

Reporting and Quoting: Functional Analyses of Logico-Semantic Relations of Clause Complex Citations

NAYEF JOMAA JOMAA

Faculty of Letters

Karabuk University, Turkey

nayefjomaa@karabuk.edu.tr

SITI JAMILAH BIDIN

School of Languages, Civilisation and Philosophy

Universiti Utara Malaysia

ABSTRACT

Citations are significant academically for establishing research backgrounds and justifying a research problem. In spite of the increasing studies on citations, limited studies have employed the Systemic Functional Linguistics in analysing citations. Therefore, this study explores the logico-semantic relations in citations with clause complexes, employing the ideational metafunction of the Functional Theory. The study adopted a purposeful sampling in selecting the literature review chapters of 20 PhD theses by EFL postgraduates in a public Malaysian university in two disciplines: Information Technology and Applied Linguistics. The findings revealed that citations were structured to realise two logico-semantic relations, mainly Expansion and Projection with several subcategories for each. A combination of Projection and Expansion was also used, which resulted in reclassifying the logico-semantic relations. The findings could present comprehensive descriptions of citations that could be pedagogically utilised for academic purposes.

Keywords: academic writing; citations; expansion; projection; Systemic Functional Linguistics

INTRODUCTION

Academic writing is the core of postgraduate studies because it is the means for communicating the findings and arguments to the readers, thus attracting the interest of higher education (Coffin et al. 2003) due to students' limited experience in writing English (Williams & Takaku, 2011). Writing in academic genres is different from writing in non-academic genres because of the high degree of formality, as well as writing academically necessitates citing information from sources to support claims and present justifications (Swales 1990, 2014, Thompson 2002, Thompson & Tribble 2001). Consequently, citing information cannot be neglected as it helps establish one's study on a solid basis (Hyland 2009, Petric' & Harwood 2013, Samraj 2013). However, using citations varies significantly (Dontcheva-Navratilova 2016) according to genres, culture, experience, and disciplines (Lillis et al. 2010), and is therefore challenging for novice writers, particularly EFL writers (Hyland 2006, Jomaa 2017, Jomaa & Bidin 2017). Few studies have focused on analysing citations based on the Systemic Functional Linguistics. Therefore, this study presents analyses of the clause complex used in citations by EFL postgraduates based on the SFL.

LITERATURE REVIEW

Swales (1990) classified citations into integral and non-integral. In integral citations, the cited author has several functional roles (Jomaa & Bidin 2016, Swales 2014), whereas in non-integral citations, the cited author is put in parentheses with no functional roles. For example,

in their study, Jomaa and Bidin (2016) demonstrate that the cited author functions as a subject, a complement, and an adjunct at the interpersonal meanings. Under the experiential meanings, the cited author has functions of an actor, a sayer, and a senser that are conflated with the function of the subject. In addition, the cited author has functions like a goal and an attribute that are conflated with the function of the complement and other functions like a location, an agent, and a matter that are conflated with the function of the adjunct. Other researchers, such as Thompson (2002) and Thompson and Tribble (2001), focused on subcategorising integral and non-integral citations into several subcategories. Within the citation types, several studies have focused on analysing reporting verbs (Bloch 2010, Francis Hunston & Manning 1996, Hyland 1999, Manan & Noor 2014, Thomas & Hawes 1994, Thompson 2002, Thompson & Ye 1991, Yang 2013), as in Figure 1.

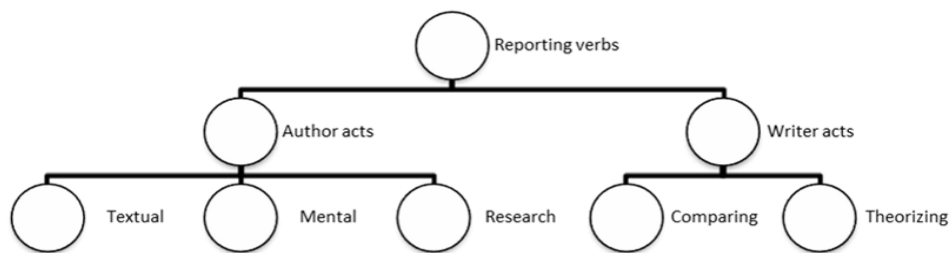


FIGURE 1. Denotative reporting verbs (Thompson & Ye 1991)

Textual verbs refer to verbal expressions, such as *point out*, *state*, and *deny*. Mental verbs refer to mental processes, including *believe*, *think*, and *consider*, whereas Research verbs include *measure*, *obtain*, and *find*. However, the division between the Author acts and the Writer acts in Thompson and Ye’s findings is not clear-cut. Author act refers to the verbs used originally by the author of the article, whereas Writes act refers to the verbs used by the writer who cites information from the author’s article. Verbs of the Author acts can be interpreted as Writer acts when used in negation or used with a modal verb. Based on these reporting verbs, Swales (2014) categorised citations into either reporting or non-reporting. However, this latter classification did not focus on the type of clause in each citation and the classifications of the reporting verbs are not based on a theory.

Similarly, Yang (2013) adopted Francis, Hunston and Manning’s (1996, pp. 97-101) classification that is parallel to the categorisation in previous studies (Hyland 1999, Thomas & Hawes 1994, Thompson & Ye 1991). However, Yang’s study included only *Verb that clause* structure, as follows:

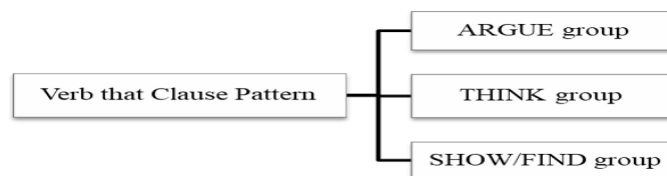


FIGURE 2. Verb that clause pattern (Francis et al. 1996)

Yang’s findings revealed the dominance of ARGUE group, followed by FIND and SHOW, whereas THINK group occupied the lowest percentage. The findings of Yang (2013) and Hyland (1999) in two domains of knowledge seem to contrast with Manan and Noor (2014) in an ELS programme, whereby reporting verbs from the research category were used with the highest percentage (44.8%), followed by cognition acts (30.2%), whereas the discourse category had the lowest percentage (25%).

The use of reporting verbs is also influenced by L1. The possible effect of L1 on the use of reporting structures in English was explored by Rowley-Jolivet and Carter-Thomas (2014), who showed that using reporting verbs represented a problem for expert French writers of English. Consequently, because of the limited use of certain reporting and conversational verbs, Parkinson (2013) recommends more explorations of students' use of reporting verbs. However, previous studies have neglected other verbs, such as 'to be', behavioural verbs, causative verbs and existential ones. In addition, the analyses adopted in these studies have not focused on the type of clause in which these verbs were used.

Moreover, the pedagogical approaches in teaching citations could not present a sufficient view of using citations in different disciplines (Hu & Wang 2014) that have a different epistemology (Maroko 2013). Consequently, Hu and Wang (2014) suggest 'importantly, pedagogical work on linguistic resources for citation needs to be informed by a coherent functional theory of language as a semiotic tool for construing ideational, interpersonal, and textual meanings in social context' (p. 27). These meanings are associated respectively with three register variables: Field, Tenor, and Mode, that can influence the use of language (Halliday 1985, Halliday & Martin 1993), as demonstrated in Figure 3.

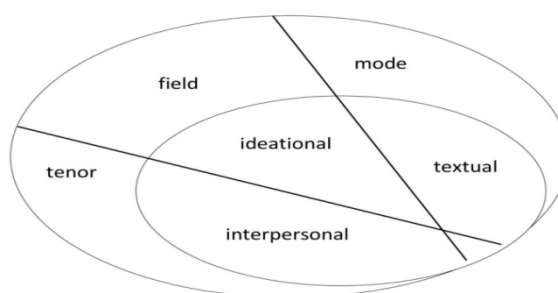


FIGURE 3. Metafunctional solidarity across planes (Halliday & Martin 1993)

The interpersonal meaning reflects the writer's stance. As for the textual meaning, it is concerned with the way of relating what was said to what was said before and how it is related to the context. Regarding the Ideational Meaning, it is composed of two aspects: Experiential meanings and Logical ones.

The Experiential meanings reveal one aspect of the Ideational meanings and express the real world by means of processes 'verbs', as in Figure 4.

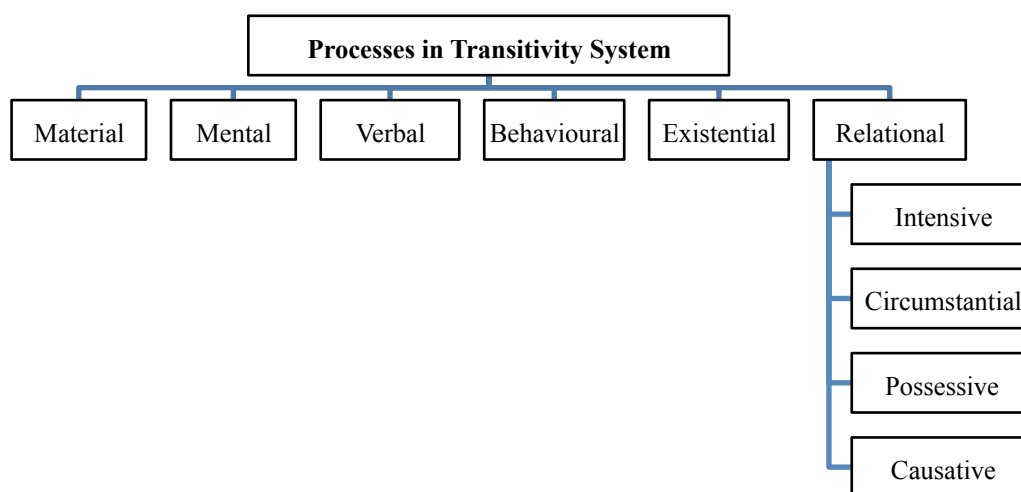


FIGURE 4. Types of processes in transitivity system (Halliday 1985)

The Logical meaning is the other aspect that is concerned with the relationships between clauses of a clause complex. Table 1 shows the logico-semantic relations between clauses, as presented by Halliday (1985, pp. 196-197).

TABLE 1. Logico-semantic relations of clause complex (adapted from Halliday 1985, pp. 196-197)

Logico-semantic relations of clause complexes	
1. Expansion	2. Projection
A. Extension	A. Quoting ‘direct speech’
B. Enhancement	B. Reporting ‘indirect speech’
C. Elaboration	C. Reporting speech, quoting thoughts
1. Exposition	D. Projecting offers and commands
2. Exemplification	E. Free indirect speech
3. Clarification	F. Embedded locutions and ideas
D. Embedded expansions	G. Facts
E. Acts	

Logico-semantic relations are the main focus in the present study; they involve meanings of either projection or expansion by means of the secondary clause. According to Halliday (1985), in *Expansion*, the secondary clause expands the primary clause by means of *Elaboration*, *Extension* or *Enhancement*. On the other hand, in *Projection*, the secondary clause is projected through the primary clause (Halliday 1985).

Under the SFL approach, two types of analysis levels are possible, including the ‘macro (text) and micro (sentence) level’ (Egins 1994, p. 13). As for the present study, the micro (sentence) level of analysis was conducted in analysing the citations. Hence, two major research questions were addressed.

- i. How are clause complexes of the citations structured to realise the logico-semantic relations?
- ii. To what extent are EFL postgraduates similar and/or different in using the clause complexes of the citations in two different disciplines (Applied Linguistics and Information Technology)?

METHODOLOGY

The clause complex in each citation is the unit of analysis, focusing mainly on the logico-semantic relations. Halliday’s (1985) taxonomy presented in Table 1 was adopted and Swales’ (1990) classification was used to identify types of citations. Figure 5 describes the conceptual framework that guides the present study. The integral citation includes citations that have the names of the cited author/s integrated with the structure of the clause complex, whereas in the non-integral citations, the name/s of the cited author/s is/are put in parentheses. These clause complex citations (integral and non-integral) were analysed based on the logico-semantic relations, namely Expansion and Projection.

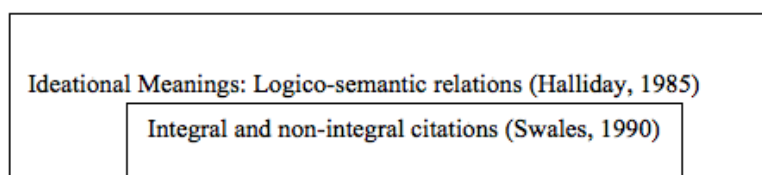


FIGURE 5. Conceptual framework of the present study

A qualitative analysis was adopted, supported by the technique of quantifying the findings. This technique, according to Maxwell (1992), assists in making internal generalizability of the researcher’s claims, helps in identifying inapparent patterns, and attributing specific features to the varied groups of participants involved in the study, and supports the researcher’s interpretation in qualitative studies (Maxwell 2010).

A purposeful sampling was employed in choosing the literature review chapters of 20 PhD theses in Applied Linguistics and Information Technology by EFL postgraduates. These PhD theses were deposited in a library of one of the public Malaysian universities. Using the PhD theses for academic purposes was approved by the Dean of the Graduate Schools at the university. The details of these PhD theses are presented in Tables 2 and 3.

TABLE 2. Description of Applied Linguistics PhD theses used in the present study

No	Coding of LR	Nationality	Publication Date	Number of Pages	Number of Words	Citation Style
1	LR.1	Iraqi	2013	35	9,031	(Author, date) style
2	LR.2	Jordanian	2014	75	20,744	(Author, date) style
3	LR.3	Jordanian	2014	87	21,661	(Author, date) style
4	LR.4	Yemeni	2014	62	12,139	(Author, date) style
5	LR.5	Yemeni	2014	35	8,990	(Author, date) style
6	LR.6	Iraqi	2014	69	18,149	(Author, date) style
7	LR.10	Jordanian	2013	88	21,541	(Author, date) style
8	LR.11	Libyan	2014	89	22,080	(Author, date) style
9	LR.12	Iraqi	2013	117	31,872	(Author, date) style
10	LR.19	Yemeni	2015	79	19,000	(Author, date) style
Total		10 PhD theses		736 pages	185,207 words	

TABLE 3. Description of Information Technology PhD theses used in the present study

No	Coding of LR	Nationality	Publication Date	Number of Pages	Number of Words	Citation Style
1	LR.7	Syrian	2014	69	13,815	Numbering style
2	LR.8	Iraqi	2013	73	18,526	(Author, date) style
3	LR.9	Iraqi	2014	72	16,005	(Author, date) style
4	LR.13	Jordanian	2011	65	14,743	(Author, date) style
5	LR.14	Jordanian	2012	60	13,162	(Author, date) style
6	LR.15	Palestinian	2012	37	8,547	Numbering style
7	LR.16	Yemeni	2014	49	10,093	Numbering style
8	LR.17	Jordanian	2011	54	12,702	(Author, date) style
9	LR.18	Iraqi	2014	70	13,380	(Author, date) style
10	LR.20	Jordanian	2012	107	27,410	(Author, date) style
Total		10 PhD theses		656 pages	148,383 words	

Ten PhD theses of Applied Linguistics (AL) belong to the soft domain of knowledge. On the other hand, ten PhD theses of Information Technology (IT) belong to the hard domain. For example, PhD theses of arts in the soft domain are based on the strength of the arguments, revealing more personality and subjectivity. Similarly, PhD theses of the social sciences are based on arguments supported by evidence. On the other hand, science-based PhD theses in the hard domain focus less on arguments (Parry, 1998). The total number of citations used in analyses is presented in Table 4.

TABLE 4. Total number of citations in AL and IT PhD theses

Discipline	Clause Complex Citations	Clause Simplex Citations	Citations with Quotations	Total Citations
Applied Linguistics	2666 (75.33%)	844 (23.84%)	29 (0.81%)	3539
Information Technology	1593 (73.44%)	566 (26.09%)	10 (0.4%)	2169

A total number of 4,259 citations was analysed; 2,666 (62.60%) citations were from the literature review chapters of Applied Linguistics, whereas 1,593 (37.40%) citations were from the literature review chapters of Information Technology. Coding was used in documenting the citations for the purpose of supporting the findings and abiding to the ethical issues, as illustrated in Table 5.

TABLE 5. Coding system used in documenting the data in the present study

Thesis	Discipline	Nationality	Section	Paragraph	Line	Page
P.1	AL	Iraqi: IR	S.	Pr.	L.	Pg.
P.7	IT	Syrian: SY	S.	Pr.	L.	Pg.

RESULTS

The logical meaning is concerned with the logical structure of the clause complex, mainly taxis and logico-semantics. Taxis is concerned with the way adjacent clauses are linked to each other through dependency (hypotactic) or interdependency (paratactic) relations. As for the logico-semantics, they are associated with types of meanings which allow adjacent clauses to either *Expand* or *Project*.

(1) *Types, details, and flavors of TCP protocol can be found in [36, 37, 38, 59, 60].*
 (P.7/SY/IT/S.2.1.4/Pr.2/L.86-87/Pg.22)

(2) *Hyland (1994) further comments that hedges and boosters are two significant metadiscourse elements.* (P.4/YE/AL/S.2.9.2/Pr.3/L.906-907/Pg.81)

Example (1) consists of only one clause ‘a clause simplex’, which is not covered in the logico-semantic relations. On the other hand, the citation in example (2) is the main focus that deals with the logical meanings of clause complexes. For instance, (*Hyland (1994) further comments....*) functions as a projecting clause and (*that hedges...*) functions as a projected one.

(3) *In addition, Daly and Wilson’s (1983) study has also stressed on self-concept, and oral communication apprehension, while Onwuegbuzie (1998) concentrates on the relationship.....* (P.3/JO/AL/S.2.6/Pr.3/L.1373-1376/Pg.84)

(4) *According to Peppard and Ward (2004), service quality recognizes that the provision of some IT services will be based around.....*
 (P.17/JO/IT/S.2.7.2/Pr.5/L.798-799/Pg.63)

In the logico-semantic relations, clauses are related through either *Expansion* or *Projection*. In *Expansion*, as in example (3), one clause develops or extends the meaning of the primary clause. On the other hand, in *Projection* as in example (4), one clause reports or quotes another clause, involving either a locution (quoting speech) or an idea (reporting thoughts).

EXPANSION

As shown in Table 6, citations with *Expansion* are used dominantly in the literature review chapters of IT theses with 1,156 (72.56%), compared to 1,426 (53.48%) citations in the literature review chapters of Applied Linguistics. The high use of *Expansion* in both fields reflects the tendency of students to add new information, restate it or develop the idea of the first clause by means of the second clause.

TABLE 6. Expansion in the literature review chapters of AL and IT theses

Discipline	Citations with clause complex	Citations with Expansion	Intra-disciplinary percentage	Inter-disciplinary percentage
Applied Linguistics	2666	1426	53.48%	55.22%
Information Technology	1593	1156	72.56%	44.77%

The dominant use of *Expansion* is associated with the type of processes used in each clause of citations. It seems that EFL postgraduates used the material processes mainly in the primary clause of the clause complex. Another reason can be due to the low use of the mental and verbal processes which are used basically in *Projection* rather than *Expansion* when used in the primary clause of the clause complexes. The intra-disciplinary comparison shows that EFL postgraduates in IT depend greatly on *Expansion* (72.56%), compared to (53.48%) in AL in spite of having more citations. This probably reveals the effect of field as a register variable on using *Expansion* in citations.

TABLE 7. Subtypes of expansion in the literature review of AL and IT theses

Discipline	Elaboration	Extension	Enhancement
Applied Linguistics	580 (40.67%)	641 (44.95%)	205 (14.37%)
Information Technology	492 (42.56%)	583 (50.43%)	81 (7%)

Table 7 shows that *Expansion* in citations with clause complexes involves three main subtypes: *Elaboration*, *Extension*, and *Enhancement*. Although AL and IT belong to two different domains, *Extension* is used more than other subtypes. This finding implies the tendency of EFL postgraduates to add information rather than restate, clarify or enhance what has been cited in the first clause of citation. The similarities in the findings can be attributed to the ethnolinguistic influences on EFL postgraduates' use of citations. EFL Arab postgraduates in the current study may also lack information of the vocabulary and expressions used to clarify or enhance their ideas. Therefore, they attempt to cite and add information in the second clause of the clause complex in order to show to the readers their familiarity with their research topics.

ELABORATION

In *Elaboration*, one of the two clauses in the citation elaborates on the meaning of the other clause by restating or adding a descriptive attribute or comments to the primary clause. In other words, the secondary clause does not present new information. *Elaboration* under the paratactic relations between clauses of a clause complex involves three subcategories: *Exposition*, *Exemplification*, and *Clarification*. *Clarification* is used with a high percentage in AL and IT, followed by *Exposition*, whereas *Exemplification* is rarely used. This result can be attributed to several factors, such as the influence of EFL Arab postgraduates' mother tongue. In other words, Arabic language has relative pronouns which are similar in use to the

relative pronouns used in English ‘*that*’ and ‘*which*’ that were used repeatedly in AL and IT. The percentage of using each subcategory of *Elaboration* is demonstrated in Table 8.

TABLE 8. Subcategories of elaboration in the literature review chapters of AL and IT theses

Discipline	Exposition	Exemplification	Clarification
Applied	56	11	513
Linguistics	(9.65%)	(1.89%)	(88.44%)
Information	20	3	469
Technology	(4%)	(0.6%)	(95.32%)

In *Clarification*, the secondary clause clarifies the content of the primary clause by some explanatory comments. The punctuations (:), (;), (-) or expressions, such as *in fact*, *actually*, *indeed*, *at least*, *e.g.*, *viz.*, are used to introduce the secondary clause.

- (1) *Sarafrazi and Pour (2013) apply their approach only on a binary class classification problem; they did not test multi class classification problems.* (P.8/IT/IR/S.2.2.3/Pr.3/L.1052-1054/Pg.63)

In example (1), the secondary clause starting with ‘*they did not..*’ elaborates on the meaning of the primary clause by providing more explanations and clarifications.

In the hypotactic relationship, *Elaboration* resulted in employing non-defining relative clauses as finite or non-finite clauses to function as a descriptive gloss to the primary clause. These non-defining relative clauses can define the whole clause or any of its constituents, as in example (2).

- (2) *Still on this, Fitzgerald and Kiel (2001) blended the IDT into other models, which makes the model broader.* (P.20/IT/JO/S.2.2.1/Pr.78/L.761-762/Pg.63)

Finite clauses that define the primary clause also include *that*, *who*, and *whose*, ‘whose domain is a nominal group, as in example (3).

- (3) *Indeed, Chomsky’s theory has been criticized for decades by researchers such as Hudson (1980, p.6) who referred to this idealism as ‘imaginary world’.* (P.1/AL/IR/S.2.3.1/Pr.4/L.89-90/Pg.34).

However, when the non-defining relative clause is used without punctuation, it becomes a defining relative clause within a simplex clause rather than a complex one, as in example (4).

- (4) *It is given to anyone who uses the computer in his/her work....* (ICDL US, 2009). (P.13/IT/JO/S.2.10/Pr.5/L.576-577/Pg.55)

It is difficult sometimes to determine the defining or non-defining relative clause due to the absence of the punctuation. Clause complexes are also used with the non-defining relative clauses that contain *when* or *where* with a domain expressing time or place, as in examples (5) and (6).

- (5) *He received a Bachelor of Arts degree from Columbia University in New York City, where he also studied political science* (Wang, 2010; Weatherson, 2011). (P.12/AL/IR/S.2.8/Pr.43/L.476-478/Pg.43)

(6) *This restriction changed at the First International Conference on Computers and Communication 1972, when scientists demonstrated the system..... (Griffiths, 2001). (P.10/AL/JO/S.2.2.2/Pr.3/L.53-55/Pg.28)*

In *Exposition*, the secondary clause restates the primary clause through reinforcing the content by means of punctuation (,), (;) or conjunctive expressions, such as ‘*or, rather, in other words, that is to say.*’

(7) *Critical discourse analysis then is not a simple discipline or narrowly defined theory: it is ‘not a homogenous method, nor school or a paradigm, but at most a shared perspective.....’ (Van Dijk, 1993, p.131). (P.2/AL/JO/S.2.3/Pr.2/L.646-649/Pg.47)*

In *Exemplification* as another subtype of *Elaboration*, the secondary clause develops the primary clause’s message through becoming more specific about it or strengthening it with an example using ‘*for example, for instance, in particular*’, and ‘*e.g*’.

(8) *Of particular interest is the relationship between the CEO and IT director, specifically whether or not the CEO is supportive of the IT director and IT initiatives (Feeny et al., 1992). (P.17/IT/JO/S.2.7.2/Pr.3/L.777-780/Pg.62)*

EXTENSION

In *Extension*, the secondary clause extends the meaning of the primary clause through adding something new to it paratactically in the form of coordination by using ‘*and*’, ‘*but*’ as in examples (1) and (2) below or hypotactically through using *while* as in example (3).

(1) *NIST reviewed the results of this preliminary research **and** selected MARS, RC6TM,..... (Nechvatal, Barker, Bassham, Burr, & Dworkin, 2000; Ali, 2009). (P.9/IT/IR/S.2.3.2/Pr.10/L.555-558/Pg.42)*

(2) *The sampling of two (Abu Shawish & Atea, 2010; Al-Sawalha & Chow, 2012) studies consisted of both gender, **but** Salem’s study involved only male students. (P.3/AL/JO/S.2.3.3/Pr.8/L.372/Pg.37)*

At the hypotactic level, the extending dependent clause can also involve addition, replacement or alternation. This dependent clause can be finite or non-finite. Finite dependent clauses include *whereas* and *while* as introductory conjunctions, as in example (3).

(3) ***While** it is usually close to impossible to eliminate all the risks in a constituency, the main goal is to reduce the risk exposure... [8, 87]. (P.16/IT/YE/S.2.4.3/Pr.1/L.320-322/Pg.31)*

Using ‘*whereas, while,*’ and ‘*except that*’ after the primary clause results in a paratactic relationship rather than a hypotactic one, as in examples (4) and (5).

(4) *Examples of a Feistel cipher include DES (National Institute of Standard and Technology or NIST, 1999) and BA (Schneier, 1994), **whereas an example of an SPN cipher is AES** (Daemen & Rijmen, 2002). (P. 18/IT/IR/S.2.1/Pr.4/L.31-33/Pg.12)*

(5) *In addition, Daly and Wilson's (1983) study has also stressed on self-concept, and oral communication apprehension, while Onwuegbuzie (1998) concentrates on the relationship between writing apprehension and learning styles. (P.3/AL/JO/S.2.6/Pr.3/L.1373-1376/Pg.84)*

Hypotactically, imperfective non-finite clauses are also used in extension, as in example (6) below.

(6) *After analysing their communicative purposes, Yates and Orlikowski (1992) identified business letters,..... (P.2/AL/JO/S.2.2.3/Pr.7/L.503-505/Pg.40-41)*

Using *Extension* with a high percentage in two different fields may reveal the common strategy of EFL postgraduates who have a similar social, cultural and educational background. This finding is supported by Hu and Wang (2014) who showed the ethnolinguistic influences on students' citations in academic writing. The Arabic language may also have influences represented mainly by having similar conjunctions with English, such as 'and, after, while, whereas,...'. Another possible reason is lack of knowledge on using other subcategories. Therefore, EFL postgraduates depended heavily on *Extension*.

ENHANCEMENT

Similar to *Elaboration* and *Extension*, in *Enhancement*, two clauses are involved. The meaning of the primary clause is enhanced in the secondary clause by referring to time, place, manner, cause or conditions. Example (1) demonstrates the causal condition using 'because' in the secondary clause.

(1) *There is no specific definition of distance learning (Arafah, 2004; Elena, 2006) because it is a mixture of many sciences such as education, business, psychology, information technology, and information technology. (P. 13/IT/JO/S.2.2/Pr.1/L.95-97/Pg.29)*

Similarly, in example (2) below, two clauses are used in cause-effect relation, in which the second clause enhances the first clause.

(2) *It also makes teachers aware of the underlying beliefs and assumptions about learning and teaching so that they can understand why they do what they do and what might need to change (McLean, 2007). (P.5/AL/YE/S.2.2.4/Pr.3/L.202-205/Pg.40)*

In brief, the relationship between clauses of the clause complex of citations was realised through *Expansion*, which is subcategorised into three categories: *Elaboration*, *Extension*, and *Enhancement*. Though several studies have been conducted on reporting verbs (Thompson and Ye 1991, Thomas and Hawes 1994, Hyland 1999, Yang, 2013), the type of the clause has not been focused on; therefore, the issue of the logico-semantic relations has not been comprehensively discussed in these studies, compared to the present study.

Projection is presented in the following section as another aspect of the logico-semantic relations.

PROJECTION

In *Projection*, two clauses are involved; one clause is projecting, whereas the other one is projected. The projecting clause involves either verbal or mental processes. Examples (1) and

(2) demonstrate using the verbal process ‘stated’ and the mental process ‘believe’ in the projecting clauses, respectively.

- (1) *In addition, they stated that different RTO parameters in different mobility rates had yielded various TCP performance results.* (P.7/IT/SY/S.2.3.1.1/Pr.17/L.553-554/Pg.45)
 (2) *Horwitz et al. (1986) believe that communication apprehension plays the most important role.....* (P.19/AL/YE/S.2.12.4.1/Pr.1/L.1183-1184/Pg.68)

These clause complexes represent *Projection* as a logico-semantic relationship of the clause complex used in citations. The literature review chapters of AL theses include 465 citations with *Projection*, compared to only 162 in IT, as in Table 9.

TABLE 9. Projection in the literature review chapters of AL and IT theses

Discipline	Citations with Projection	Intra-Disciplinary Projection	Inter-Disciplinary Projection
AL	465	17.44%	74.17%
IT	162	10.16%	25.83%

The high density of *Projection* in AL reflects that EFL PhD Arab postgraduates in this soft domain depend more on reporting ideas or quoting speech in using citations. This reflects the disciplinary influence, represented by field as a register variable on using the logico-semantic relationships in citations. *Projection* as a logico-semantic relationship is found to have several subtypes, demonstrated in Table 10.

TABLE 10. Subcategories of projection in citations of AL and IT theses

Discipline	Quoting	Reporting	Quoting/Reporting	Suggestion	Free Indirect Speech	Facts
AL	99 21.29%	38 8.17%	244 52.47%	43 9.24%	28 6.2%	13 2.79%
IT	5 3.8%	20 12.34%	104 64.19%	20 12.34%	9 5.5%	4 2.4%

The most distinctive aspect in using subcategories of *Projection* is the similarity in using Reporting/Quoting with a higher percentage in both AL and IT. A possible reason for the high use of Reporting/Quoting is EFL Arab postgraduates’ insufficient instructions on using ‘verbal’ and ‘mental’ processes appropriately, which were probably used randomly in Quoting/Reporting.

Although the number of citations with clause complexes in IT is lower than AL, EFL postgraduates in IT depended heavily on Reporting/Quoting. The intra-disciplinary comparison shows that 64.19% of *Projection* is used in Quoting/Reporting in IT, compared to 52.47% in AL. This comparison demonstrates the influence of discipline ‘field’ on using Reporting/Quoting. Another distinguishing aspect between AL and IT is using the projected clause in the form of a quotation. For instance, 21.29% of *Projection* is used as Quoting in AL, whereas only 3.8% is used in IT. This illustrates clearly the disciplinary influence on using Quoting. This could also reveal the attempt of EFL postgraduates in AL to show the importance and the strength of their arguments by quoting directly what other authors have said, suggested or reported. On the other hand, IT is a hard domain that focuses more on facts and methodological procedures rather than arguments. Hence, quotations were less used.

QUOTING 'DIRECT SPEECH'

Quoting Direct Speech is achieved by means of two clauses: the projecting clause and the projected one. The projecting clause includes a verbal process, whereas the projected clause represents what is being quoted, and includes any type of processes, as in example (1).

(1) Haraism (1993, p. 15) mentioned that: "human communication has become the major use of computer networks..." (P. 10/AL/JO/S.2.2.4/Pr.1/L.119-121/Pg.32)

The structure that governs the projecting and the projected clauses in the Quoting type is paratactic. However, EFL postgraduates used Quoting 'Direct Speech' inappropriately because of using 'that' with the projecting clause to introduce the projected one. Therefore, it is more appropriate to omit 'that' in such type of projection to become as follows:

(2) Haraism (1993, p. 15) mentioned "human communication has become the major use of computer networks...."

In Quoting 'Direct Speech', the verbal processes employed in the projecting clause include 'say', verbs related to statements, such as 'tell, point out, report', and verbs related to questions, such as 'ask, inquire, demand'. Other verbal processes involved in the projecting clause include 'explain' and 'continue'. Verbal processes used in non-integral citations are not used in Quoting Direct Speech. Rather, they are used in Reporting 'Indirect Speech' as another type of *Projection*.

(3) Researchers argued that reflective practice has no universal definition.....(Akbari, 2007; Farrell, 2007, 2008...). (P.5/AL/YE/S.2.2.1/Pr.1/L.84-86/Pg.34)

(4) The literature on the importance and effects of presenting politics to the public through LNTSs indicates that several studies have been carried out in the fields of politics and media (Baum, 2003, 2008;...). (P. 12/AL/IR/S.2.3/Pr.4/L.136-140/Pg.28-29)

EFL postgraduates' inappropriate use of projection is also represented by separating between the projecting clause and the projected one using a comma (.). The other inappropriate use is using 'that' with the projecting clause in Quoting Direct Speech. In such type of *Projection*, the relationship between the projecting clause and the projected one is paratactic rather than hypotactic. Therefore, each clause can stand alone independently.

(5) French and Raven (1959) point out that, "the strength of coercive power depends on the magnitude of the negative valence of the threatened punishment....." (p.157). (P.12/AL/IR/S.2.16/Pr.3/L.1286-1288/Pg.80)

Thus it is more appropriate to delete both 'that' and the comma (,) to make the citation as in example (6).

(6) French and Raven (1959) point out "the strength of coercive power depends on the magnitude of the negative valence of the threatened punishment....."

Using verbal processes in Reporting Indirect Speech rather than Quoting Direct Speech represents another inappropriate use. Consequently, it is more appropriate to use verbal processes to Quote Direct Speech. In example (7) below, the verbal process ‘*points out*’ is used inappropriately in Reporting Indirect Speech.

(7) *He points out that although such assertion of the writer's conviction can be seen as leaving little room for the reader's own interpretations,.....*
(P.4/AL/YE/S.2.2.2/Pr.2/L.97-100/Pg.42-43)

Consequently, instead of using the verbal process ‘*point out*’ with reporting, it is more appropriate to use it with Quoting Direct Speech without using ‘*that*’ as follows:

(8) *He points out ‘althoughinterpersonal solidarity’.*

Inappropriate use of *Projection* may reveal that EFL Arab postgraduates lack sufficient knowledge on using projection academically.

REPORTING ‘INDIRECT SPEECH’

Similar to Quoting Direct Speech, Reporting Indirect Speech involves two clauses. In this type of Projection, language is used to report thoughts by using mental processes of cognition in the projecting clause, whereas the projected clause is a meaning that includes any type of processes. The basic pattern for projecting meanings is hypotactic, thus signifying that the projected clause is dependent on the projecting clause, as in examples (1) and (2) below.

(1) *Herring (2000) believes that both men and women transfer the already-present gender differences.....* (P. 10/JO/AL/S.2.3.2.1/Pr.2/L.677-679/Pg.57)

(2) *He feels that developers should utilize check-lists*
....(P.20/IT/JO/S.2.2.3/Pr.12/L.1250-1251/Pg.90)

In spite of its hard domain, the literature review chapters of IT have Reporting Indirect Speech in the second rank in terms of percentage. This may demonstrate unawareness of EFL Arab postgraduates in IT of the implied evaluation in using the mental processes. On the other hand, Reporting Indirect Speech occupies the fourth rank in terms of percentage in the literature review chapters of AL. This reveals the effect of field as a register variable on the use of Reporting Indirect Speech.

REPORTING SPEECH, QUOTING THOUGHTS

Verbal processes, which are used in Quoting Direct Speech and presenting it as wordings, are also used in reporting a saying and presenting it as a meaning. Thus it is called ‘Reported Speech’ or ‘Indirect Speech’. The clause complex in this type of *Projection* consists of two clauses joined hypotactically, as in example (1) below.

(1) *However, she pointed out that a distinction between computer-mediated discourse (CMD) and CMC should be made clear.* (P. 10/AL/JO/S.2.2.1/Pr.2/L.20-21/Pg.27)

Some verbal processes are used only in Reporting rather than Quoting, including ‘*hypothesise*’ and ‘*claim*’, and these are used appropriately by some EFL postgraduates as in examples (2) and (3).

(2) Similarly, Hughey et al., (1983) claim that writing is a skill developed during the lifetime of the person..... (P.3/AL/JO/S.2.1/Pr.3/L.16-18/Pg.20)

(3) Krashen’s Monitor Model hypothesizes that linguistic competence can be achieved by means of natural language acquisition..... (P.6/AL/IR/S.2.1/Pr.2/L.22-24/Pg.23)

However, some of the verbal processes were used inappropriately; they were used in Quoting. In other words, it is more appropriate to use these verbal processes in Reporting Speech only rather than Quoting. In examples (4) and (5), citations are used inappropriately because the verbal processes ‘*hypothesised*’ and ‘*claim*’ are used to Quote Direct Speech.

(4) He hypothesized that “the majority of the misunderstandings in CMC are associated with misinterpretation of messages...” (p. 208). (P.2/AL/JO/S.2.4.1/Pr.7/L.1147-1149/Pg.70)

(5) Additionally, Kroll (1979) claims that “positive attitudes lead to more writing.....” (p. 6). (P. 3/AL/JO/S.2.6.5/Pr.2/L.1434-1436/Pg.91)

Mental processes when used in projection are used in Reporting rather than Quoting. However, for the mental processes ‘*think*’ and ‘*reflect*’, it is appropriate to use them in Quoting Direct Speech. The mental process ‘*thought*’ in example (6) is used appropriately by some EFL postgraduates.

(6) For example, Kojak (1983, p. 39) thought that “men approach the more prestigious classical variety of Arabic.....”. (P.1/AL/IR/S.2.7.1/Pr.9/L.536-538/Pg.55)

Another inappropriate use is employing the mental process ‘*believe*’ in Quoting Direct Speech as in example (7).

(7) Bayram (2010) believes that, “politics is a struggle for power.....” (p.24). (P. 12/AL/IR/S.2.15/Pr.1/L.1116-1118/Pg.72)

Other inappropriate use of *Projection* included using material processes to either report or quote since *Projection* is limited only to verbal and mental processes. Examples (8) and (9) clarify how the material processes ‘*wrote*’ and ‘*documented*’ are used inappropriately in the projecting clauses.

(8) Lickliger and Vezza (1978) wrote that it soon became obvious that the ARPANET (the Internet today) was becoming a human-communication medium..... (P.2/AL/JO/S.2.4/Pr.3/L.1065-1068/Pg.66)

(9) Furthermore, Pearson, Bahmanziari, Crosby & Conrad (2003) has empirically documented that culture has less influence on CSE. (P.20/IT/JO/S.2.2.1/Pr.46/L.907-908/Pg.71)

Thus EFL Arab postgraduates' lack of sufficient information on using processes in clause complexes resulted in their inappropriate use. Such unawareness of using Projection has resulted in a high use of the Reporting/Quoting subcategory in the literature review chapters of both AL and IT theses.

PROJECTING SUGGESTIONS

Projection is also used in suggestions through verbal processes, such as *suggest*, *recommend*, *agree*, and *propose*, as in example (1) below.

(1) Similarly, Faerch and Kasper's (1983) taxonomy suggests that the speakers who face a communication problem have two options.....
(P.19/AL/YE/S.2.5.4.3/Pr.3/L.416-419/Pg.24)

In example (1), the verbal process '*suggest*' is used to project a suggestion, and is followed by a projected clause. Projecting suggestions involves using non-finite clauses, such as the imperfective clause in example (2) or the perfective clause in example (3) below.

(2) Liesching (1979) suggests having a film whose pace of delivery is slower.....
(P.6/AL/IR/S.2.5/Pr.6/L.285-286/Pg.34)

(3) As a future work, the authors suggest to examine higher order regression parameters. (P.8/IT/IR/S.2.1/Pr.15/L.187-188/Pg.22)

Projecting suggestions has the second rank of percentage in the literature review of IT. On the other hand, the literature review of AL occupies the third rank in terms of the number of frequencies. This finding may illustrate the dependence of EFL postgraduates in IT on verbal processes, such as '*suggest*, *propose*, and *recommend*' in order to create a research gap and justify conducting their research studies.

FREE INDIRECT SPEECH

In *Free Indirect Speech*, the clause complex consists of two clauses. In contrast to other types of projection, in *Free Indirect Speech*, the projected clause is independent, whereas the projecting clause is dependent through using the conjunctive expression '*as*' as a non-finite clause in example (1) or a finite clause in examples (2) and (3). The projected clause takes the form of Reporting that is projected by either verbal or mental processes.

(1) As mentioned earlier, Devitt (1991) examined the genre in a tax accounting community. (P.2/AL/JO/S.2.3.1/Pr.4/L.731-732/Pg.51)

(2) As Markkanen and Schroder (2006) point out, there is no clear-cut list of hedges..... (P.4/AL/YE/S.2.4.1/Pr.1/L.207-209/Pg.48)

(3) Such differences, as the writers suggest, result from a female concern with relationships and a male concern with systems and analysis.
(P.4/AL/YE/S.2.5.2/Pr.4/L.573-575/Pg.65)

The position of the projecting clause may come first as in examples (1) and (2) or mediate the projected clause, as in example (3).

FACTS

Facts can be also revealed through *Projection* that is represented in a ready projected form. In other words, *Facts* are projected impersonally through using impersonal structures involving mental or verbal processes.

(1) Therefore, it has been noticed that successful application using datasets of large numbers of features, would be difficult to manipulate (Wang, 2012;.....). (P.8/IT/IR/S.2.2.2/Pr.1/L.689-692/Pg.46)

Using impersonal structures, such as ‘*it has been noticed....*’ in example (1) could be probably more effective in IT, since disciplines in this domain are based on facts. However, *Facts* as a subtype of projection is rarely used in IT; it is used only (4) times, whereas it is used (13) times in the literature review chapters of AL. This possibly emphasises that EFL Arab postgraduates have not received sufficient instructions on using *Projection*. As a result, they could not employ *Facts* purposefully as an impersonal structure, particularly in their writing of the literature review chapters of IT theses.

Unlike previous studies which have focused on either reporting verbs (Thompson and Ye 1991, Thomas and Hawes 1994, Hyland 1999, Yang 2013) or classifying the citation as either reporting or non-reporting (Swales 2014), the findings of the present study could highlight several aspects of *Projection* which were used with similarities and differences by EFL postgraduates in two different disciplines.

A COMBINATION OF PROJECTION AND EXPANSION

The logico-semantic relationships are not limited only to *Expansion* and *Projection*. Rather, they involve a combination of the two types which resulted in another type of logico-semantic relationships. This mixed type is characterised by having more than two clauses in a citation. In such a proposed type of logico-semantic relations, *Extension*, *Elaboration* or *Enhancement* are used with any subcategory of *Projection*. The mixed type of logico-semantic has the second percentage, following *Expansion* in both AL and IT theses, as in Table 11.

TABLE 11. A combination of projection and expansion in AL and IT theses

Discipline	Citations with Projection and Expansion	Intra-Disciplinary	Inter-Disciplinary
Applied Linguistics	775	29.6%	81.57%
Information Technology	175	17.26%	18.43%

Table 11 demonstrates the similarity in using a combination of *Projection* and *Expansion* in terms of the high occurrences following *Expansion*. The literature review of AL has a higher frequency (775), compared to (175) occurrences in IT. Using a mixed type of the logico-semantic relations by EFL postgraduates can be probably attributed to the effect of their L1. This variety in frequencies also illustrates the disciplinary influence of ‘field’ as a register variable. In addition, the high density of citations in the literature review of AL led to an increase in this mixed type.

(1) As one adolescent reported: "If you don't use the technology, you are not part of the group", and he also said that: "If you are not a name or a number in my phone

book, then you're not on my radar screen" (Grinter & Eldridge, 2001)(
P.10/AL/JO/S.2.4.1.1/Pr.4/L.1174-1176/Pg.81)

(2) He suggested that the practice of poets on this point is extremely useful for learning simple tense, and added that the distinctions between the English simple present and progressive forms have long intrigued and perplexed students of the language. (P.6/AL/IR/S.2.8.2/Pr.1/L.518-521/Pg.46)

(3) For example, Jones and van Rijsbergen (1976) showed that 250 queries are usually acceptable while Leung suggests that 20 queries are enough (Leung & Ip, 2000). (P.18/IT/IR/S.2.1.6/Pr.12/L.337-339/Pg.34-35)

In examples (1), (2), and (3), each citation includes four clauses; each two clauses realise *Projection* as a logico-semantic relationship. This *Projection* is expanded by another *Projection* by means of using the conjunctive expressions 'and' in examples (1) and (2), and 'while' in example (3).

In example (4), the projecting clause is used to project two projected clauses; one projected clause follows the projecting clause directly, whereas the second projected clause follows the first projected clause, and is extended through the conjunctive expression 'and'.

(4) Since then, experts in the teacher education and staff development realized that teaching is complex and that teachers' professional knowledge can be developed and constructed.....(Brookfield, 1995;.....). (P.5/YE/AL/S.2.1/Pr.2/L.13-17/Pg.31)

In example (5) below, the citation consists of *Projection* that is expanded by *Elaboration*. Hence, such mixed type of *Projection* and *Expansion* can be called *Expanded 'Elaborated' Projection*. The punctuation (;) is used to separate between *Projection* and the elaborating clause.

(5) In A Course in General Linguistics (1974 [1916]), Saussure explained that language is a dual activity on many levels; it is a combination of articulation and perception: sound and meaning; individual and social: present and past (1974, pp. 8-9). (P.1/AL/IR/S.2.3.1/Pr.1/L.41-43/Pg.32)

Enhancement as a type of *Expansion* that expresses cause and spatial time is also combined with *Projection* following the clause complex of *Projection*, thus forming what can be called *Expanded 'Enhanced' Projection*, as in example (6).

(6) Most importantly, even political analysts do believe that the role of the talk shows is crucial in politics since political events, now, are closely associated with what is being said, presented and performed by the politicians interviewed in these Shows (Fernando, 2003). (P.12/IR/AL/S.2.3/Pr.4/L.125-128/Pg.28)

In another subtype of *Projection*, three clauses are used in one citation.

(7) In addition, the continuous appearances of the presidential candidates suggest that they do believe that their appearances in these television talk shows are politically influential (Baum, 2003; Baum & Jamison, 2010). (P.12/AL/IR/S.2.3/Pr.4/L.129-132/Pg.28)

In example (7), three clauses are used. The first projecting clause includes the verbal process 'suggest' that is followed by a projected clause with the mental process 'believe'. This latter projected clause functions as another projecting clause that is followed by another

projected clause. In summary, the mixed type of *Projection* and *Expansion* in one citation with its diverse subtypes was another way of structuring clauses to realise the logico-semantic relationships of citations with clause complexes.

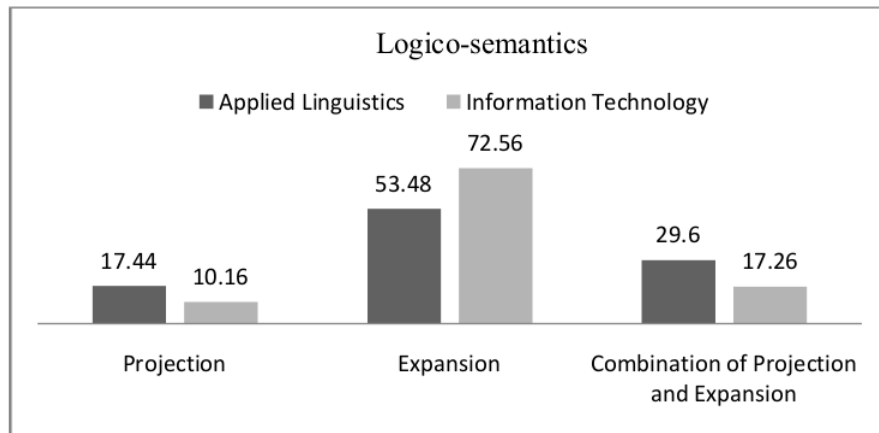


FIGURE 6. Logico-semantics in the literature review of AL and IT theses

Figure 6 shows three main types of logico-semantics used in the citations with clause complexes in the literature review of AL and IT theses. These logico-semantics include *Expansion*, *Projection*, and a combination of *Expansion* and *Projection*. Based on these findings, the two logico-semantics (*Projection* and *Expansion*) described by Halliday (1985) can be extended by adding a third type combining both in a new proposed classification. Table 12 demonstrates the proposed reclassification of the logico-semantic relations in citations with clause complexes.

TABLE 12. A proposed reclassification of logico-semantic relations

Logico-semantic relations of clause complexes		
I. Expansion	II. Projection	III. Combination of Expansion and Projection
A. Extension	A. Quoting 'direct speech'	
B. Enhancement	B. Reporting 'indirect speech'	
C. Elaboration	C. Reporting speech, Quoting thoughts	
1. Exposition	D. Projecting suggestions	
2. Exemplification	E. Free indirect speech	
3. Clarification	F. Facts	

The proposed type of the combination of *Projection* and *Expansion* could present an analysis of clause complexes with more than two clauses. Therefore, the findings of the present study could probably contribute theoretically to the SFL by adding this proposed type to the two main logico-semantic relations '*Expansion*' and '*Projection*'.

DISCUSSION

The study explored the logico-semantic relations in citations with clause complexes. Three types of logico-semantics were used: *Projection*, *Expansion*, and a combination of *Projection* and *Expansion*. *Projection* depends mainly on using *Verbal* and *Mental* processes, whereas *Expansion* depends on using material, relational, behavioural or existential processes in the primary clause. The proposed type of logico-semantic relations involved a combination of *Projection* and *Expansion* in one citation.

These types provide a clear description of the relationships that govern clause complexes in citations rather than limiting the description to reporting or non-reporting citations as in Swales (2014) or as Verb controlling, Naming or Non-citation as in Thompson's (2002) findings. The combination of both *Projection* and *Expansion* in one citation shows the ethnolinguistic influences on using citations by EFL postgraduates (Hu and Wang 2014), specifically the possible influence of their L1. The intra-disciplinary percentage of *Expansion* reveals the effect of *field* as a register variable (Halliday 1985) on using citations with clause complexes; writers in this field (IT) depended more on material processes, such as *study*, *employ*, *use*, and *examine*. These types of processes probably reflect the real world, thus supporting more evidence to fields like IT that are based on facts rather than arguments.

Despite the realised variations in the employment of certain features, such as nominal groups in textbooks of hard and soft sciences which can be pedagogically inspiring (Jalilifar, White, & Malekizadeh 2017), Hyland (2006) argues that disciplines have shared features as a register of academic discourses. This argument could justify the similarities of using the logico-semantics in citations of the literature review of AL and IT despite their different disciplines.

The resulted taxonomy of the processes in the present study could be useful in analysing clauses. Only two types of processes that are *Verbal* and *Mental* are used in *Projection*. Consequently, processes can be reclassified as Projecting processes, including *Verbal* and *Mental*, whereas Non-projecting processes used for *Expansion* include *Material*, *Behavioural*, *Relational*, and *Existential*. Processes like *find*, *show*, *demonstrate*, *report* which were classified as finding verbs under *Research activity verbs* in previous studies (Thompson & Ye 1991, Hyland 1999), can be reclassified in the present study as *Verbal* processes because these types of processes can be used in the projecting clause to either report or quote. Hence, under the *Verbal* processes, there may be several sub-classifications, including **Findings** processes, such as *find* and *show*, processes of **Arguing** and **Stating**, such as *state*, *argue*, and *confirm*, and processes for **Suggestion**, such as *suggest*, *propose*, and *assume*. Therefore, further studies are needed in order to identify the types of processes used in the clause simplex as well as the clause complex of the citations adopting the SFL approach.

As argued by Hyland (2002), the notion of genre and its applications in teaching and learning has attracted an increasing interest. Consequently, the findings related to citations, as advocated by Shooshtari, Jalilifar and Somaiyeh (2017), have pedagogical implications and could be employed for two significant goals. First, ESP/EAP courses could be developed by including teaching materials related to citations. Second, as Hyland (2017) argues, students must learn to craft their writing in community-specific ways. Therefore, postgraduate students can employ the findings of this study to appropriately report and quote in their academic writing. English for Academic Purposes materials present the possibility of increasing our understanding of the variety in language use in different academic communities in order to introduce highly strong foundations for pedagogical purposes (Hyland and Hamp-Lyons 2002). ESP researchers can explore the applicability of learning theories from SFL and NR to ESP (Cheng 2006). For example, a typical ESP genre-based writing class directed towards non-native speakers and novice writers could lead students from different disciplines to explore the genre-specific features and the disciplinary practices used in research articles, dissertations or PhD theses. EFLs can be also engaged in a discipline-specific writing task. Such focuses and practices could be considered an effective tool that the learners need in order to develop their L2 academic writing (Cheng 2006).

CONCLUSION

Logico-semantic relations in citations with clause complexes in the present study involved Expansion, Projection, and a combination of Projection and Expansion. The high density of Expansion, followed by a combination of Expansion and Projection, and then Projection in both disciplines (Applied Linguistics and Information Technology) illustrates firstly a similarity in the citations performance of EFL Arab postgraduates in spite of the different domains to which each discipline belongs. Secondly, material, relational and behavioural processes were used with a higher frequency in the first (main) clause of the clause complex compared with verbal and mental processes. Thirdly, the proposed type of logico-semantic relations that involved a combination of Projection and Expansion implies the tendency of EFL Arab postgraduates in different disciplines to use more than two clauses in one citation. Consequently, as suggested by Ang and Tan (2018), a discipline-specific approach should be followed in EAP teaching and learning. It is therefore pedagogically significant to enhance the awareness of novice writers towards citation practices in different academic genres and disciplines. One approach to academic language is influenced by a genre-based literacy programme (e.g., Christie 1992, 1999) that is grounded in SFL (Halliday 1985, Halliday & Matthiessen 2014). Genre-based pedagogy supports explicitly teaching academic registers that students need. Particularly, it consists of teaching linguistic features employed in specific academic genres that students are usually involved in (Aguirre-Muñoz & Boscardin 2009).

REFERENCES

- Aguirre-Muñoz, Z., Park, J. E., Amabisca, A. & Boscardin, C. K. (2009). Developing teacher capacity for serving ELLs' writing instructional needs: A case for systemic functional linguistics. *Bilingual research journal*. Vol. 31(1-2), 295-322.
- Ang, L. H. & Tan, K. H. (2018). Specificity in English for Academic Purposes (EAP): A Corpus analysis of lexical bundles in academic writing. *3L: The Southeast Asian Journal of English Language Studies*. Vol. 24(2), 82-94.
- Bloch, J. (2010). A concordance-based study of the use of reporting verbs as rhetorical devices in academic papers. *Journal of Writing Research*. Vol. 2(2), 219–244.
- Cheng, A. (2006). Understanding learners and learning in ESP genre-based writing instruction. *English for Specific Purposes*. Vol. 25(1), 76-89.
- Christie, F. (1992) Literacy in Australia. *ARAL*. Vol. 12, 142–155.
- Christie, F. (1999). Genre theory and ESL teaching: A systemic functional perspective. *TESOL Quarterly*. Vol.33(4), 759–764.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, Th.M. & Swann, J. (2003). *Teaching Academic Writing*. Routledge.
- Dontcheva-Navratilova, O. (2016). Rhetorical functions of citations in linguistics research articles: a contrastive (English-Czech) study. *Discourse and Interaction*. Vol. 9(2), 51-74.
- Eggs, S. (1994). *An Introduction to Systemic Functional Grammar*. London: Pinter.
- Francis, G., Hunston, S. & Manning, E. (1996). *Collins COBUILD Grammar Patterns 1: Verbs*. London: HarperCollins.
- Halliday, M.A.K. (1985). *An Introduction to Functional Grammar*. UK: Edward Arnold.
- Halliday, M., Matthiessen, C. M. (2014). *An introduction to functional grammar (4th Edition)*. UK: Routledge.
- Halliday, M. A. K. & Martin, J. R. (1993). *Writing Science: Literacy and Discursive Power*. London: The Falmer Press.
- Hu, G. & Wang, G. (2014). Disciplinary and ethnolinguistic influences on citation in research articles. *Journal of English for Academic Purposes*. Vol. 14, 14–28.
- Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Journal of Applied Linguistics*. Vol. 20(3), 341-367.
- Hyland, K. (2002). 6. Genre: Language, context, and literacy. *Annual review of applied linguistics*. Vol. 22, 113-135.
- Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.
- Hyland, K. (2009). Writing in the disciplines : Research evidence for specificity. *Taiwan International ESP Journal*. Vol. 1(1), 5–22.

- Hyland, K. (2017). English in the disciplines: Arguments for specificity. *ESP Today*. Vol. 5(1), 5-23.
- Hyland, K. & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for academic purposes*. Vol. 1(1), 1-12.
- Jalilifar, A., White, P. & Malekizadeh, N. (2017). Exploring nominalization in scientific textbooks: A cross-disciplinary study of hard and soft sciences. *International Journal of English Studies*. Vol. 17(2), 1-20.
- Jomaa, N. J. (2017). Citation uses and perceptions in the literature review of PhD theses by EFL Arab postgraduates. Unpublished PhD thesis, Universiti Utara Malaysia, Sintok, Malaysia.
- Jomaa, N. J. & Bidin, S. J., (2016). Roles of the cited author in citations of the literature review by EFL postgraduates. *International Journal of Applied Linguistics and English Literature*. Vol. 5(7), 213-225.
- Jomaa, N. J. & Bidin, S. J., (2017). Perspectives of EFL doctoral students on challenges of citations in academic writing. *Malaysian Journal of Learning and Instruction*. Vol. 14(2), 177-209.
- Lillis, T., Hewings, A., Vladimirov, D. & Curry, M. J. (2010). The geolinguistics of English as an academic lingua franca: citation practices across English medium national and English medium international journals. *International Journal of Applied Linguistics*. Vol. 20(1), 111-135.
- Manan, N. A. & Noor, N. M. (2014). Analysis of reporting verbs in master's theses. ICLALIS 2013, *Procedia - Social and Behavioral Sciences*. Vol. 134, 140-145.
- Maroko, G. M. (2013). Learning about author positioning in written academic discourse. *Argentinian Journal of Applied Linguistics*. Vol. 1(2), 47-60.
- Maxwell, J. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*. Vol. 62(3), 279-301.
- Maxwell, J.A. (2010). Using numbers in qualitative research. *Qualitative Inquiry*. Vol. 16(6), 474-482.
- Parkinson, J. (2013). Adopting academic values: student use of that-complement clauses in academic writing. *System*. Vol. 41(2), 428-442.
- Parry, S. (1998). Disciplinary differences in doctoral theses. *Higher Education*. Vol. 36(3), 273-299.
- Petrić, B. & Harwood, N. (2013). Task requirements, task representation, and self-reported citation functions: An exploratory study of a successful L2 student's writing. *Journal of English for Academic Purposes*. Vol. 12, 110-124.
- Rowley-Jolivet, E. & Carter-Thomas, S. (2014). 'Citation practices of expert French writers of English: Issues of attribution and stance' in A.Lyda and K. Warchal (eds.), *Occupying Niches: Interculturality, Cross-culturality and Acultrality in Academic Research*. Second Language Learning and Teaching. Switzerland: Springer International Publishing.
- Samraj, B. (2013). Form and function of citations in discussion sections of master's theses and research articles. *Journal of English for Academic Purposes*. Vol. 12(4), 299-310.
- Shooshtari, Z.G., Jalilifar, A. & Somaiyeh, Sh. (2017). Ethnolinguistic influence on citation in English and Persian hard and soft science research articles. *3L: The Southeast Asian Journal of English Language Studies*. Vol. 23(2), 58-74.
- Swales, J. M. (1990). *Genre Analysis*. Cambridge University Press.
- Swales, J. M. (2014). Variation in citational practice in a corpus of student biology papers: From parenthetical plonking to intertextual storytelling. *Written Communication*. Vol. 31(1), 118-141.
- Thomas, S. & Hawes, T. P. (1994). Reporting verbs in medical journal articles. *English for Specific Purposes*. Vol. 13(2), 129-148.
- Thompson, G. & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics*. Vol. 12(4), 365-382.
- Thompson, P. (2002). Manifesting intertextuality in the PhD theses. *Revista Canaria De Estudios Ingleses*. Vol. 44, 97-114.
- Thompson, P. & Tribble, C. (2001). Looking at citations: Using corpora in English for Academic Purposes. *Language Learning and Technology*. Vol. 5(3), 91-105.
- Williams, J. D. & Takaku, S. (2011). Help seeking, self-efficacy, and writing performance among college students. *Journal of writing research*. Vol. 3(1), 1-18.
- Yang, L. (2013). Evaluative functions of reporting evidentials in English research articles of Applied Linguistics. *Open Journal of Modern Linguistics*. Vol. 3(2), 119-126.