

Research Article

**Literature Use in Iranian and International Journals of Applied Linguistics: A Grounded Theory Study**

**Siamak Moradi<sup>1</sup>, Esmat Babaii<sup>2\*</sup>, Mohammad Reza Hashemi<sup>3</sup>**

*1,2,3 Kharazmi University, Tehran, Iran*

*\*Corresponding author: babai@khu.ac.ir*

*(Received:2023/08/10; Accepted: 2023/11/19)*

Online publication: 2023/12/09

**Abstract**

Researchers' thorough familiarity with the related literature together with the appropriate implementation of previous studies in academic publications is of crucial importance. Simply put, scientific studies need to address the related literature in a proper manner to get published. The main objective of the current study was to delineate citation patterns in applied linguistics. To come up with a citation framework/typology for applied linguistics, the researchers employed constructivist Grounded Theory. In order to present a comprehensive picture of citation practices, the researchers decided to investigate a corpus of five international and two local journals published between 2015 and 2020. Initial results revealed 20 themes which were then further categorized into five major themes. The results revealed considerable discrepancies between the local and international studies in employing various citation forms which can be attributed to journal policies, target audience and researchers' expertise level. Furthermore, differences were detected in quantitative and qualitative studies in using various citation techniques which can be associated with the nature of such studies. Ideally speaking, the results of the current dissertation can have manifold implications. To begin with, the findings can divulge journal policies about citations. Simply put, the emerged themes can be quite beneficial in detecting citation norms across various journals and disciplines ultimately leading to researchers' more thorough comprehension of the citation norms and patterns.

**Keywords:** literature Use, citation analysis, constructivist grounded theory, citation framework/typology

### **Introduction**

In modern societies, researchers usually look for means to make their findings and claims public. However, this did not use to be the case. That is, prior to the sixteenth century scientists were not so willing to share their findings. As noted by Gittelman and Kogut (2003), “until the sixteenth century, scientific endeavors were cloaked in secrecy to withhold knowledge” (p. 366). However, certain scientists’ disinclination towards knowledge sharing experienced a metamorphosis to the extent that scientific journals turned into major channels for knowledge dissemination. That is to say, starting almost three centuries ago, scientific journals started to dominate as the main carrier, disseminator and preserver of scientific findings (Brookes, 1980; Ziman, 1969; Zsindely et al, 1982).

Analyzing research articles has received increasing attention in recent decades. One of the dimensions of publishing in a well-respected journal in almost any discipline is researchers’ familiarity and appropriate use of the related literature. Making reference to other studies is usually done through citation which is a key aspect of academic writing (Charles, 2006) to include background and contextual knowledge (Bazerman, 1984). However, citations are not generally hired with only a single purpose in mind. Simply put, scientists adhere to citation practices to target certain goals. That is to say, due to a number of reasons, including space limitations, further studying, and providing potential readers with a context of existing knowledge, the researchers are somehow forced to employ related literature in various parts of the study. As put by Rumrill et al (2010):

An essential element of any sound research program in any discipline is the researchers’ thorough familiarity with existing literature in the area under study. The incremental approach to building a scientific knowledge base that characterizes most social science and rehabilitation-related fields requires researchers to cast their new investigations within the context of existing knowledge, usually as evidenced by published literature. (p. 399)

Citations are often employed to accomplish diverse goals; therefore, the following lines are given to underline certain implementations of citation practices. Due to the increased number of journals and studies the size of previous studies has grown drastically almost in every discipline. The growth in literature size “has been accompanied by problems of bibliographic control, access to the literature, and the sheer impossibility of any one person’s being able to absorb all the information relevant to his work” (Virgo, 1977, p. 415). Therefore, it seems essential for researchers to rely on citation tools to address this so-called bulky literature in an efficient manner (Bakkalbasi et al, 2006; Rumrill et al, 2010; Virgo, 1977). Referring back to previous studies

seems to be an absolute necessity for academic publications (Smith, 1981) since a given study does not stand alone (Ziman, 1968). Simply put, researchers need to position their claims and findings in relation to the prior research (Charles, 2006; Hooten, 1991).

Started by Garfield (1955) citation studies have experienced quite steep twist and turns leading to diverse range of studies with different approaches. Citations are often employed to address the demands of discourse communities. One of the most influential factors in researchers' selection of referencing style can be journal editors and editorial boards who can exert influence on researchers (Cole, 1970; Liu, 1993; Wilhite & Fong, 2012; Zsindely & Braun, 1982) Not following journal editors' expectations can put a damper on researchers' success in publishing therefore following certain citation norms seems to be non-optional (Hyland, 1999). Sievert and Haughwout (1989) noted that, "editors and editorial boards function as gatekeepers in their respective disciplines as they decide which manuscripts will be published in the journals on which they serve" (p. 334). The following is a list of purposes for citation-based studies retrieved from Garfield (1979)

- Paying homage to pioneers
- Giving credit for related work (homage to peers)
- Identifying methodology, equipment, etc.
- Providing background reading
- Correcting one's own work
- Correcting the work of others
- Criticizing previous work
- Substantiating claims
- Alerting to forthcoming work
- Providing leads to poorly disseminated, poorly indexed, or uncited work
- Authenticating data and classes of fact - physical constants, etc.
- Identifying original publications in which an idea or concept was discussed
- Identifying original publications or other work describing an eponymous concept or term
- Disclaiming work or ideas of others (negative claims)
- Disputing priority claims of others (negative homage)

The abovementioned lines clearly capture the essence of citation in the academic arena. In addition to hiring citation for establishing academic authority (Broadus, 1983; Charles, 2006) and positioning the findings/claims in relation to the related literature (Charles, 2006; Hooten, 1991), scientists

seem to require fitting citation techniques to be accepted to their relative discourse communities (Swales, 1990; Valerie, 1995). To sum it up, scientists need “to convey a tone of authority, to persuade the examiners of their expertise and knowledge of the subject, while at the same time showing an appropriate awareness of the conventions and culture of their communities of practice” (Thompson, 2005, p.312). Besides, researchers should be familiar with disciplinary variations regarding citation norms and patterns. Based on the disciplinary standards, citation practices can vacillate drastically (Bloch & Chi, 1995; Hyland, 1999, 2002; Smith, 1981) pushing researchers to pay closer attention to unique characteristics of a given discipline or sub discipline. Such disciplinary variations together with other factors have caused researchers to experience difficulty in hiring appropriate citation strategies (Petrić, 2007).

### **Linguistic Background**

This issue becomes even thornier when researchers’ linguistic background enters this already messy picture. That is, apart from the difficulties faced by researchers, especially novice ones, in apprehending the citation norms and standards of a given discipline, non-English scientists may also experience language related problems (Okamura & Shaw, 2000). Okamura (2008) attributes this issue to “the case that those working in the non-English speaking environment have more difficulty in the use of citation forms to construct a persuasive argument as than those in the English-speaking environment” (p. 29). Furthermore, non-native researchers can confront other obstacles like integrating their reading practices to writing processes. That is, due to lack of proper linguistic knowledge non-native researchers’ integration of reading to writing can be more tedious and less successful. As put by Borg (2000), “the difficulties that non-native English-speaking students have with integrating their readings into their academic writing has been a source of concern for students and lecturers alike” (p. 2).

It should also be added that, the ramifications of not following citation norms seem to be direr for non-native researchers (Braine, 1988; Pennycook, 1996; Scollon, 1995), since they can be accused of intellectual dishonesty. Apart from linguistic difficulties, non-native researchers may find the acquisition of citation practices quite difficult because the majority of such studies are done in UK and US. More specifically, researchers from less developed countries are often ignored in citation-based studies. As put by Liu (1993), “very few systematic studies concern the problems of citation practice among people in developing countries or the diffusion of information across national boundaries” (p. 397).

### **Theoretical and Historical Background**

Historically speaking, Garfield (1955) was probably the first researcher looking for citation patterns and norms in academically written discourse. Technological developments were one of the main contributing factors to researchers' ability in detecting citation norms and referencing patterns in academic texts. That is to say, citation-oriented studies "were undoubtedly given impetus by the appearance of the Institute for Scientific Information's Science Citation Index in 1961 and by the availability of the computer tapes on which the index is based" (Swales, 1986, p. 39). Prior to such advancements, citation-oriented studies seem to lack scientific rigor since researchers were not equipped with necessary tools to look for citation norms.

Analyzing citation practices through different ideologies, purposes, frameworks, etc. has given birth to significant turning points in the theoretical understanding of citation practices. That is to say, investigating citations across diverse disciplines often followed the orthodox philosophical guidelines established in that particular discipline. For example, citation policies followed in hard sciences (e.g. physics, chemistry, engineering, etc.) could be different from other disciplines solely due to the differences in the nature of such disciplines. Apart from disciplinary variations in conducting citation-oriented studies, the theoretical understanding of citation studies has often experienced rather big changes. While initial stages of citation studies revolved around frequency issues (Garfield, 1955), contextualized aspects of citation practices were addressed in later stages. Although initial citation studies employed mostly quantitative measures to investigate citation frequency, later studies put a more comprehensive policy to work to analyze citations at a deeper level. More specifically, more recent citation-based studies have adopted a more comprehensive approach towards the nature of citations focusing on broader issues, including journal policies, academic promotions, citer motivations, journal rankings, etc.

### **Method**

Constructivist Grounded Theory (GT) was hired to investigate the corpus of the current study. Due to rigid principles of the classical GT, certain scholars moved away from the core assumptions (Bryant, 2002; Charmaz, 2002; Clarke 2005). Nonflexible nature of the above-mentioned principles made the implementation of GT to a range of disciplines/subjects rather difficult, pushing the new generation researchers to adhere to flexible guidelines not methodological rules and recipes (Charmaz, 2006). In a word, while classical GT considers emerged theory to be bereft of observers, the constructivist GT believes in the construction of grounded theories through

“past and present involvements and interactions with people, perspectives, and research practices” (Charmaz, 2006; p. 10).

As elaborated by Bringer et al (2006), “the constructivist revision of grounded theory is a process designed for systematic theoretical development in which a theory relevant to the specific topic and population of study does not exist” (pp. 245 & 246). Charmaz and Belgrave (2015) proposed six characteristics of constructivist GT in the following lines.

- Gives priority to the studied phenomenon rather than techniques of studying it
- Takes reflexivity and research relationships into account
- Assumes that both data and analyses are social constructions
- Studies how participants create meanings and actions
- Seeks an insider’s view to the extent possible
- Acknowledges that analyses are contextually situated in time, place, culture, and situation

#### **Data Collection and Analysis**

The data collection and analysis stages within constructivist GT are often done simultaneously. As put by Bryant and Charmaz (2007), “data collection and analysis proceed simultaneously and each informs and streamlines the other” (p. 1). The guidelines of constructivist GT prohibit researchers from adhering to rigid policies and instead proposes that “you shape and reshape your data collection and, therefore, refine your collected data” (Charmaz, 2006, p. 15). Simultaneous data collection and analysis in constructivist GT enables researchers to shape data collection processes in a way that emerging analysis could be informed (Bryant and Charmaz, 2007). Furthermore, data collection within constructivist GT is affected by the nature of the study. As elaborated by Stern (2016), “data collection needs to be guided by what the study is about” (p. 56).

Ideally speaking, data collection and data analysis should go hand in hand within GT studies (Charmaz, 2006; Hadley, 2017) to provide grounded theorist with the necessary tools to come up with a sound theory. Considering the importance of marrying data collection and data analysis, the researchers employed a unified approach throughout the study. That is to say, analyzing emerging themes and comparing them with themes detected prior were carried out at full length in the investigation processes. Coinciding data collection and data analysis is one of the major underpinnings of GT since “the general understanding of data-analysis in grounded theory is the ‘constant comparative analysis,’ which provides the researcher with general instructions on how to proceed analytically in working with data (Strübing, 2007; p. 588).

### **Abductive Reasoning and Data Saturation**

Considering the ultimate goal of the present study, which is presenting a citation framework capable of entailing all citation categories within the discipline of applied linguistics, the researchers tried their best to remain vigilant towards potential emerging themes. The major precaution taken against novel emerging themes in GT is abduction which is “a type of reasoning that begins by examining data and after scrutiny of these data, entertains all possible explanations for the observed data, and then forms hypotheses to confirm or disconfirm until the researcher arrives at the most plausible interpretation of the observed data” (Charmaz, 2006; p. 186). Abductive reasoning includes three major steps, namely considering all the potential theoretical explanations for the new theme, gathering more data to test the new finding, and adopting the most tenable theoretical explanation (Charmaz, 2006; Peirce, 1958; Reichert, 2007; Rosenthal, 2004) enabling GT researchers to account for novel emerging themes.

### **Corpus**

For choosing the corpus, certain steps were followed. Firstly, a list of Q1 journals in the field of applied linguistics was retrieved from Scimago Journal and Country Ranking. The initial list entailed 168 journals. The reason for focusing on top ranking journals is put into words by Alcaraz-Azira (2010), “it is recommended to draw the sample texts from top-ranking journals because the articles published in these journals have undergone a strict peer review and editorial scrutiny” (p. 139). Secondly, since the main goal of the study is analyzing the use of the related literature in applied linguistics, those journals whose focus was on specialized fields, namely *Journal of Second Language Writing*, *Brain and Language*, *Journal of Sociolinguistics*, *Journal of English for Academic Purposes*, etc., were excluded from the potential list of journals. Then, the list was further shortened by removing the journals with review and non-related content, such as *International Review of Applied Linguistics in Language Teaching*, *Classical Philology*, and *Journal of African Languages and Linguistics*. Finally, the modified list was given to four experts to further limit the list to make the GT analysis feasible. Since the process of analysis in GT is recursive, rendering the process long and tedious, the final consensus was on five journals, mentioned below, published between 2015 and 2020.

- Applied Linguistics
- Modern Language Journal (MLJ)
- System
- TESOL Quarterly

- **RELC**

For the local corpus, Journal of Teaching Language Skills (JTLS) and Iranian Journal of Applied Linguistics (IJAL), published between 2015 and 2020, were chosen based on the guidelines provided by a professor in applied linguistics with rich expertise on discourse studies. The underlying logic behind analyzing domestically done studies was manifold. First, there was a clear lack of citation studies addressing journals that were published outside the US or UK (Crane, 1972; Liu, 1993; Zaltman, 1968). Second, in order to capture potential variations between Iranian and non-Iranian researchers' citation practices the inclusion of the local journals in the corpus seemed inevitable. Third, disclosing editorial policies required the researcher to look for citation norms in the local journals as well.

### **Sampling**

Regarding the sampling of the study, the orthodox processes for doing GT do not require random sampling of any sort. That is, recursive and non-linear investigations were run until no novel themes emerged. As put by Cutcliffe (2000), "grounded theory uses non-probability sampling. In order for concepts and categories to emerge during the data analysis, the need for sampling of specific data sources continues until each category is saturated" (p. 1477). More specifically, the researchers hired the previously noted coding steps in cyclic fashion until no new themes emerged. The retrieved categories were put under scrutiny more than once to attain results that are more tenable. That is, the researchers did not stop going through the corpus using different coding techniques until no new themes left undetected. The notion of saturation was of crucial importance to the successful conduction of the current study. Glaser (2001) used the following terms to pinpoint the importance of saturation in GT:

Saturation is not seeing the same pattern over and over again. It is the conceptualization of comparisons of these incidents which yield different properties of the pattern, until no new properties of the pattern emerge. This yields the conceptual density that when integrated into hypotheses make up the body of the generated grounded theory with theoretical completeness. (p. 191)

### **Results and Discussion**

Considering the ultimate goal of the study, which is proposing a theory that is grounded in the corpus, analyzing certain themes in light of previous studies seemed inevitable since for the emerged themes to be distinctive



enough a level of uniqueness is required when compared to others' findings. The underlying reason behind choosing GT for the current study was to come up with a more comprehensive framework based on the corpus. Considering the investigation process of the Grounded Theory, which is quite gradual, and the size of the corpus comprising of studies published in seven journals with the time span of five years, the researchers have tried to bring about a comprehensive citation framework based on the steps of GT. All the emerged themes (i.e., pre-themes) in detail were discussed to familiarize the readers with the process of discovering and refining the themes. In order to have a framework wide enough to include various citation functions, the researchers addressed the emerged themes entirely.

#### **Addressing the framework or scale used in the study**

Researchers seemed to rely on citations to justify the logic behind choosing a given framework or scale. Addressing the framework or scale was mainly used either to explain the researcher(s)' selection of a given framework, or to give additional detail in summarizing related studies. In Excerpt 1, for instance, the researcher highlights Levelt and Kellogg's (1989) model to delineate the effects of task planning. Simply put, while some researchers hire this category to account for methodological aspects of their study, others put this category into use when giving extra information for summary purposes:

Excerpt 1: The effect of task planning is often hypothesized and discussed in relation to two influential models of language production: Levelt's (1989) model of speech production and Kellogg's (1996) model of writing. (*Applied Linguistics*, 2015)

#### **Giving a short summary of the previously done studies**

Academic publications are embedded in the related studies (Ziman, 1968); therefore, researchers are pushed to include previously done studies. In addition to acquaint readers with essential background information, this category can also be regarded as means through which researchers identify themselves with various discourse communities or tribes (Tight, 2007). Taking a look at Excerpt 2, we can see that the researcher enclosed a group of studies within parentheses to draw readers' attention to the plethora of scientific research done on fluency and accuracy:

Excerpt 2: A number of empirical studies have compared the differences in fluency, accuracy, and complexity of linguistic performance under

different planning conditions (e.g., Ellis, 1987; Foster & Skehan, 1996; Mochizuki & Ortega, 2008; Ortega, 1999; Tavakoli & Skehan, 2005; Wigglesworth, 1997; Yuan & Ellis, 2003). (*TESOL Quarterly*, 2015)

### **Show the gap or lack of studies**

Showing the gap or lack of studies was established as a major move in scientific genres. Trying to emphasize the significance of the studies that they conducted, researchers draw the readers' attention to the gaps in the related literature. Excerpt 3, for example, highlights the importance of 'laughter' in human communication through citing Glenn (2003), and then cites a group of studies to underline the marginal attention paid to laughter in SLA research. Indicating a gap in the related literature has been proven to be a well-established move in research articles (Samraj, 2008; Swales, 1990; Swales & Feak, 1994), which seems to be mainly hired by scientists to "create a sense of newsworthiness and novelty about their work, showing how they are plugging disciplinary knowledge gaps" (Harwood, 2005; p. 343).

Excerpt 3: Laughter has long been recognized as an essential part of human communication (Glenn, 2003), but it has attracted only marginal attention in SLA research (Bell, 2005, 2009, 2011; Ohta, 2008; Shively, 2013; Waring, 2013). (*Modern Language Journal (MLJ)*, 2017)

### **Addressing a report rather than a researcher**

While citations are usually accompanied with scientists' name, certain citations refer to reports. In a word, the current category entails citations that place a report, and not a scientist, at the heart of attention. The previously-mentioned reports are often conducted by organizations and research institutes, such as Excerpt 4 in which the researcher cites 'American Council on the Teaching of Foreign Languages' to support the claim that Spanish is the most commonly taught second language in the United States. One of the contributing factors to the implementation of this theme might be connected to researchers' desire in taking more persuasive measures towards readers:

Excerpt 4: Although Spanish is the most commonly taught second language in the United States (American Council on the Teaching of Foreign Languages, 2011), it also comes with a history of taut political and social tensions (Lippi-Green, 2004). (*Modern Language Journal (MLJ)*, 2016)

### **Increase in the number of studies**

Researchers often tend to highlight the rise in study numbers of a particular notion/concept to justify their pursuit of that notion, or a very similar one. Excerpt 5, for example, initially cites Bitchener and Basturkmen (2006) and Connor (2002, 2004) to attribute non-native writers' shortcomings in the international community to lack of discursal awareness, cross-cultural differences in text structures and reader expectations, and then states that the current status quo has been a source of motivation for further investigation amongst the researchers of English for Academic Purposes. As elaborated by Swales (2014), "the author asks the discourse community to accept that the research about to be reported is part of a lively, significant, or well-established research area" (p. 6).

Excerpt5: Lack of awareness of discursal, cross-cultural differences in text structures and reader expectations is believed to be the main cause of non-native writers' relative lack of success in the international community (Bitchener & Basturkmen, 2006; Connor, 2002, 2004). Accordingly, it has become the motive for researchers in the area of English for Academic Purposes (EAP) to focus on this area of academic writing (Ozturk, 2007; Posteguillo, 1999). (Iranian Journal of Applied Linguistics (*IJAL*), 2015)

### **Using others' terminology**

Certain terms and notions were introduced via citing other researchers without paraphrasing, rewording, or modifying them in any form. Implementing the exact terminology could be traced back to a number of reasons. Firstly, the quoted terms and notions could imply a level of uniqueness inherent to them making it severely difficult to look for similar terminology. Secondly, this category might be used to achieve discourse consistency; since certain terms resist change due to their distinctiveness that modifying them could give birth to discourse inconsistency. Excerpt 6, for example, employs the exact term (i.e. relational stance) used by Rodgers and Raider-Roth (2006) to maintain consistency with the related literature.

Excerpt 6: In positively valenced relationships they progressively strengthen the relationship, creating a "relational stance" that mediates the student's perception of being psychologically connected with a teacher (Rodgers & Raider-Roth, 2006, p. 274). (Modern Language Journal (*MLJ*), 2018)

### **Backing it up/ Gaining support for one's claims**

As mentioned earlier, scientific citation is mostly hired to revere previous research (Lawani & Bayer, 1983) and to follow orthodox norms set by discourse communities. Citations are also hired to back up claims proposed by researchers because “the role of citation in scientific discourse is not only to acknowledge the work of others but also to promote the writer’s own knowledge claims” (Petrić, 2007, p. 239). More specifically, this theme includes those citations that were hired to back up general claims prior to presenting the results. The current theme cites several studies to support the proposed claims, for example in Excerpt 7 a group of studies are enclosed within parenthesis to buttress the declarations about top-down language processing.

Excerpt 7: Top-down language processing works in the opposite direction, from the overall message and text structure to lower-ranked units (Celce-Murcia & Olshtain, 2001; Chaudron & Richards, 1986; Matthews, 2007; Shohamy & Inbar, 1991). (*TESOL Quarterly*, 2015)

### **To support the findings**

Very similar to the previous theme, this category refers to citations hired by the researchers in the field of applied linguistics to support their claims. Unlike the previous theme whose main function was to back up researchers’ general claims, the current theme was found to support researchers’ claims that were directly related to the findings of their own studies. The current category can be considered as one of the most frequent themes which can be attached to researchers’ high willingness to establish and support their findings (Gilbert, 1977). To support the findings concerning the centrality of English proficiency in EMI courses, Excerpt 8 cites two studies so that the importance of English proficiency in lecturers can be highlighted. However widespread, the over use of this theme can result in neglecting those studies whose findings are not in accordance with theirs. If prudent measures are not taken to avoid this pitfall, the researchers can fall in the loop of citation bias (Duyx et al, 2017; Fanelli, 2012).

Excerpt 8: Moreover, echoing previous studies (e.g. Jensen et al., 2013; Wilkinson, 2013), this research found that international English majors believed that lecturers’ English proficiency played an important role in the effectiveness and success of EMI courses. (*RELC*, 2017)

### **To show conflict between one's findings and those of others**

In contrast with the previous theme whose main function was to support the results through citation, the current category was mainly hired in the corpus to show discrepancies between one's findings and the previously done studies. It should be added that, manifesting conflict between the results of one's study and others could be done to accomplish various goals. Giving a more comprehensive picture of the issue at hand via showing both similar and contrastive results can be regarded as one of the goals. Excerpt 9 uses the term 'contrary' to clearly discuss the disconformity between the achieved results and the findings of Hung (2015) concerning the effectiveness of full- and semi-flipped groups in the Korean EFL context.

Excerpt 9: Contrary to Hung's (2015) finding that the full- and semi-flipped groups achieved higher average grades than the non-flipped group after only 6 weeks, this study suggests that South Korean EFL students need sufficient time to adjust to a new instructional mode because of the different learning environment. (*TESOL Quarterly*, 2017)

### **Giving the exact definition**

Researchers consider certain terms so integral to their studies that they quote other researchers to define them. Borrowing the exact terms from another scientist to define a term or a notion could be traced back to researchers' tendency towards recognizing those who addressed the discussed term or notion beforehand. Excerpt 10, despite its very recent publication date, employs Dre'ze and Stern's exact terms from a rather old study published in 1987 to define 'CBA'. Additionally, showing reverence for scientific antecedents (Cozzens, 1989; Okamura, 2008) was one of the major research norms set by the discourse community.

Excerpt 10: Dre'ze and Stern (1987: 911) define CBA as 'the examination of a decision in terms of its consequences or costs and benefits', thus 'involv[ing] a comparison of the economy "with" the project and the economy "without" it'. (*Applied Linguistics*, 2015)

### **Giving definition but not the exact words**

Quite similar to the preceding theme, the current theme also appoints citations to define a term or a notion. Although very analogous in form to the previous theme, the current theme does not bring in other scientists' exact terms to define a term or a notion. Excerpt 11, for Excerpt, cites Sullivan (2008) to define 'classroom'. However, Sullivan's exact words are not

employed to define the related term. The logic behind dedicating a separate category for this theme lies in our attempts to come up with a comprehensive framework that is capable of encompassing all citation functions.

Excerpt 11: The classroom was often a lively place, where pupils performed what we would nowadays call dramatic dialogues or role-plays in Latin, which were, according to Sullivan (2008), rehearsals for social self-advancement while simultaneously providing entertainment and pleasure. (*Applied Linguistics*, 2015)

### **Showing the historical trajectory of a given notion**

Some concepts were highly integral to the studies propelling researchers to not only explain them, but also show their historical trajectory. Whenever a citation explains initial and current status of a concept it falls under this category. This theme was mainly hired to expose readers to the documented path of a notion to underline its transformation and maturation. In Excerpt 12, for example, the researcher firstly cites Perlmutter (1978) to reveal the pioneer who came up with 'Unaccusative Hypothesis', and then the researcher cites Burzio (1986) to show how the concept was expanded.

Excerpt 12: Unaccusative Hypothesis, presented by Perlmutter (1978) for the first time and then expanded by Burzio (1986), points out that intransitive verbs are divided into two types: unergative and unaccusative verbs. (*Journal of Teaching Language Skills*, 2015)

### **Agreement among members of research community**

What made this category distinct enough to be considered as a theme was researcher(s)' use of citation to show agreement between two studies or scientists. Rather than relying on straightforward citation techniques to support their findings or to contextualize their claims, the researchers hired this theme to manifest a level of conformity amongst the members of discourse community. Excerpt 13, for instance, cites Leki et al. (2008) to highlight the importance of 'control over language use' in 'L2 writing performance', and then cites a group of other studies to divulge harmony among members of research community.

Excerpt 13: L2 writing performance involves learners' control over language use, including vocabulary, grammar, spelling, cohesive devices, and punctuation (Leki, Cumming, & Silva, 2008) and research has found that more proficient writers tend to use more sophisticated

words, such as low-frequency words, words that occur in fewer contexts, less imageable words, less meaningful words, less familiar words, and words that are acquired at a later age (Crossley & McNamara, 2012; Crossley et al., 2014; Jung, Crossley, & McNamara, 2015; Kyle & Crossley, 2016; Laufer & Nation, 1995). (Modern Language Journal (*MLJ*), 2018)

### **To justify the selection of the research method**

Being an interdisciplinary field of study (Kramersch, 2000), applied linguistics has borrowed a wide spectrum of research tools and methodologies from the neighboring disciplines. In a word, rather than relying on methodologies from linguistics alone, “applied linguistics should serve as a point of interdisciplinary synthesis where theories with their own integrity develop in close interaction with language users and professionals” (Rampton, 1997; p. 3). Due to a vast number of frameworks and statistical procedures available for interdisciplinary fields, the researchers in the field of applied linguistics somehow needed to justify the selection of the research method. Excerpt 14 justifies ‘picture description tasks’ through their frequent use in ‘output studies’, through citing a group of studies.

Excerpt 14: The use of picture description tasks can be justified by their frequent implementation in output studies (Foster & Skehan, 1996; Gilabert, 2007; Izumi & Izumi, 2004; Shehadeh, 2003; Tavakoli & Skehan, 2005) which can make the findings of this study comparable to the results of the studies employing similar tasks. (*Journal of Teaching Language Skills*, 2017)

### **To show a researcher’s weakness using other researchers’ strength**

Sometimes researchers employ citations to show weakness or shortcoming in a study. Researchers accomplish this goal via stating positive aspects of a study in a way that negative aspects of another study could be underlined. Excerpt 15 given below cites Wei and Fei (2003) to highlight He and Li’s (2009) strict approach towards refining CEFs at the syntactic level. Relying on other researchers to criticize a study could accomplish certain goals. Firstly, avoiding direct criticism might be a sign of following academic politeness standards set by communities of practice. Secondly, this category could enable researchers in the field of applied linguistics to present their claims in a more appropriate style.

Excerpt 15: For Excerpt, He and Li's (2009) sifting of CEFs at the syntactic level appears rather strict, for their exemplification excluded many of the syntactic features proposed by Wei and Fei (2003) (e.g., S p adv./adjunct p V p O). (*System*, 2015)

### **To state an undesirable situation**

It is quite customary in academic publications to highlight an undesirable situation to expose readers to drawbacks of the previously conducted studies. Excerpt 16, for example, cites McGreal (1988), Peterson (2000) and Prybylo (1998) to highlight the current status of 'teacher evaluation methods' as being 'ineffective'. Broadly speaking, the current category bears a large amount of resemblance to the third theme (i.e. Show the gap or lack of studies), and the only reason forcing our hand to separately mention it here is framework comprehensiveness.

Excerpt 16: Although the importance of teacher evaluation is acknowledged by a number of researchers, the current teacher evaluation methods have come under fire for being ineffective (McGreal, 1988; Peterson, 2000; Prybylo, 1998). (*Journal of Teaching Language Skills*, 2017)

### **Using other's name to summarize**

In a word, scientific studies usually dedicate a separate section for reviewing previously done studies which includes a selective summary of related academic publications. Journal policies and the norms of scientific discourse communities encourage researchers to include a concise yet comprehensive summary of the related literature. Unable to dedicate bulky paragraphs to encapsulate related studies completely, researchers sometimes use one name to summarize a group of studies. In other words, only one name or study is put to use to summarize a group of studies. Excerpt 17, for example, cites Deppermann and Lucius-Hoene (2005) to summarize various case studies to highlight the status of 'traumatic experience' on a continuum entailing 'fully contextualized', 'structured narratives' and 'fragmented accounts'.

Excerpt 17: From the detailed analysis of numerous case studies, Deppermann and Lucius-Hoene (2005) conclude that verbalizations of traumatic experience can be seen as located somewhere along a continuum between fully contextualized, structured narratives and fragmented accounts. (*Applied Linguistics*, 2020)



### **To raise caution**

Confronted with academically dire situations, scientists often have to investigate ambiguous notions. Certain notions continue to be vague since the majority of the researchers cannot agree on what constitutes them. Furthermore, some researchers do not follow homogeneous statistical paths towards solving the same exact issues, therefore scientists hire citation to raise caution about certain issues. Excerpt 18 cites a group of studies to draw readers attention to the plethora of research conducted on 'the distribution of CF types' though the majority of them followed short-term observation protocols.

Excerpt 18: Although a number of studies (Ellis, Basturkmen, & Loewen 2001; Lyster & Mori 2006; Lyster & Ranta 1997; Sheen, 2004) have focused on the distribution of CF types in English as a foreign language (EFL) teaching classrooms, these studies have been based on short-term observations. (*Iranian Journal of Applied Linguistics (IJAL)*, 2016)

### **Encouraging further studying**

It is more than customary in scientific publications to encourage further investigation of a given problem. Inspiring other researchers to conduct more related studies has been an orthodox measure in most scientific communities. As a matter of fact, encouraging further research was also included in other frameworks whose main focus was move patterns of scientific publications. Nwogu (1997), for instance, clearly categories 'promoting further research' as a sub-move beneath 'stating research conclusions', which is a major move. Excerpt 19, for example, cites Creber and Giles (1983) and Preston and Prikhodkine (2013) to encourage further investigation into 'language attitudes' in 'minority language situations.

Excerpt 19: As we mentioned in the introduction to this article, echoing Creber and Giles (1983) and Preston and Prikhodkine (2013), such evidence is sorely needed in the study of language attitudes, and even more so in minority language situations such as that in coastal Belize. (*Applied Linguistics*, 2017)

### **Inconsistency in researchers' understanding of the same phenomenon**

Although it is quite customary to use citation for supporting scientific claims, some researchers applied citation strategies to manifest inconsistencies in researchers' understanding of the same phenomenon. The

current category entails citations that focused on presenting opposing views towards a given notion. Excerpt 20 cites a group of studies to state that corrective feedback is not effective, and then cites another group of studies to highlight the effectiveness of corrective feedback to 'enhance EFL/ESL writing'. Pushing potential readers to observe the existing disagreement in the related literature may result in higher level of comprehension.

Excerpt 20: More specifically, the related literature includes, on the one hand, studies (e.g., Sheppard, 1992; Truscott, 1996, 1999, 2004; Vengadasamy, 2002) that deem written corrective feedback ineffective and even harmful, and, on the other hand, studies (Binglan & Jia, 2010; Bitchener, 2008; Bitchener & Ferris, 2012; Bitchener & Knoch, 2015; Bitchener & Storch, 2015; Chandler, 2003; Ellis, 2009a, 2009b; Ferris, 2004, 2006; Hyland & Hyland, 2006; Sheen, 2007; Vyatkina, 2011;) that support the employment of written feedback in order to enhance EFL/ESL writing. (*Journal of Teaching Language Skills*, 2016)

### **Towards a Framework**

As put by Samraj (2013), "citation practices can vary in interesting ways across disciplines" (p. 300). Due to variations across disciplines in hiring citation norms, it seems more than necessary to design a framework for applied linguistics since as far as the knowledge of the researchers is concerned the previous researchers have not proposed a citation framework for applied linguistics. Trying to come up with citation frameworks and typologies is quite common in other fields which has led to the emergence of over 20 frameworks within the past decades (White, 2004). The number of emerged themes through the initial coding stages was quite bulky, then the researchers narrowed the list to 20 themes, which were given in the previous section. Going through the detected themes in the selective coding processes the researchers came to the realization that certain number of them are quite similar in nature, therefore the following major categories were developed.

### **Terminology**

The current category envelops the themes whose functions assisted scientists in pinpointing various aspects of key terms and related terminology. The following themes, found at open and axial coding stages, hired citation to enhance their terminological relevance to their relative discourse communities. Adhering to other studies to elaborate on crucial terms and notions can be contributed to researchers' enthusiasm for revering the previous scientists.

Furthermore, the logic behind employing these functions may reside in researchers' desire in engaging potential readers.

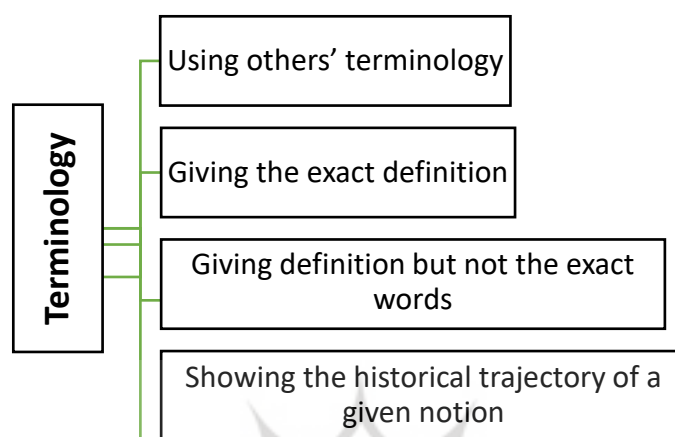


Figure 1: *Terminology*

Due to massive differences between the size of the international and local corpus, the researchers decided to report percentages to divulge differences appropriately. All the percentages are given in the chart given below. The current theme, for instance, has a higher fraction in the local corpus, compared to the international one. The underlying logic behind the local researchers' superiority in employing the current theme can be attributed to their status as a researcher. Since one aspect of gaining academic prominence and promotion is publishing in ISI-indexed journals, the experienced local researchers probably prefer getting published in international journals; therefore those who select domestic journals are probably at their initial stages of being a researcher. Furthermore, qualitative studies outdid quantitative studies in the current category which can be attributed to the novel status of qualitative studies in applied linguistics. Simply put, the implementation of qualitative measures in applied linguistics is a more recent phenomenon pushing researchers to employ citations to explicate the related terminology.

### Framework

The present category entails citations that were mainly hired to delineate various aspects of the framework or statistical test employed in the study. Consisting of two themes, which were initially detected in the previous coding stages, the current heading envelops all those citations revolving around research methodology and statistical processes. It should be added that, investigating a corpus of 14 research papers Mansourizadeh and Ahmad

(2011) proposed a citation function that is quite similar to the current theme. They named the function ‘to justify the procedures and materials’ which is “used in experimental section to provide support for the procedures and the materials used in the study” (Mansourizadeh & Ahmad, 2011; p. 155).

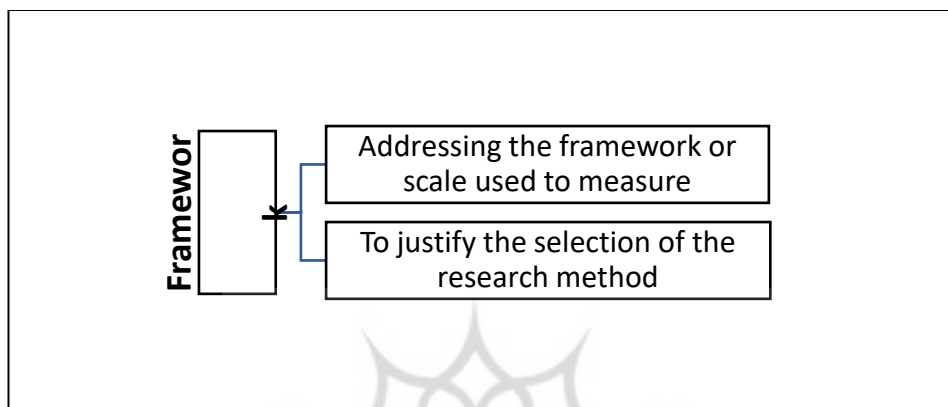
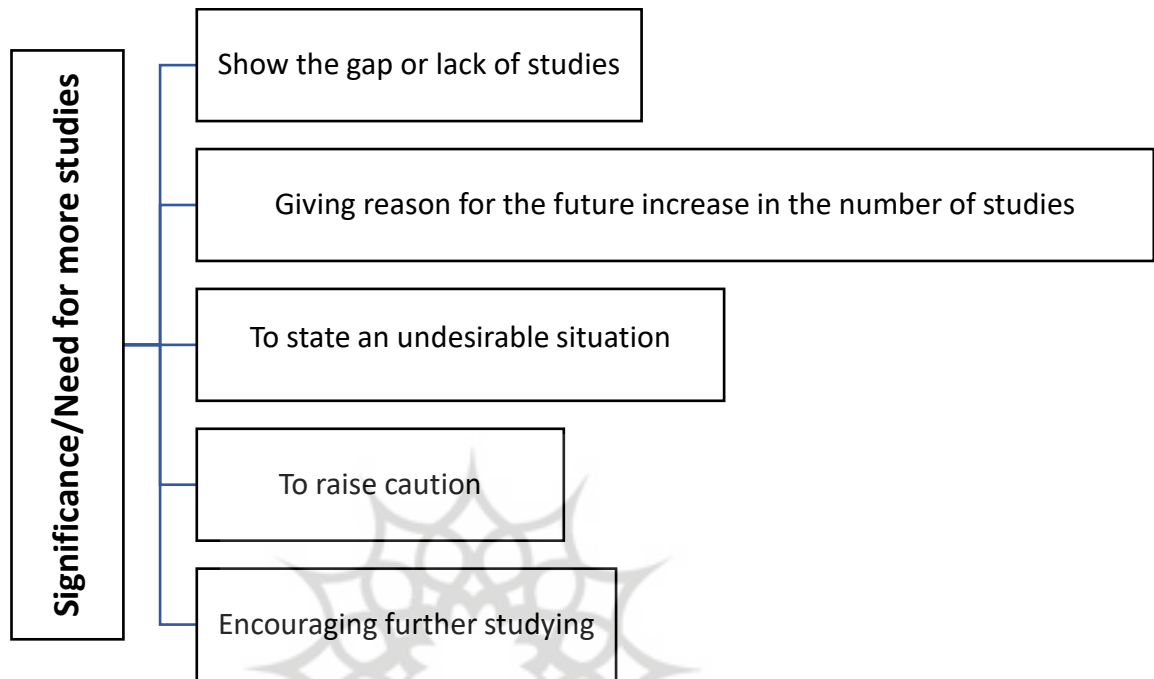


Figure 2: Framework

Both local and international researchers seem to have given equal weight to the current theme which can be attributed to the centrality of frameworks and statistical tests in applied linguistics. The difference between qualitative and quantitative studies, on the other hand, was quite noticeable which can be attributed to a more diverse spectrum of frameworks used in qualitative studies. Since the frameworks used in quantitative studies are often quite orthodox and well-established, due to the long history of quantitative studies in applied linguistics, researchers often do not feel the need to employ citations to explain or justify them.

#### Need for more studies

Turning the spotlight on the necessity of conducting more studies is the subject of the current category encompassing five functions discovered in the previous coding phases. Although the included functions under this category may seem quite different at first, they all contribute to the need for increasing the number of studies. Researchers sometimes put various citation techniques into use so that they can draw potential readers' attention to the significance of a given inquiry line. The above-mentioned move can be accomplished through diverse techniques mentioned in the figure below.

Figure 3: *Need for More Studies*

The international researchers outdid the local researchers in employing the current theme, although with a small margin. Apparently, the international researchers wanted to hire various citation strategies to draw readers' attention to the dearth of studies in a given area so that readers could appreciate the novelty of a given inquiry line. When it comes to differences between qualitative and quantitative studies, the researchers did not come across any tangible differences. It seems despite evident variations in the nature of such studies, both qualitative and quantitative studies resort equally to certain citation practices to draw readers' attention to shortcomings of the previous studies so that they can account for conducting further investigation.

### Setting the Scene

The categories fallen under this theme may seem diverse at first sight, however they all aid researchers in setting the research scene. The current theme bears a high level of resemblance to a theme in Samraj's citation typology, namely: background. Additionally, this finding is in line with a citation category in Petrić (2007) where researchers rely on attribution to attach information or activity to an author. The functions enclosed under this theme can be influential tools to divulge connections among researchers. The

present category also correlates with yet another theme from Petrić (i.e., establishing links between sources), which is mainly hired to “to point to links, usually comparison and contrast, between or among different sources used” (Petrić, 2007; p. 245).

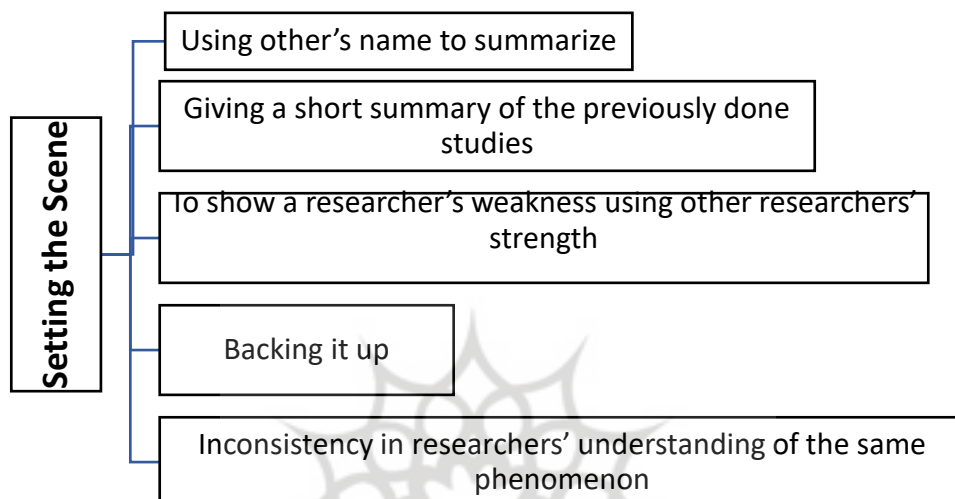


Figure 4: *Setting the Scene*

Taking a cursory look at the charts given below shows international studies' superiority in employing the current theme compared to the local researchers. This theme was mostly used prior to the presentation of the final results enabling researchers to create a coherent line of reasoning. The present theme enjoys the highest percentage, both in local and international corpus, amongst all the themes manifesting the centrality of setting the scene prior to the presentation of results in applied linguistics. Based on the findings, there was not a tangible difference between qualitative and quantitative studies in the current category. Despite theoretical differences, both qualitative and quantitative researchers believed in the utmost importance of employing citations to lay the groundwork a head of presenting the results.

### **Contextualize the Findings**

Scientific studies usually end with the *results and discussion* section where researchers put forth their findings. This theme includes not only citations used for supporting the findings, but also those citations whose function was to report discrepancies between the findings and the previously done studies. Very similar to this category are two moves detected by Ruiying and Allison (2003) in the result section of research articles in applied linguistics, namely: *reporting results* and *commenting on results* (Figure 5).

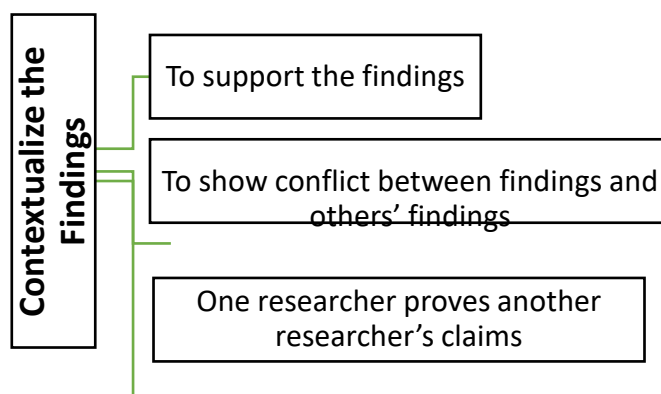


Figure 5: Contextualize the findings

The current theme (Figure 5) was found to be almost equally distributed across domestic and international researchers manifesting the crucial importance of contextualizing the findings in applied linguistics. This category bears a massive resemblance to ‘comparison of results’ and ‘interpretation of results’ categories in Samraj (2013) framework proving that the current theme’s popularity is by no means confined to applied linguistics. The results showed quantitative studies’ superiority in this theme that can be attributed to the long history of quantitative studies in applied linguistics. That is to say since quantitative studies have been conducted in applied linguistics for such a long time, researchers have access to a plethora of studies to support or oppose their results (Figures 6 and 7).

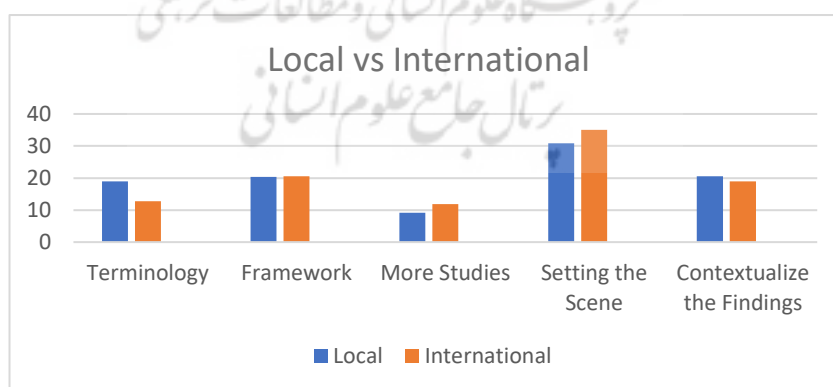


Figure 6: Citation Percentages for the Local and International Corpus

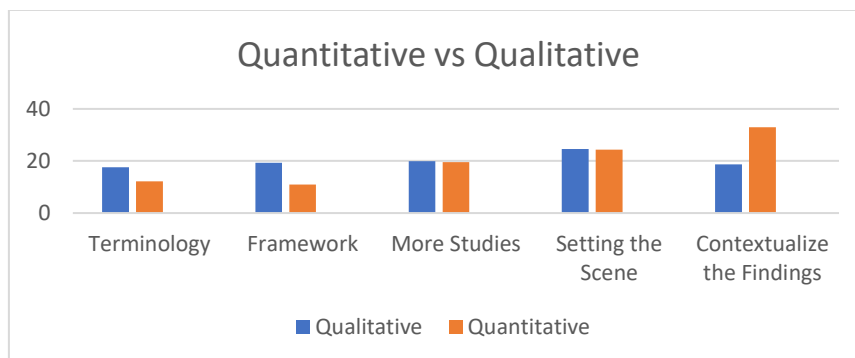


Figure 7: Citation Percentages for the Quantitative and Qualitative Studies

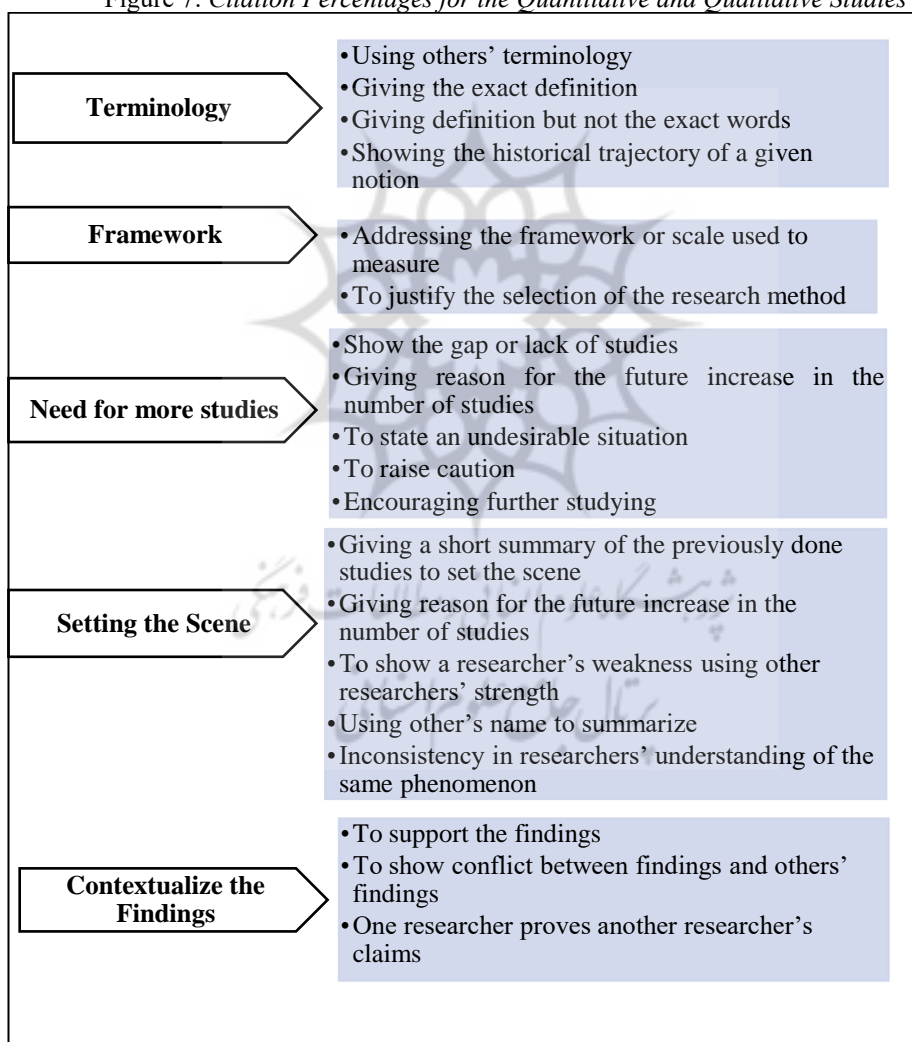


Figure 8: Citation Framework for Applied Linguistics



### Conclusion

The main objective of the current study was to come up with a citation framework for applied linguistics. The figure given above clearly delineates all the major themes together with their corresponding categories so that readers can grasp all the layers for citation functions. Four themes fall under the theme of terminology followed by two themes for the framework theme. Need for more studies and setting the scene themes encapsulates the highest number of themes comprising of 10 functions in total. The final category, which is contextualizing the findings, includes three themes. Ideally speaking, the current framework can pave the way for other researchers who are willing enough to investigate citation practices in applied linguistics and other neighboring disciplines.

Although the ultimate goal of the current study was to bring about a citation framework for the field of applied linguistics, the current framework can be employed to investigate scientific studies from other disciplines as well. It should be mentioned that, a number of citation frameworks have been established in other disciplines as well. As mentioned earlier, over 20 citation frameworks were reported in the related literature. Pickard (1995), for instance, hired Swales' typology to investigate a corpus of applied linguistic articles. Pickard's study did not result in expansion of Swales' framework in any form. Although it is not quite unorthodox to simply hire typologies and frameworks for descriptive purposes, some researchers took a step further and expanded the original frameworks. Thompson, for instance, conducted a group of studies (e.g. Thompson 2000, 2005; Thompson & Tribble, 2001) hiring Swales' framework which led to a more broadened typology mentioned below.

- Source
- Identification
- Reference
- Origin
- Verb Controlling
- Naming
- Non-citation

Thompson's citation framework was further developed by Samraj (2013) who investigated master's theses and research articles giving birth to the following functions for citation. Samraj employed genre analysis and specialist informant interviews to investigate formal characteristics and rhetorical functions of citations.

- Comparison of results

- Interpretation of results
- Explanation of results
- Evaluation of study
- Evaluation of field
- Research recommendations
- Applied recommendations
- Background

Petrić (2007) also hired Thompson's typology to analyze master's theses. Similar to Samraj (2013), Petrić (2007) also contributed to the expansion of previous typologies through categorizing citations into several groups mentioned below.

- Attribution
- Exemplification
- Further reference
- Statement of use
- Application
- Evaluation
- Establishing links between sources
- Comparison of one's own findings or interpretation with other sources
- Other

The underlying logic behind presenting the abovementioned typologies is to acquaint the readers of the current study with previously established citation frameworks in other disciplines. Furthermore, certain themes of the present study bear a high level of resemblance to some categories of the previously mentioned frameworks. The theme of need for more studies, for instance, is similar to the theme of 'research recommendations' in Samraj (2013). Contextualize the findings is another theme whose resemblance to comparison of results, interpretation of results and comparison of one's own findings or interpretation with other sources is quite evident. Despite the above-mentioned similarities to certain themes in other frameworks, this study has given birth to a framework that is way more comprehensive and all-inclusive than the other frameworks. The current framework entails 20 themes encapsulated under five major categories that are capable of addressing a diverse spectrum of citations. In a nutshell, the present citation framework is thorough enough to categorize each and every citation function in the field of applied linguistics.

**Declaration of interest:** None

### References

- Alcaraz-Azira, M. A. (2010). Evaluation in English-Medium Medical Book Reviews. *International Journal of English Studies*, 2, 137-153.
- Bakkalbasi, N., Bauer, K., Glover, J., & Wang, L. (2006). Three options for citation tracking: Google scholar, Scopus and web of science. *Biomedical Digital Libraries*, 3(1). <https://doi.org/10.1186/1742-5581-3-7>
- Bazerman, C. (1984). Modern evolution of the experimental report in physics: Spectroscopic articles in physical review, 1893-1980. *Social Studies of Science*, 14(2), 163-196. <https://doi.org/10.1177/030631284014002001>
- Bloch, J., & Chi, L. (1995). A comparison of the use of citations in Chinese and English academic discourse. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy* (pp. 231–274). Norwood, NJ: Ablex.
- Borg, E. (2000). Citation practices in academic writing. In P. Thompson (Ed.), *Patterns and perspectives: Insights into EAP writing practice* (pp. 26-42). Reading, UK: Centre for Applied Language Studies.
- Braine, G. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?". A reader reacts. *TESOL Quarterly*, 22(4), 700-702. <https://doi.org/10.2307/3587277>
- Bringer, J. D., Johnson, L. H., & Brackenridge, C. H. (2006). Using Computer-Assisted Qualitative Data Analysis Software to Develop a Grounded Theory Project. *Field Methods*, 18, 245–266.
- Broadus, R. N. (1983). An investigation of the validity of bibliographic citations. *Journal of the American Society for Information Science*, 34(2), 132-135. <https://doi.org/10.1002/asi.4630340206>
- Brookes, B. C. (1980). Aging in Scientific Literature. In A. I. Chernyi, *Problems of Information Science; Collection of Papers* (pp. 66-90). International Federation for Documentation, The Hague (Netherlands). Committee on Research on the Theoretical Basis of Information.
- Bryant, A. (2002). Re-grounding grounded theory. *Journal of Information Technology Theory and Application*, 4(1), 25-42.
- Bryant, A., & Charmaz, K. (2007). Grounded Theory Research: Methods and Practices. In A. Bryant & K. Charmaz (Ed), *the Sage Handbook of Grounded Theory*, (pp. 1-28). SAGE Publications Ltd.

- Charles, M. (2006). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes*, 25(3), 310-331. <https://doi.org/10.1016/j.esp.2005.05.003>
- Charles, M. (2006). The construction of stance in reporting clauses: A cross-disciplinary study of theses. *Applied Linguistics*, 27(3), 492-518. <https://doi.org/10.1093/applin/aml021>
- Charmaz, K. (2002). Grounded theory: Methodology and theory construction. In N.J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 6396-6399). Amsterdam: Pergamon.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Newbury Park, CA: Pine Forge Press.
- Charmaz, K., & Belgrave, L. L. (2015). Grounded theory. *The Blackwell Encyclopedia of Sociology*. <https://doi.org/10.1002/9781405165518.wbeosg070.pub2>
- Clarke, A. E. (2005). *Situational Analysis: Grounded theory after the post modern turn*. Thousand Oaks, CA: Sage.
- Cole, J. R. (1970). Patterns of intellectual influence in scientific research. *Sociology of Education*, 43(4), 377-403. <https://doi.org/10.2307/2111839>
- Cozzens, S. E. (1989). What do citations count? the rhetoric-first model. *Scientometrics*, 15(5-6), 437-447. <https://doi.org/10.1007/bf02017064>
- Crane, D. (1972). *Invisible colleges; Diffusion of knowledge in scientific communities*. University of Chicago Press.
- Cutcliffe, J. R. (2000). Methodological issues in grounded theory. *Journal of Advanced Nursing*, 31, 1476-1484.
- Duyx, B., Urlings, M. J., Swaen, G. M., Bouter, L. M., & Zeegers, M. P. (2017). Scientific citations favor positive results: A systematic review and meta-analysis. *Journal of Clinical Epidemiology*, 88, 92-101. <https://doi.org/10.1016/j.jclinepi.2017.06.002>
- Fanelli, D. (2012). Positive results receive more citations, but only in some disciplines. *Scientometrics*, 94(2), 701-709. <https://doi.org/10.1007/s11192-012-0757-y>
- Garfield, E. (1955). Citation indexes for science: A new dimension in documentation through association of ideas. *Science*, 122(3159), 108-111. <https://doi.org/10.1126/science.122.3159.108>
- Garfield, E. (1979). *Citation indexing: Theory and application in science, technology and humanities*.
- Gilbert, N. (1977). Referencing as persuasion. *Social Studies of Science*, 7(1), 113-122. <https://doi.org/10.1177/030631277700700112>
- Gittelman, M., & Kogut, B. (2003). Does good science lead to valuable knowledge? Biotechnology firms and the evolutionary logic of citation

- patterns. *Management Science*, 49(4), 366-382. <https://doi.org/10.1287/mnsc.49.4.366.14420>
- Glaser, B. G. (2001). *The grounded theory perspective: Conceptualization contrasted with description*. Mill Valley, CA: The Sociology Press.
- Hadley, G. (2017). *Grounded theory in applied linguistics research: A practical guide*. Taylor & Francis.
- Harwood, N. (2005). 'We do not seem to have a theory ... the theory I present here attempts to fill this gap': Inclusive and exclusive pronouns in academic writing. *Applied Linguistics*, 26(3), 343-375. <https://doi.org/10.1093/applin/ami012>
- Hooten, P. A. (1991). Frequency and functional use of cited documents in information science. *Journal of the American Society for Information Science*, 42(6), 397-404. [https://doi.org/10.1002/\(sici\)1097-4571\(199107\)42:63.0.co;2-n](https://doi.org/10.1002/(sici)1097-4571(199107)42:63.0.co;2-n)
- Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20(3), 341-367. <https://doi.org/10.1093/applin/20.3.341>
- Hyland, K. (2002). Activity and evaluation: reporting practices in academic writing. In J. Flowerdew (Ed.), *Academic discourse* (pp. 115–130). London: Longman.
- Kramsch, C. (2000). Second language acquisition, applied linguistics, and the teaching of foreign languages. *The Modern Language Journal*, 84(3), 311-326. <https://doi.org/10.1111/0026-7902.00071>
- Lawani, S. M., & Bayer, A. E. (1983). Validity of citation criteria for assessing the influence of scientific publications: New evidence with peer assessment. *Journal of the American Society for Information Science*, 34(1), 59-66. <https://doi.org/10.1002/asi.4630340109>
- Liu, M. (1993). Progress in documentation the complexities of citation practice: A review of citation studies. *Journal of Documentation*, 49(4), 370-408. <https://doi.org/10.1108/eb026920>
- Mansourizadeh, K., & Ahmad, U. K. (2011). Citation practices among non-native expert and novice scientific writers. *Journal of English for Academic Purposes*, 10(3), 152-161. <https://doi.org/10.1016/j.jeap.2011.03.004>
- Nwogu, K. N. (1997). The medical research paper: Structure and functions. *English for Specific Purposes*, 16(2), 119-138. [https://doi.org/10.1016/s0889-4906\(97\)85388-4](https://doi.org/10.1016/s0889-4906(97)85388-4)
- Okamura, A. (2008). Use of citation forms in academic texts by writers in the L1 & L2 context. *The Economic Journal of Takasaki City University of Economics*, 51(1), 20-44.

- Okamura, A., & Shaw, P. (2000). Lexical phrases, culture, and subculture in transactional letter writing. *English for Specific Purposes*, 19(1), 1-15. [https://doi.org/10.1016/s0889-4906\(98\)00004-0](https://doi.org/10.1016/s0889-4906(98)00004-0)
- Peirce, C. S. (1958). *Collected papers*. Cambridge: Harvard University Press.
- Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism. *TESOL Quarterly*, 30(2), 201-230. <https://doi.org/10.2307/3588141>
- Petrić, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. *Journal of English for Academic Purposes*, 6(3), 238-253. <https://doi.org/10.1016/j.jeap.2007.09.002>
- Pickard, V. (1995). Citing Previous Writers: What Can We Say Instead of 'Say'? *Hong Kong Papers in Linguistics and Language Teaching*, 18, 89-102.
- Rampton, B. (1997). Retuning in applied linguistics. *International Journal of Applied Linguistics*, 7(1), 3-25. <https://doi.org/10.1111/j.1473-4192.1997.tb00101.x>
- Reichert, J. (2007). Abduction: The logic of discovery in grounded theory. In A. Bryant & K. Charmaz (Eds.), *The handbook of grounded theory* (pp. 214-228). London: Sage.
- Rosenthal, G. (2004). Biographical research. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 48-64). London: Sage.
- Ruiying, Y., & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. *English for Specific Purposes*, 22(4), 365-385. [https://doi.org/10.1016/s0889-4906\(02\)00026-1](https://doi.org/10.1016/s0889-4906(02)00026-1)
- Rumrill, P. D., Fitzgerald, S. M., & Merchant, W. R. (2010). Using scoping literature reviews as a means of understanding and interpreting existing literature. *Work*, 35(3), 399-404. <https://doi.org/10.3233/wor-2010-0998>
- Samraj, B. (2008). A discourse analysis of master's theses across disciplines with a focus on introductions. *Journal of English for Academic Purposes*, 7(1), 55-67. <https://doi.org/10.1016/j.jeap.2008.02.005>
- Samraj, B. (2013). Form and function of citations in discussion sections of master's theses and research articles. *Journal of English for Academic Purposes*, 12(4), 299-310. <https://doi.org/10.1016/j.jeap.2013.09.001>
- Scollon, R. (1995). Plagiarism and ideology: Identity in intercultural discourse. *Language in Society*, 24, 1-28.
- Sievert, M., & Haughwout, M. (1989). An editor's influence on citation patterns: A case study of Elementary school journal. *Journal of the American Society for Information Science*, 40(5), 334-341. [https://doi.org/10.1002/\(sici\)1097-4571\(198909\)40:53.0.co;2-s](https://doi.org/10.1002/(sici)1097-4571(198909)40:53.0.co;2-s)
- Smith, L. C. (1981). Citation Analysis. *Library Trends*, 30(1), 83-106.

- Stern, P. N. (2016). Glaserian Grounded Theory. In Morse, J. M., Stern, P. M., Corbin, J., Bowers, B., Charmaz, K., Clarke, A. E. (eds.) *DEVELOPING GROUNDED THEORY The Second Generation*. Routledge: Taylor & Francis, pp. 55-65.
- Strübing, J. (2007). Research as pragmatic problem-solving: The pragmatist roots of empirically-grounded theorizing. *The SAGE Handbook of Grounded Theory* (pp. 580-601). <https://doi.org/10.4135/9781848607941.n27>
- Swales, J. (1986). Citation analysis and discourse analysis. *Applied Linguistics*, 7(1), 39-56. <https://doi.org/10.1093/applin/7.1.39>
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Swales, J. (2014). Create a research space (CARS) model of research introductions. In D. Downs and E. Wardle, *Writing about writing: A college reader* (pp.12-15). New York: Macmillan,
- Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students: Essential tasks and skills: a course for Nonnative speakers of English*. University of Michigan Press ELT.
- Thompson, G., & Hunston, S. (2000). Evaluation: An Introduction. In S. Hunston and G. Thompson (Eds). *Evaluation in Text: Authorial Stance and the Construction of Discourse* (pp. 3-27). Oxford: Oxford University Press.
- Thompson, P. (2005). Points of focus and position: Intertextual reference in PhD theses. *Journal of English for Academic Purposes*, 4(4), 307-323. <https://doi.org/10.1016/j.jeap.2005.07.006>
- Thompson, P., & Tribble, C. (2001). Looking at citations: Using corpora in English for academic purposes. *Language Learning & Technology*, 5(3), 91-105.
- Tight, M. (2007). Higher education research as Tribe, territory and/or community: A Co-citation analysis. *Higher Education*, 55(5), 593-605. <https://doi.org/10.1007/s10734-007-9077-1>
- Valerie, P. (1995). Citing Previous Writers: What Can We Say Instead of 'Say'? *Hong Kong Papers in Linguistics and Language Teaching*, 18, 89-102.
- Virgo, J. A. (1977). A statistical procedure for evaluating the importance of scientific papers. *The Library Quarterly*, 47(4), 415-430. <https://doi.org/10.1086/620723>
- White, H. D. (2004). Citation analysis and discourse analysis revisited. *Applied Linguistics*, 25(1), 89-116.
- Wilhite, A. W., & Fong, E. A. (2012). Coercive citation in academic publishing. *Science*, 335(6068), 542-543. <https://doi.org/10.1126/science.1212540>

- Zaltman, G. (1968). *Scientific recognition and communication behavior in high energy physics*. New York: American Institute of Physics
- Ziman, J. M. (1969) Information, Communication, Knowledge, *Nature*, 224, 318-324.
- Ziman, J. M. (1968). *Public knowledge: An essay concerning the social dimension of science*. CUP Archive.
- Zsindely, Z., Schubert, A., & Braun, T. (1982). Citation patterns of editorial gatekeepers in international chemistry journals. *Scientometrics*, 4(1), 69-76.

### Biodata

**Siamak Moradi** is a PhD candidate of Applied Linguistics at Kharazmi University, Iran. He has been teaching English for the past 15 years. Discourse analysis and critical discourse analysis are his main areas of interest.

**Esmat Babaii (Corresponding Author)** is a Professor of Applied Linguistics at Kharazmi University, Iran, where she teaches research methods, language assessment, and discourse analysis to graduate students. She has published articles and book chapters dealing with issues in language assessment, Systemic Functional Linguistics, test-taking processes, and critical approaches to the study of culture and language. Her most recent work (How 'Good' or 'Bad' Others can be) was published in the special issue of Language and Intercultural Communication (2023)

**Mohammad R. Hashemi** is an associate professor of applied linguistics at Kharazmi University, Tehran—where he has taught undergraduate and postgraduate courses. His current research interest falls in the areas of qualitative and mixed methods research in applied linguistics, language teacher professionalism, and discourse studies. His work has been published in international journals.