
Citations and Citing Behaviors in EFL Undergraduate Theses

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ABSTRAK

Penelitian ini merupakan suatu analisis tekstual dan studi kasus yang deskriptif kualitatif. Tujuannya mendeskripsikan karakteristik kutipan dan perilaku mengutip dalam skripsi sastra dan linguistik sebuah program S1 Jurusan Sastra Inggris, lalu menginterpretasikan penyebab dari persamaan dan perbedaan dalam hasil temuan analisis data utama dalam kedua kelompok skripsi tersebut. Data utamanya adalah 539 kutipan, lengkap dan tidak lengkap, dalam 10 sampel purposif: lima skripsi sastra dan lima skripsi linguistik. Data pendukungnya berupa hasil observasi terhadap silabus mata kuliah menulis esei dan buku pedoman penulisan skripsi; hasil kuesioner tentang sikap 17 pembimbing terhadap cara mengutip yang pantas; hasil wawancara terhadap dua dosen senior untuk mengungkap sejarah penulisan skripsi di situs penelitian dan terhadap dua penulis skripsi untuk mengetahui berapa banyak pengetahuan dan keterampilan mengutip yang mereka kuasai. Peneliti menyimpulkan bahwa para penulis skripsi sastra dan linguistik telah melanggar konvensi umum tentang cara pengutipan. Persamaan dan perbedaan hasil temuan analisis data utama dalam skripsi sastra dan linguistik diinterpretasikan merupakan akibat antara lain minimnya pengetahuan dan keterampilan mengutip para penulis skripsi, kurangnya perhatian Jurusan dan pembimbing terhadap cara pengutipan dalam skripsi sastra dan linguistik, serta dominannya tradisi penulisan skripsi sastra di situs penelitian.

Kata Kunci: *citations, citing behaviors, textual analysis, disciplinary differences, English literature, linguistics, academic culture*

Good academic writing plainly cannot be separated from good citations because ignoring the problems in citing from sources can lead the writer to the practice of plagiarism, and when information from sources is not correctly cited, miscommunication can happen. Consequently, in thesis writing, even at the undergraduate level, appropriate citing practices need serious attention. Student writers, who generally just imitate the citing practices in the previous students' theses without understanding the original citing conventions, need to learn more about citations from some prominent citing handbooks, like the *Modern Language Association of America Handbook* or MLA (2003), *Publication Manual of the American Psychological Association* or APA (2003), or any other one accepted by the Department for whom the students write their theses.

However, in reality, appropriate citing practices have been a challenge for both native and non-native English students, at the undergraduate

and also post-graduate levels (see, for example: Connors, 1995; The National Commission on Writing in America's Schools and Colleges, 2003). Citing problems are also apparent in the English as a Foreign Language (EFL) undergraduate theses of English literature (EL) and linguistics (L) at the research site. The researcher is motivated to conduct this present study by the poor citations and citing behaviors in the theses, and the disciplinary differences of the EL and L citing practices.

So far, citations and citing problems have been discussed widely in various papers in three fields: Information Science, Sociology of Science, and Applied Linguistics (Harwood, n.d.; White, 2004). In Applied Linguistics, essays and studies on citations and citing behaviors in academic writing are numerous (e.g. Swales, 1990; Pickard, 1995; Hawes & Thomas, 1997; Buckingham & Neville, 1997; Hyland, 1999; P. Thompson & Tribble, 2001; and Adnan, 2004). Of all these citation studies, only one is conducted by an Indonesian researcher,

Adnan (2004). He compares the citation behaviors in some Australian research articles (in English) and Indonesian ones (in Bahasa Indonesia). Besides Adnan, some other Indonesian researchers have also paid attention to the academic writing behaviors of Indonesian writers but not specifically to citations and citing behaviors.

It is worth noting that so far, there has been no study yet which describes the citations and citing behaviors in EFL undergraduate EL and L theses, specifically in Indonesian setting. This gap needs to be filled because in some English departments in Indonesia, undergraduate theses are to be written in English, and this raises intense curiosity about the results as it is assumed that the difficulties students have in writing their theses are not only in grammar and discourse structures but also in the ways they cite information from sources. The students' citing problems become more intense when students of linguistics and English literature of the same Department are given the same citing instructions and use the same citing guidelines for writing their theses despite their disciplinary differences and the different characteristics of their theses.

Method

The research method is descriptive qualitative. The theory used to approach this case study is social construction, which views writing as a social act (Hyland, 2002, p. 40). This theory claims that the audience will influence how an author writes a text. Therefore, writing norms generally depend on the culture of the audience so that a thesis writer's citing practice will conform to the citing norms set by the audience.

Definitions

The definition of citation used in this study in a sense is "the explicit citing of another's text within one's own" that includes "referencing and reporting" the cited information (Buckingham & Neville, 1997, p. 96). The unit analysis of this study is (a) sentence(s) containing a borrowed text or idea with/without a complete or incomplete cited source. The investigation of the (in-text) citations in this study is based on the following features, all of which will be thoroughly discussed in a later section: a) thesis structures and citation distribution; b) citation sources; c) number and types of the cited information; d) integration of the author's name in the citation; e) citation forms; and f) citation styles.

On the other hand, *citing behavior* in this present study refers to the term defined by Adnan (2004) as "the ways citing authors treat the cited information and its author(s) and for what purposes" (p. 2). His report lists five elements of citing behavior, three of which are used in this study: a) the function or purpose of the cited information; b) the role the citer attributes to the cited author; c) the citer's attitude toward the cited information (2004, p. 4). Additionally, this study uses another element, *citing appropriateness*, which consist of *punctuation*, *ways of integrating the cited information*, and *agreement* between the in-text citation and the reference in the Bibliography.

Samples and Data

The sample theses were collected in August 2006, when the Department had for the first time produced two kinds of theses: the EL and the L theses. At that time all the thesis writers of the on-going semester had just passed their thesis-defense examinations and were asked to submit within a month the soft copies (CD-ROM) of their revised theses to the library at the research site. The researcher then borrowed the copies from the library.

In 2006, undergraduate theses at the Department were written by the students who, when they were at the end of the fifth semester, had their GPA ≥ 3.00 . The researcher received 31 theses recorded in CD-ROMs from the library but finally only 10 theses were chosen for several reasons. Initially, 11 (out of 15) EL theses and 10 (out of 16) L theses were selected because the writers had maintained the GPA ≥ 3.00 at the end of their studies. However, due to some unexpected reasons, e.g. some theses were protected and some others missed some parts of the obligatory elements in the writing, not all the theses were appropriate to analyze. Moreover, after analyzing 539 citations from five EL theses and five L theses, the researcher concluded that the findings were sufficient to represent the two groups, and more citations would not be manageable. The length and the sources of each sample thesis have fulfilled the Department's requirements, which are presented in Table 1.

Besides the 10 theses, this present study also uses some other sources that provide some supporting data:

- The Department's guidebook of thesis writing (2004), which was expected to provide appropriate guidelines for citing from sources;
- Seventeen supervisors who attended a meeting on August 2006 and were expected to give appropriate responses to the questionnaire items concerning their knowledge about citing norms and their attitudes toward students' appropriate citing;

Table 1: Requirements of English Literature and Linguistics Theses

Theses	Length	Data Sources
<i>English Literature</i>	3, 4, or 5 chapters	either <i>two novels/plays</i> or <i>5-8 poems/short stories</i>
<i>Linguistics</i>	around 6,000 words	either <i>prints</i> or <i>oral sources</i> or <i>films</i> or <i>e-material</i>

- The syllabus of Critical Essay Writing, a subject taught to the fifth semester students, which was expected to present sufficient teaching material containing how to cite from sources in academic writing;
- Two senior teachers who were interviewed in 2006 and re-interviewed on June 23, 2007 to provide the history of thesis writing at the Department;
- Two thesis writers who were interviewed on November 15, 2007 to give a description about their knowledge and skills of citing from sources.

Framework of Main Data Analysis

The framework of the main data analysis is presented in Figure 1. In the figure, the data sources consist of EL and L theses. The analysis is based on three points: the thesis structures, the citations

and the citing behaviors. The thesis structures have two features: the number and the contents of the chapters in each thesis with the distribution of the citations across the chapters. On the other hand, the citations have the following features:

- sources of the data, which include the language of sources (which was only English), the formats of the sources (i.e. books, dictionaries, encyclopedia, e-material, magazines, DVD), and the age of the sources;
- types of the cited information contents: definition, explanation, example, meaning, data, and others;
- the categories of author's name integration: integral, non-integral, double naming, no naming;
- the citation forms: short quotation, long quotation, block quotation, paraphrase and combination of two or more forms;
- the citation styles: author date page-number, author date, and no style.

Four features of the citing behaviors are also presented in Figure 1:

- the purposes of the citer: supporting the citer's argument and providing background information;
- the citer's attitudes: positive, negative, neutral; critical;
- the citer's attribution to the role of the cited author: mitigating, highlighting, and no attribution;
- the citing appropriateness: the correct and incorrect uses of the punctuation marks in the citation, the appropriate and inappropriate ways of integrating the cited information, and the agreement between the in-text

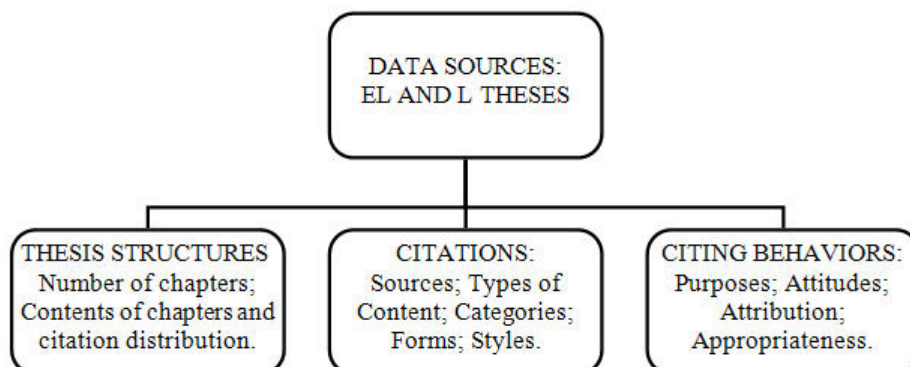


Figure 1: Framework of Main Data Analysis

citation with the cited source listed in the Bibliography: agree (Yes)/ disagree (No).

The ways the citer integrates the cited information in the text are classified into two types, appropriate and inappropriate. Appropriate ways of integrating indicate that the cited information is well integrated in the citing text without any violation of the citing norms. Inappropriate ways of integrating happen when the citing norms are violated. Figure 2 shows the categorization of the inappropriate ways of integrating (WOI) the cited information in the citing text.

The following are examples of the six inappropriate ways shown in Figure 2:

- Wrong Citation (WC) happens when the source is cited improperly, e.g. by putting the website addresses in place of ADPn, or by only putting the author's name, without date and page number, as can be seen in the following quotation:

In general, Lutz divides doublespeak into four categories: euphemism, jargon, gobbledygook or bureaucratese, and inflated language.

(L D 2.4) (5-6)

- No Citation (NC) occurs when the source is not cited at all, which is apparent in the following quotation:

"...With new tactics and precision weapons, we can achieve military objectives without directing violence against civilians."

(L D 3.11) (21)

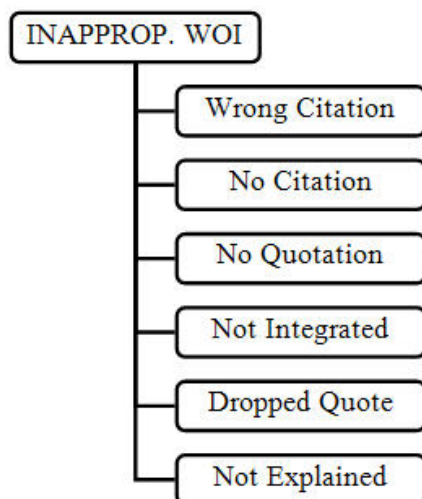


Figure 2: Inappropriate Ways of Integrating the Cited Texts

- No Quotation (NQ) is found when a quoted expression is presented with no quotation marks. In the following example, doublespeak is a very specific word created by Lutz so it should be presented with quotation marks:

One way of doing it is by using doublespeak (Lutz, 1990), which is part of Pragmatics.

(L D 1.1) (2)

- Not Integrated (NI) quote is badly integrated in the citing text, e.g. by showing no syntactic connection between the citer's text and the quotation:

Moreover, there are some other settings around the Zambesi river, 'The Chizarira was a lesser tributary of the great Zambesi, so he was drinking Zambesi waters again,...' (Smith, 1990: 39).

(EL A 2.3) (7)

- Dropped Quote (DQ) appears when a text is quoted without being preceded or followed by the citer's own text:

'He picked his way along the veranda to the double doors that led into the old library.' (Smith, 1990: 31).

(EL A 2.13) (9)

- Not Explained (NE) is apparent when a text is quoted but is not explained or commented. In the following example, the thesis writer do not explain who the people doing the conversation are, what they are talking about, when and where they are talking:

Even though people suspect that his father has committed a serious crime, Chris at first believes that his father is innocent: 'I didn't want you to feel there was anything wrong in you coming here, that's all. I know a lot of people think my father was guilty, and I assumed there might be some question in your mind' (Miller, 1947: 301).

(EL CN 2.8) (9)

Findings and Discussions

In this section, the results of the data analysis showing both similarities and differences between some characteristics of the citations and the citing behaviors in the sample theses are displayed. Then the findings are commented and interpreted. The

following sub-sections present (a) the data sources of the EL and L theses, (b) the structure of the theses, (c) the findings of the main data analysis, (d) the findings of the supporting data analysis, and (e) the possible reasons for the similarities and differences in the findings.

Data Sources of the EL and L Theses

In *traditional* literary studies, the data generally are obtained from a selection of canonical literary works. The English Department at the research site has been following this traditional policy, which is apparent in the titles of the EL theses presented later in this section. However, in some other cases

the selection seems to start including more popular fiction.

Unlike the EL theses, the L theses are allowed to obtain their data from various sources: fiction, nonfiction, oral or written. The guidelines are also accommodated in the Department's guidebook for thesis writing. The Department's policy concerning different data sources for the EL and L theses is reasonable, except that in practice, linguistics thesis writers tend to use more written than oral data sources, and the oral data used are not from natural communication. The data sources can be seen in the titles of the EL and L theses listed in Table 2a and Table 2b.

Table 2a: Titles of the English Literature Theses

No.	Titles
1.	The Portrayal of Black African Societies and Their Developments in Henry Rider Haggard's <i>She</i> and Wilbur Smith's <i>The Leopard Hunts in Darkness</i>
2.	Portrayal of Women Domination in Eugene Ionesco's <i>Amedee</i> and Edward Albee's <i>The American Dream</i>
3.	Discussion on the Authors' Contrasting Views on Human Nature in Ballantyne's <i>The Coral Island</i> and Golding's <i>Lord of the Flies</i> as Intertextual Texts
4.	Analysis of Theme of Arthur Miller's <i>All My Sons</i> and <i>Death of A Salesman</i>
5.	Deconstructive Reading on the Portrayal of the Orient Characters in Doyle's <i>The Sign of Four</i> and Haggard's <i>King Solomon's Mine</i>

Table 2b: Titles of the Linguistics Theses

No.	Titles
1.	Analysis of Doublespeak in Some Governmental Speeches and Some Printed Advertisements
2.	Analysis of Misunderstanding Caused by Different Interpretations of Speech Act Labels in "Tintin" and "Asterix" Comic Series
3.	Analysis of Language Play Found in the TV Series "Friends"
4.	Discussion on Language Play Supporting Literary Effects in Norton Juster's <i>The Phantom Tollbooth</i> and C.S. Lewis's <i>The Chronicles of Narnia</i>
5.	Analysis of Misleading Scenes in Agatha Christie's Detective Series through the Use of Deixis, Reference, and Presupposition, and Their Effects in Supporting the Elements of Plot.

Besides the different topics, the EL and L theses have some other disciplinary differences. Table 3a shows that all the data sources of the EL theses are two literary works, whereas Table 3b demonstrates that the data sources of the L theses vary: speeches, advertisements, comics, and novels. In the L thesis writing, the number of data sources is not regulated, as long as around 30 data items are collected and analyzed.

Dissimilarity can also be seen in the number of chapters in each thesis. The EL theses show different numbers of chapters, whereas all the L

theses display the same number. These facts are consistent with the different requirements for EL and L theses stated in the Department's guidebook (2004). From the two tables, it is inferred that the ratios of male and female thesis writers in the EL and L theses are not the same; however, gender comparison is not used as the base of analysis in this present study. On the other hand, another similarity is apparent in the tables. All the EL and L theses are based on library research although linguistics studies have the capacity of accommodating field research.

Table 3a: Characteristics of the English Literature Theses

No.	Writers' Initials	Writers' Gender	Topics of Theses	Data Sources	Total chapters	Total citations
1.	A	Male	Portrayal	2 novels	3	52
2.	AH	Male	Portrayal	2 plays	4	56
3.	B	Female	Author's view	2 novels	3	32
4.	CN	Female	Theme	2 plays	4	76
5.	D	Male	Deconstruct-ive reading	2 novels	5	80

Table 3b: Characteristics of the Linguistics Theses

No.	Writers' Initials	Writers' Gender	Topics of Theses	Data Sources	Total chapters	Total citations
1.	D	Male	Doublespeak	Speeches & advertisements	4	51
2.	F	Female	Speech acts	Comics	4	56
3.	H	Female	Language play	TV series	4	78
4.	I	Female	Language play	Novels	4	106
5.	S	Female	Deixis, Reference, Presupposition	Novels	4	52

Thesis Structures

In some guidelines for writing a research report (e.g. Swales & Feak, 1994; Paltridge & Starfield, 2007), the discussion on the writing structure is always given significant attention. Of all the writing sections in a research report, the section presenting relevant studies and theories has a specific role in the study, namely to show the relationship between the study being conducted and what researchers have done in the related area (Paltridge & Starfield, 2007, p. 61). Nevertheless, the writing of this section may cause a problem for EFL undergraduate thesis writers, particularly in Indonesia.

It is commonly realized that the academic context of the EFL undergraduate thesis writing in Indonesia does not support the students' attempt to cite respected literature in their theses because of some reasons. Firstly, current academic literature is not easily accessed. Besides, EFL undergraduate students generally find the contents of the academic literature too hard to learn and the language of the expert writers is too sophisticated for them to understand. All of the students' weaknesses are represented in the poor presentation of the related studies and theories in their thesis writing. Despite the significance of the literature review in a research

report, the English Department at the research site does not require the EL and L thesis writers to include this particular section in their theses, which is reflected in Tables 4.a and 4.b.

As shown in the tables, the EL theses have different thesis structures and different distribution of contents from one another, whereas all the L theses have the same thesis structure and the same distribution of contents. Each of the five L theses has a chapter of theoretical framework, whereas only one of the EL theses, EL 5, presents a chapter of theories.

It should be noted that the *Theories* in the tables merely refers to the theories used in the analysis framework. Therefore, there is no comparison or contrast between relevant theories to show the writer's stance. The failure to show the writer's stance in the writing could indicate the poor scientific qualification of the report because "to be science [a] report [has] to include an intertextual framework for [its] local knowledge" (Berkenkotter and Huckin, qtd. in Hyland, 2000, p.21). This idea suggests that new work prove its relevance and importance in a particular discipline by showing relationship to some previous established work through explicit reference to prior literature.

Table 4a: Structures of the English Literature Theses

No	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
1	Introduction	Analysis	Conclusion	-	-
2	Introduction	Analysis 1	Analysis 2	Conclusion	-
3	Introduction	Analysis	Conclusion	-	-
4	Introduction	Analysis 1	Analysis 2	Conclusion	-
5	Introduction	Theories	Analysis 1	Analysis 2	Conclusion

Table 4b: Structures of the Linguistics Theses

No	Chapter 1	Chapter 2	Chapter 3	Chapter 4
1	Introduction	Theories	Analysis	Conclusion
2	Introduction	Theories	Analysis	Conclusion
3	Introduction	Theories	Analysis	Conclusion
4	Introduction	Theories	Analysis	Conclusion
5	Introduction	Theories	Analysis	Conclusion

Findings of Main Data Analysis

Tables 5 and 6 present the summary of the findings concerning the characteristics of respectively the citations and the citing behaviors in the data sources. In Table 5, both groups, which have 100% English as the language of their citation sources, similarly demonstrate poor characteristics of the citations:

- most citations (EL 81-96%; L 44-69%) are in the analysis chapter(s);
- several citations (EL 3-6%; L 4-59%) have no format (NF), and no journals (EL and L 0%) were cited;
- all the theses have citations with no date (ND);
- no citations (EL and L 0%) are of previous studies and most citations are of analyzed data (EL 56-88%; L 33-61%);
- a lot of citations are non-integral (EL 59-94%; L 38-83%) and a number of citations are with no naming /NN (EL 9-30%; L 12-57%);
- most citations contain direct quotations (EL 79-99%; L 63-95%);
- most citations in both groups (EL 64-96%; L 33-86%) use Author Date Page-number (ADPn) style, whereas some other citations show no style /NS (EL 4-36%; L 13-65%).

However, Table 5 also shows that the ranges of citation number in both groups (EL 32-80; L 51-106) are significantly different, indicating no regulation for this matter. Following the Department's tradition,

the data sources (DS) in the EL theses are only literary books, whereas in the L theses they can be literary or non-literary books and also non-books, such as films, magazines, comics and e-materials. Encyclopedias are used as non-data sources (NDS) only in the EL theses, and magazines are used as NDS only in the L theses. Moreover, the EL theses use old publications (the oldest is of 1947) as their citation sources, whereas the L theses cite from more current publications (the oldest is of 1972). The difference is in line with the arguments of at least Georgas & Cullars (2005) and Beaugrande (1993) about the difference between EL and L papers.

On the other hand, Table 6 shows that in general the EL and L theses similarly do not contain appropriate citing behaviors as most of the citations

- are used to support the citer's argument/SCA (EL 97-100%; L 97-100%);
- of 80% of the theses show 100% positive attitudes toward the cited information;
- mitigate the role of the cited author (EL 59-94%; L 57-86%), whereas several others are presented with no attribution /NA (EL 0-16%; L 13-57%);
- demonstrate incorrect punctuations/P (EL 11-92%; L 36-57%), inappropriate ways of integrating the cited information/WOI (EL 30-94%; L 83-91%), and disagreement between the in-text citations and the sources listed in the reference (EL 1-59%; L 44-60%).

Table 5: Characteristics of the Citations in the EL and L Theses

Characteristics	EL theses	L theses
Ranges of citation number per group	32-80	51-106
Distribution of citations	81-96% in analysis chapter(s)	44-69% in analysis chapter(s)
Language of sources	100% English	100% English
Formats of sources	Data sources: only literary books Non data sources: no journal	Data sources: literary and non-literary books; non-books Non-data sources: no journals
Ages of sources	1947-2006; all theses have citations with no date (ND)	1972-2006; all theses have citations with no date (ND)
Types of contents	56-88% data contents;; no citations of previous studies	33-61% data contents; no citations of previous studies
Categories of naming	59-94% non-integral; 9-30% with NN	36-83% non-integral; 12-57% with NN
Citation forms	79-99% direct quotations	63-95% direct quotations
Citation styles	64-96% ADPn; 4-36% with no style (NS)	63-86% ADPn; 13-65% with no style (NS)

Table 6: Characteristics of the Citing Behaviors in the EL and L Theses

Characteristics	EL theses	L theses
Citing purposes	97-100%SCA	97-100% SCA
Attitudes toward the cited information	Traditional: 100% positive Non-traditional: 80% neutral (only one thesis)	Traditional: 100% positive Non-traditional: 61% critical (only one thesis)
Attributions to the role of the cited author	59-94% mitigating the role of the cited author; 0-16% with no attribution (NA)	37-86% mitigating the role of the cited author; 13-57% with no attribution (NA)
Appropriateness of the citing practices	11-92% with incorrect punctuation (P); 30-94% with inappropriate ways of integatin (WOI); 1-59% have disagreement between in-text citations and references	36-57% with incorrect punctuation (P); 83-91% with inappropriate ways of integrating (WOI); 44-60% have disagree-ment between in-text citations and references

The inappropriate ways of integrating in all the theses include the wrong way of citing from e-sources. In fact, the only dissimilar finding in the citing behaviors of the two groups of theses is the citers' attitudes in two of the theses. One of the EL theses shows that 80% of its citations have neutral attitudes, and one of the L theses shows that 61% of its citations have critical attitudes toward the cited information.

Findings of Supporting Data Analysis

The supporting data in this study consist of the Syllabus of Critical Essay Writing (2004), the Department's guidebook for thesis writing (2004),

and the results of administering the questionnaire to 17 supervisors as well as interviewing two senior lecturers and two undergraduate student thesis writers. The findings show that

- the Syllabus has allocated only two sessions (each 100 minutes) for teaching *plagiarism*, *quotation*, and *paraphrase*, not adequate for the students to practice different ways of citing;
- the guidebook has quite limited guidelines for citing appropriately from sources;
- the results of the questionnaire prove that the supervisors do not have the expected degree of attitudes toward the citing practices;

- the tradition of the EL thesis writing has strongly influenced the L thesis writing;
- the students have poor citing knowledge and skills and the quite lenient policy of the Department has caused the thesis writers to disregard the importance of appropriate citing practices in their theses.

All of these findings give the impression that the academic culture at the research site is not ideal for the students to cite appropriately..

Possible Reasons for the Similarities and Differences

In this section, the analysis findings are interpreted to explain the possible reasons for the similarities and differences found in the characteristics of the citations and citing behaviors in the EL and L theses. From the analysis results, it is apparent that the sample theses contain poor citations and inappropriate citing behaviors. Moreover, the EL and L theses show that most of their citations and citing behaviors have similar characteristics, contradictory to the theory of disciplinary differences in citing practices (see Hyland, 1999; P. Thompson, 1998; Tiratel, 2000; J.W. Thompson, 2002; Georgas & Cullars, 2005). Different characteristics are found only in some features, e. g. in the thesis structure, the range of citation number per group, and the format and age of the sources.

Four issues concerning citing practices are considered to be the reasons for the similarities and differences in the findings: *tradition, awareness, poor knowledge and skills, and policy of starting a linguistics program*. The issue of the thesis writing tradition in the English Department at the research site is confirmed by the result of interviewing two lecturers who had their first degree from the Department. It was reported that for decades the Department had produced only English literature theses and until after 2000 there had been no explicit guidance for citing from sources. New supervisors would refer to the ways they cited from sources when they were writing their theses at the same Department. As a result, the first production of L theses in 2006 proves that the L students' ways of citing have gained a lot of influences from the ways of citing in the EL theses. There is no discussion on previous literature or studies on relevant topics

and thus there are no citations supporting such discussions.

The second issue is the fear that the Department does not possess strong awareness of the importance of appropriate citing practices in thesis writing. This concern comes about after seeing that the Department's guidebook for thesis writing does not expose the disciplinary differences between EL and L theses. Moreover, the Syllabus of Critical Essay Writing and the guidebook emphasize the assumption that disciplinary differences are not contained in the citing guidelines so that the citing styles in the EL and L theses are similar.

The limited citing knowledge and skills of the EL and L thesis writers become the third issue highlighted in this study. By analyzing the features of the citations and the citing behaviors in the EL and L theses, the study reveals that several violations of citing norms have been done by the thesis writers in both groups. The major violations can be seen for instance when a) a borrowed idea or text is presented without citing the source, or b) disagreement between the cited sources in the text and those in the reference list is evident, and c) inappropriate ways of integrating the cited text in the writer's text are transparent. On the other hand, minor violations happen such as when a) a long quotation is not blocked; b) a punctuation mark is put on the wrong place; and c) a quotation form is conveniently chosen just to avoid the hard job of paraphrasing the borrowed text. Sometimes, both the major and minor violations happen when the students do not carefully refer to the citing guidelines in the guidebook.

The last issue is the Department's policy of starting the new linguistics program, which has caused some changes in the thesis writing regulations. Realizing that some necessary elements of L thesis writing are not accommodated in the guidebook, the Department provides additional guidelines for L thesis writing. The changes make some differences of the thesis structures, i. e. the chapter containing the analysis framework is obligatory in the L theses but optional in the EL ones. Moreover, the L theses are required to obtain their data not only from literary works but also from non-literary and non-book data sources. What is not realized by the Department is that the L theses are required to cite previous studies and literature to show the research gap to be filled.

Conclusion

From the findings of the main data and the supporting data analyses, a number of conclusions are presented as follows:

- Citations are really indispensable in academic writing although a lot of academic papers, including the EFL undergraduate theses at the research site, show low awareness of the importance of appropriate citing practices.
- Because their academic culture is strongly influenced by the Department's EL thesis writing tradition, academics at the research site do not seem interested to learn the difference between essay writing and research report writing. They treat EL and L thesis writing almost similarly, ignoring the disciplinary differences between the two fields, which involve different genres.
- The Department's low awareness of the importance of appropriate citing practices is reflected in the findings of the main data and the supporting data analyses. The most common findings of the main data analysis are the poor citations and poor citing behaviors in the EL and L theses. In addition, the common findings of the supporting data analyses can be seen in the supervisors' substandard attitudes toward appropriate citing practices.
- To improve students' citing knowledge and skills, academic institutions are required to pay serious attention to the matter. The attention can be formulated in the availability of respected citing manuals or citing guidelines for students, ample time allocated for teaching how to cite appropriately, supervisors with ideal attitudes toward appropriate citing practices, and thesis models containing exemplary citations.
- On the other hand, the research specific findings show that previous studies and journals are not cited in the sample theses, and that all the research data are cited in the text. The absence of previous studies in the theses could cause the writers, especially of the L theses, to be accused of practicing plagiarism, as a new scientific study cannot be separated from the previous ones.
- Finally, in order to improve the teaching of appropriate citing practices, a suitable approach should be chosen. The pragmatic

EAP is viewed as most practical, but it needs some modification to prevent students from developing into passive learners. The prescriptive teaching of the pragmatic EAP may cause students unable to find necessary alternatives for the problematic citing conventions. To overcome the problem, the pragmatic EAP should encourage students to question the incompatible citing norms. By compromising prescriptive and critical approaches to the teaching of citing practices, the teaching results will be more advantageous for the students.

Limitations and Recommendations for Further Studies

This study is a preliminary attempt to investigate the citing practices in the EL and L theses of EFL undergraduate students. Therefore, there have been some limitations. This section presents the limitations of this study and some recommendations for further studies as follows:

- This study uses only 539 citations collected from five EL theses and five L theses because the data are collected and processed manually by an individual researcher. The researcher recommends that further studies use a concordanced search for citations and professional assistance in order to manage much larger data in a reasonable period of time.
- The students interviewed are not those who wrote the sample theses because the thesis writers had left the Department when the theses were collected. In further studies, it is suggested that long before the thesis writers graduate, they should be prepared to participate in the study so that they are available when needed for interviews and for checking the interpretation of the findings.
- The study does not investigate the reporting verbs in the citations because of the belief that the students are unfamiliar with the different functions of the reporting verbs. A further study is recommended to be conducted at an English graduate program to include the verb investigation, as graduate students' linguistics skills are expected to be adequate.
- The supervisors' understanding of the disciplinary differences in the citing practices

of EL and L students is not the concern of this study. The researcher is of the opinion that this matter should be investigated separately.

- Finally, regarding the new trend of some universities to have international programs in English, a similar study is recommended to investigate the citing practices of the thesis writers at the non-English departments of those universities. Consequently, the study will involve different writing styles in the theses of various disciplines and academic institutions.

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