

VAE 1= Hamimy Hashim (2011). *Comic book paper sculpture*. Unpublished master dissertation. Malaysia: Universiti Teknologi MARA.
VAE 2= Mastina Masood (2010). *A new paradigm of children paintings through animal characters*. Unpublished master dissertation. Malaysia: Universiti Teknologi MARA.
VAE 3= Syamrul Nizam Abdul Malek (2010). *Narrative biography: Meaning making through painting*. Unpublished master dissertation. Malaysia: Universiti Teknologi MARA.

About the Author

Nik Mastura is an English lecturer who is currently based at the Academy of Language Studies in UiTM Malaysia. Her areas of interest in research include English for Academic and Specific Purposes, Sociolinguistics, and TESL. She corresponded a research paper which was presented at the 6th International Conference on University Learning and Teaching (InCULT 2012) in Shah Alam, Malaysia.

---

[i] Sentence samples taken from M. Ed. TESL dissertations will be labeled as such e.g. TESL 1, TESL 2, TESL 3.
[ii] Sentence samples taken from M. Ed. Visual Art dissertations will be labeled as such e.g. VAE 1, VAE 2, VAE 3.