

L1 and L2 Writers' Use of Citations in Research Article Introductions*

Seung Hee Lee · Chul Joo Uhm**

(Chonnam National University)

Lee, Seung Hee & Uhm, Chul Joo. (2015). L1 and L2 Writers' Use of Citations in Research Article Introductions. *The Linguistic Association of Korea Journal*, 23(2), 1-17.

This study analyzed citation practice found in research article introductions (hereafter RAIs) written by Korean and native English-speaking authors using a typology of citation functions. The study drew on sixty RAIs published between 2008 and 2012 in three national and three international journals. The results show that the Korean and native English authors used 1.4 citations per introduction on average. They served the same functions, most commonly for attribution, establishing links between sources, or exemplification, and least commonly as identification, evaluation, or statement of use. However, the function of *reference* revealed an extreme difference between the two corpora. By providing better understanding of the functions of citation, this study will hopefully assist novice writers in producing English-medium RAs more acceptable to international journals.

Key Words: citation functions, introduction, research article, CARS model

1. Introduction

EAP (English for Academic Purposes) researchers (e.g., Hyland, 2000; Swales 1986, 1990; Thompson, 2000, 2001, 2005) regard the use of citation as a distinguishing feature of academic writing and have studied its form and function across multiple disciplines (Charles, 2006; Hyland, 1999; Lee & Uhm,

* This work is based on the first author's doctoral dissertation (Lee, 2014).

** The first author is Seung Hee Lee and the corresponding author, Chul Joo Uhm.

2014; Pickard, 1995; Thompson & Tribble, 2001), languages and cultures (Bloch & Chi, 1995; Pennycook, 1996), and genres (Hewings et al, 2010; Park, 2011; Petrić, 2007). Despite differences in approach and methodology, researchers have come to agree that in academic writing, citation serves not only to give predecessors their due but also to support the citing writer's own arguments and create his or her research space.

Most of the current studies on citation practices of RAs have paid attention to the finding of differences between corpora and likely causes for them. Bazerman (1988), one of the early contrastive rhetoricians viewed cultural differences, disciplinary cultures, and genre characteristics as likely factors, but as the sciences continue to evolve, so too have the rhetorical means by which they are communicated. Later, Swales declared that "like all living genres, the RA is continually evolving" (1990, p. 110).

Further investigation as to whether the writing style of Korean authors has changed or not is therefore of interest, as is the question of whether national journals share the same communicative purposes with international journals.

Issues on whether the L2 writers' discourse styles and patterns have changed or not and whether national journals share the same communicative purposes with international journals are therefore of great interest in the field of ESP. Although many studies on citation practices in RAs (e.g., Min, 2004; Park, 2011; Shim, 2006) have been conducted, very little research has explored the citation functions in RAs written by Korean L2 English authors or compared RAs in national journals with those in international journals.

This study deals with the investigation of the rhetorical style of RAs written by Korean L2 English authors with that written by L1 English authors in terms of the citation function. Furthermore, the present study categorizes its findings not only by the nationality of the authors but also by the journals in which they were published, in order to ascertain how much national and international publications differ in their preferences for the citation function.

The research questions for the present study are as follows:

1. Do Korean authors use different citation functions than native English-speaking authors do in research article introductions?
2. Do national journals prefer a different rhetorical style in research article introductions than international journals do, in terms of the use of citation function?

2. Literature Review

A multitude of studies have been conducted by researchers on the topic of citation in academic writing across multiple fields; sociology, information science, applied linguistics, etc. Among others, citation analyses in applied linguistics have focused on the many different forms and functions of citations across various disciplines. Swales (1986) identified two major types of citations by reviewing textual analyses of citations in other disciplines. These two types – integral and non-integral citations – are based on linguistic criteria and syntactic position (Swales, 1990). Later studies further split these two types of citations into three integral citation types and four non-integral citation types, each based on its syntactic position and its contextual functions (Thompson, 2001, 2005; Thompson & Tribble, 2001).

Numerous studies on citation practices have been conducted in regard to disciplinary variation, cultural difference, genre comparison, journal comparison. Thompson and Tribble (2001) compared their corpus of sixteen doctoral theses in two disciplines (agricultural botany and agricultural economics) with Hyland's (1999) corpus of eighty research articles in eight disciplines, not only in terms of the number of citations but also in terms of the ratios of non-integral to integral citations and the percentage of citations including direct quotation. Through two analyses, their work demonstrated clear differences in both disciplines and genres of academic writing in writers' citation practices.

Harwood (2009) contributed by analyzing citation functions employed by computer scientists and sociologists. In his study, computer scientists used citation more often to direct their audience to further reading (signposting) than sociologists, who employed them more to engage readers in critical dialogue with their sources (engaging). On the other hand, taking for data sixteen theses written by native speakers in politics and materials science to study finite reporting clauses with the *that*-clause complement, Charles (2006) found some evidence of disciplinary differences in grammatical subject and verb choice.

Cultural differences in citation use have received attention from a number of researchers (Belcher, 1994; Bloch & Chi, 1995; Carter-Thomas & Rowley-Jolivet, 2013; Pennycook, 1996). For instance, Bloch and Chi (1995) compared citation dates and their function cross-culturally between American and Chinese

academics, as well as between the social sciences and physical sciences. They found Chinese citation practices to be markedly different from those of American academics. Multiple genres have gone under the microscope of citation research, including published RAs (Hewings et al., 2010; Mansourizadeh & Ahmad, 2011; Min, 2004; Park, 2011; Shim, 2006), doctoral dissertations (Dong, 1996; Thompson, 2000, 2005; Thompson & Tribble, 2001), and master's theses (Charles, 2006; Petrić, 2007).

Some researchers have tried to develop effective citation tactics to assist inexperienced writers. Petrić (2007) contributed when she analyzed citation functions in high- and low-graded master's theses and recorded different trends in their citation usage. She also suggested activities to help students improve their sourcing and citation skills, arguing such methods should be employed in EAP instruction. In the same vein, Mansourizadeh and Ahmad (2011) analyzed fourteen research articles written by non-native experts and novice writers, then found differences in their usage of citation types and functions. Emphasizing explicit instructions for citation, the two researchers urged student involvement in a number of scholarly activities. However, Hewings, Lillis, and Vladimirov' (2010) study took an alternate view, asserting that citation choices differ between national and international periodicals.

Recent studies on citation employ the interview-based approach (Harwood, 2009; Harwood & Petrić, 2012) in hopes of obtaining a more thorough analysis. Researchers used to study citations using content and context analysis; the analyst determined the function or motivation on the basis of the surrounding text. However, these methods proved limited. As Cronin (2005) argued, citation is a private and subjective process, so citing behavior cannot be readily identified by a textual analyst. Consequently, many studies now identify writers' rhetorical motivations through the discourse analytic approach.

3. Methodology

3.1 Data Selection

In order to avoid the well-observed 'discipline-specific writing variations'

(see Crookes, 1986 and Swales, 1990), this study deals with only one discipline: applied linguistics. In addition, the introduction section of the RAs was the only genre being considered.

In the course of building the corpus, the following criteria were imposed: 1) that the articles be experimental; 2) that the nationality of the authors be either Korean or that of an English-speaking, Western country; 3) that the articles have an 'Introduction' heading. As in Lee and Uhm (2014), articles' eligibility for the second criterion was insured by obtaining the identities of the Korean authors through the National Research Foundation of Korea and by confirming the home countries of native speakers published in the international journals. In the latter case, a two-step verification process was used.¹⁾ Only the RAIs of native English speakers from the U.S.A., Great Britain, Canada, Australia, or New Zealand were accepted.

Consequently, sixty RAIs issued in a recent five-year period (2008-2012) were compiled with the help of Wordsmith 5.0. Thirty RAIs were extracted from issues of the national journals *English Teaching*, *Foreign Languages Education*, and *Korean Journal of Applied Linguistics*; thirty RAIs from issues of the international journals *System*, *Foreign Language Annals*, and *Second Language Research*.

3.2 Data Analysis

Since a reader's knowledge of content plays a crucial part in discourse comprehension (Taylor & Chen, 1991), a team of three raters,²⁾ who have expertise in the field of applied linguistics was assembled to maximize the objectivity of the analysis. Before beginning the present study, the raters executed a preliminary study with twenty RAIs in applied linguistics and adopted ten functions excluding four overlapped functions among Mansourizadeh and Ahmad's (2011) six different citation functions and Petrić's

1) First, any articles written by authors with non-English surnames, or affiliations with institutions in non-English speaking countries were excluded. Second, authors' nationalities were confirmed via e-mails (see Appendices for the identification letter and some authors' replies) (Lee & Uhm, 2014).

2) They were two Koreans (a professor of applied linguistics and a high school English teacher with an M.A.) and one American (an EPIK teacher with a B.A. in English).

(2007) eight for citation function. However, they judged that not all ten functions were applicable to the corpus and omitted the two functions of ‘comparison’ and ‘application,’ thereby completing a typology of eight different citation functions.

- Attribution: The citation is used to attribute information (a proposition, a term, or a stretch of text) or activity (a research, discourse, or cognitive act) to a researcher.
- Support: The citation is used to provide evidence for a topic’s significance, justify the procedures and materials, support the writer’s argument or claim, or validate a study’s findings.
- Exemplification: The citation is used to provide information on the source(s) and illustrate the writer’s statement, preceded by ‘for example’ or ‘e.g.’
- Reference: The citation is used to refer to works in which a reader might gain additional information on an issue, preceded by ‘see’ or ‘cf.’
- Identification: The citation is used to identify the actor or the agent in the cited sentence where there is a reporting verb.
- Statement of use: The citation is used to state what works are used in the writer’s own research and why.
- Establishing links between sources: The citation is used to connect sources with a similar argument, research finding, or focus of study.
- Evaluation: The citation is used to assess the work of another writer through evaluative language ranging from individual words to clauses.

After each of the three raters coded the sixty RAIs manually, they searched the texts for coding disagreements and reconciled them through further discussion of the coding criteria. In the case of multifunctional citations, context along with author’s intention was considered.

4. Results and Discussion

Table 1 shows the number of words and citations in the sixty RAIs, and the

result of dividing the number of citations by the number of words for every one hundred words, revealing distinctions between the Korean and native English authors and among the six journals. The total number of citations in the Korean RAIs was 189. The number of citations per introduction ranged from a minimum of one to a maximum of seventeen. The native English RAIs contained 259 citations, with each introduction including from zero to twenty citations. The native English RAIs offered seventy more citations in total than the Korean RAIs; the native English authors employed an average of 2.3 more citations in an introduction than the Korean authors did (8.6 vs. 6.3). After adjusting the figures to account for the difference in the length of the two RAIs, however, the number of citations per introduction was the same in both groups, with 1.4 on average.

The Korean RAIs contained a relatively small number of citations in comparison to the native English RAIs: thirteen introductions (43.3%) in the Korean RAIs and eight (26.7%) in the native English RAIs had fewer than four citations, reflecting the length of the journals in which they were published. *KJAL*, the shortest journal, had 3,912 words and fifty citations in total. Five of its introductions included fewer than four citations. *SLR*, the longest journal, had a total of 8,333 words and 110 citations, with only one introduction containing fewer than four citations. It is clear that the number of citations is related to the length of introductions in this corpus.

Table 1. Frequency and Density of Citations in Both Groups of RAIs

Korean				Native English			
Data	No. of words	No. of citations	Density ^a	Data	No. of words	No. of citations	Density ^a
ET 1	364	3		System 1	387	6	
ET 2	843	8		System 2	281	4	
ET 3	625	17		System 3	431	6	
ET 4	495	8		System 4	663	16	
ET 5	510	3		System 5	1070	20	
ET 6	553	11		System 6	354	10	
ET 7	606	9		System 7	352	5	
ET 8	431	3		System 8	304	4	
ET 9	417	1		System 9	885	14	
ET 10	622	7		System 10	191	0	
Sub total	5466	70	1.3		4918	85	1.7
FLE 1	368	7		FLA 1	491	3	
FLE 2	613	12		FLA 2	260	2	

FLE 3	373	4		FLA 3	767	12	
FLE 4	434	9		FLA 4	415	2	
FLE 5	358	2		FLA 5	450	11	
FLE 6	352	6		FLA 6	669	5	
FLE 7	603	16		FLA 7	707	7	
FLE 8	427	2		FLA 8	387	3	
FLE 9	376	7		FLA 9	578	11	
FLE 10	330	4		FLA 10	622	8	
Sub total	4234	69	1.6		5346	64	1.2
KJAL 1	421	3		SLR 1	285	4	
KJAL 2	500	8		SLR 2	1061	11	
KJAL 3	352	8		SLR 3	1218	19	
KJAL 4	316	2		SLR 4	545	13	
KJAL 5	281	4		SLR 5	669	7	
KJAL 6	631	3		SLR 6	654	7	
KJAL 7	324	5		SLR 7	695	9	
KJAL 8	328	5		SLR 8	798	9	
KJAL 9	245	4		SLR 9	992	13	
KJAL 10	514	8		SLR 10	1416	18	
Sub total	3912	50	1.3		8333	110	1.3
Total	13612	189	1.4		18597	259	1.4

*Density^a: average figures of dividing the number of citations by the number of words per 100 words

The result of analyzing the eight types of functions demonstrates that Korean and native English authors evidenced similar preferences in the usage of citation functions. In both RAIs, citations were most often used for attribution, establishing links between sources, or exemplification. In the native English RAIs, the most common citation function - attribution - accounted for 53.7 percent of total citations, followed by establishing links between sources with a distant 19.7 percent. Taken together, the two functions accounted for 73.4 percent of citations. Authors of the Korean RAIs used their citations to attribute and to establish links with similar proportion (37.6% and 34.4%, respectively). Neither set of authors often used citations for 'Identification', 'Statement of use', or 'Evaluation', which were found in very low proportions, making up less than 1.6 percent of the total. The primary role of citation is to disclose the source of an author's argument, thereby gaining credibility with the audience. Finding 'Attribution' and 'Establishing Links' the most common functions of citation is therefore to be expected.

In addition, an extreme difference was revealed between the two RAIs. No

instance of 'Reference' was found in the Korean RAIs, while as many as twenty-one instances occurred in the native English RAIs. The fact that the Korean authors never once utilized the function in thirty introductions is surprising. It is likely that 'Reference' does serve a similar function to 'Exemplification', the third-most common function in the Korean RAIs, in that they provide further information on an author's statement. The difference in use may be because the Korean authors perceive the markers such as 'see' or 'compare' to be less direct than 'e.g.,' 'i.e.,' or 'for example.' In other words, they seem to prefer using a function to directly support their arguments.

Table 2 is the product of the RAIs' analysis, in which research papers were outlined, on the supposition that they would include a variety of functions to correspond with particular chapters. In attempting to establish a research territory by claiming the significance of their research topics and areas, the authors inserted citations to demonstrate relevant knowledge, whether by attributing information to a source or by establishing links between sources. Remarkably, the Korean authors employed citations for establishing links almost twice as much as the native English authors. The use of this particular function requires an intimate familiarity with the field in question to integrate similar arguments or research findings, but does award more credibility to an author's argument. The finding thus implies that the Korean authors supported their statements strategically and appealed to the members of academic communities.

To set up a niche, the authors indicated a gap or problem in prior research, which is connected to the 'Evaluation' function. Almost all authors displayed a tendency to avoid evaluating previous research, as reflected in the result of the analysis. Finally, the authors announced their research and presented research questions, methods, or value. Citations functioned as 'Statement of use' relating to presenting methods. However, the description accounted for only 4.8 percent of the total, making 'Statement of use' one of the least preferred functions.

Table 2. Citation Functions in Both Groups of RAIs

	Number of instances			Number of * introductions	
	Korean	Native English	Korean -Native	Korean	Native English
Attribution	71 (37.6%)	139 (53.7%)	-16.1%	28 (93.3%)	28 (93.3%)
Support	17 (9%)	10 (3.9%)	5.1%	9 (30%)	8 (26.7%)
Exemplification	27 (14.3%)	34 (13.1%)	1.2%	13 (43.3%)	14 (46.7%)
Reference	0	21 (8.1%)	-8.1%	0	11 (36.7%)
Identification	3 (1.6%)	1 (0.4%)	1.2%	3 (10%)	1 (3.3%)
Statement of use	3 (1.6%)	2 (0.8%)	0.8%	3 (10%)	2 (6.7%)
Establishing links between sources	65 (34.4%)	51 (19.7%)	14.7%	24 (80%)	21 (70%)
Evaluation	3 (1.6%)	1 (0.4%)	1.2%	2 (6.7%)	1 (3.3%)
Total	189	259			

*In the number of introductions, the introduction stands for that of the corpus.

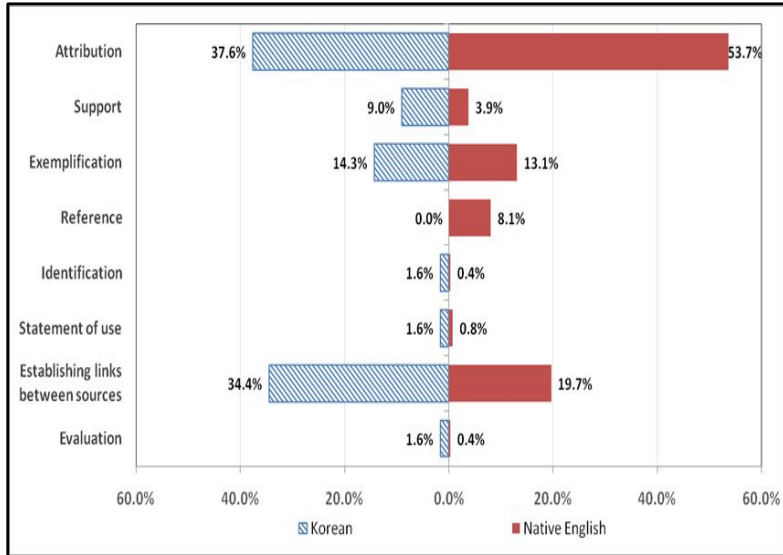


Figure 1. Proportion of Citation Functions in Both Groups of RAIs

A journal-dependent aspect also contributed to the result; in the case of 'Reference', fourteen instances (66.7%) out of twenty-one were found in six introductions of *SLR*. As for 'Support', a distinct difference in the number of instances was discovered between the RAIs, likely because in the national journal *FLE* no fewer than eleven cases appeared. Concerning 'Establishing links', an inverse relationship was found between the number of instances and the number of introductions; it was used in more *KJAL* introductions than in those of other journals, but occurred in fewer instances (fifteen in nine introductions) (see Table 3). The following are examples of the functions mentioned above.

[Attribution] Research on adult L2 acquisition has shown that adult learners are also sensitive to word co-occurrence (WCO) frequencies in language (Ellis, 2003). (System 9)

[Establishing links] Despite the wealth of the literature on L2 reading, L2 in-class reading has suffered a lack of systematic, organized approaches to the teaching of L2 reading based on well-known theories and strong empirical evidence in L2 reading pedagogy (Bernhardt, 1991; Diaz-Rico, 2004; Grabe & Stoller, 2002; Suh, 1999). (ET 2)

[Exemplification] Recently some studies (e.g., Adams, 2005) have started to investigate the possible effects of oral and writing tasks and found that integrated tasks (writing with oral interaction) seem to have greater facilitative effect on learning than oral-only tasks. (ET 8)

[Reference] However, over the last decade or so, it has been acknowledged that the existence of two already-acquired language systems at the onset of L3 acquisition makes this process unique and worthy of study in its own right, resulting in a sharp increase in interest in the exploration of the nature of L3 systems from formal linguistic perspectives (for a review, see Leung, 2007a). (SLR 2)

Table 3. Distribution of Each Journal in Citation Functions

	Number of instances						Number of introductions					
	ET	FLE	KJAL	System	FLA	SLR	ET	FLE	KJAL	System	FLA	SLR
Attribution	25	25	21	44	40	55	10	10	8	9	9	10
Support	2	11	4	4	3	3	2	5	2	3	3	2
Exemplification	15	7	5	13	6	15	6	5	2	5	2	7
Reference	0	0	0	4	3	14	0	0	0	2	3	6
Identification	2	0	1	1	0	0	2	0	1	1	0	0
Statement of use	1	0	2	0	1	1	1	0	2	0	1	1
Establishing links between sources	24	26	15	18	11	22	7	8	9	7	5	9
Evaluation	1	0	2	1	0	0	1	0	1	1	0	0
Total	70	69	50	85	64	110						

5. Conclusion

The present study investigated the citation functions of thirty RAIs written by Korean L2 English authors with those of thirty RAIs written by L1 English authors in a comparative way. Concerning the three most-used functions for citation (attribution, establishing links between sources, and exemplification) and its three least common functions (identification, statement of use, and evaluation), the two corpora practically mirrored each other. However, ‘Reference’ functioned totally differently; no instance of it was discovered in the Korean RAIs, whereas no fewer than twenty-one instances were located in the native English RAIs. Among the journals, *FLE* exhibited favoritism toward ‘Support’ and *SLR* often used ‘Reference.’

The result of this study suggests the Korean L2 authors utilized the same citation functions as the native English authors excluding one. It seems that because most of them are experts in the chosen field, but it is not easy for novice writers to acquire exact functions by means of multiple readings and imitation of senior writers’ papers. Therefore, they could get help from explicit instructions. Instructors should raise novice writers’ awareness of citation practices needed in academic writing and their proper usage for rhetorical

purposes must be learned in order for the novices to fully participate in their chosen communities of academic discourse. Instructors might use citation typologies of forms (Swales, 1990) and functions (Mansourizadeh, & Ahmad, 2011; Petrić, 2007) to help novice writers understand citation practices and how to properly identify their rhetorical strategies.

In addition, some activities of analyzing actual research papers seem to be of great use. For example, novice writers “might be asked to either individually or collaboratively analyze them using citation typologies, and to compare their work with others (Lee & Uhm, 2015, pp. 174-175).” These activities could expand into other disciplines or genres in order to broaden their knowledge of the rules and conventions. At the same time, instructors would encourage novice writers to use proper forms of citation in a diverse array of functions and to develop their own citation functions.

It is obvious that this study dealing with a single discipline and utilizing only a small size of corpus has limitations in the generalization of the results. Further larger-scale studies would be useful in the field of EAP or discourse analysis in general.

References

- Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison: The University of Wisconsin Press.
- Belcher, D. (1994). The apprenticeship approach to advanced academic literacy: Graduate students and their mentors. *English for Specific Purposes*, 13(1), 23-34.
- 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. 231-273). Norwood, NJ: Ablex.
- Carter-Thomas, S., & Rowley-Jolivet, E. (2013). Citation from a cross-linguistic perspective: The case of French researchers publishing in English. *ESP Across Cultures*, 10, 111-126.
- Charles, M. (2006). Phraseological patterns in reporting clauses used in citation:

- A corpus-based study of theses in two disciplines. *English for Specific Purposes*, 25, 310-331.
- Cronin, B. (2005). *The hand of science: Academic writing and its rewards*. Lanham, MD: Scarecrow Press.
- Crookes, G. (1986). Towards a validated analysis of scientific structure. *Applied Linguistics*, 7, 57-70.
- Dong, Y. R. (1996). Learning how to use citations for knowledge transformation: Non-native doctoral students' dissertation writing in science. *Research in the Teaching of English*, 30, 428-457.
- Harwood, N. (2009). An interview-based study of the functions of citations in writing across two disciplines. *Journal of Pragmatics*, 41, 497-518.
- Harwood, N., & Petrić, B. (2012). Performance in the citing behavior of two student writers. *Written Communication*, 29(1), 55-103.
- Hewings, A., Lillis, T., & Vladimirova, D. (2010). Who's citing whose writings? A corpus based study of citations as interpersonal resource in English medium national and English medium international journals. *Journal of English for Specific Purposes*, 9, 102-115.
- Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20(3), 341-367.
- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. London: Longman.
- Lee, S.-H. (2014). *Rhetorical structure of L1 and L2 research article introductions*. Unpublished doctoral dissertation, Chonnam National University, Gwangju, Korea.
- Lee, S.-H., & Uhm, C.-J. (2014). Rhetorical structure of L1 and L2 research article introductions. *The Linguistic Association of Korea Journal*, 22(2), 155-181.
- Mansourizadeh, K., & Ahmad, U. K. (2011). Citation practices among non-native expert and novice scientific writers. *English for Academic Purposes*, 10, 152-161.
- Min, S.-J. (2004). Citation practices in academic corpora: Implications for EAP writing. *English Language & Literature Teaching*, 10, 113-126.
- Park, K.-Y. (2011). Influential factors in integral citation choices in research article introductions. *Korean Journal of Applied Linguistics*, 27(1), 315-340.
- Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory and

- plagiarism. *TESOL Quarterly*, 30(2), 201-230.
- Petrić, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. *English for Academic Purposes*, 6, 238-253.
- Pickard, V. (1995). Citing previous writers: What can we say instead of "say"? *Hong Kong Papers in Linguistics and Language Teaching*, 18, 89-102.
- Shim, E.-S. (2006). Use of citations in academic writing. *English Language Teaching*, 18, 157-178.
- Swales, J. M. (1986). Citation analysis and discourse analysis. *Applied Linguistics*, 7(1), 39-56.
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Taylor, G., & Chen, T. (1991). Linguistic, cultural, and subcultural issues in contrastive discourse analysis: Anglo-American and Chinese scientific texts. *Applied Linguistics*, 12(2), 319-336.
- Thompson, P. (2000). Citation practices in Ph.D theses. In L. Burnard & T. McEnery (Eds.), *Rethinking language pedagogy from a corpus perspective* (pp. 91-101). Frankfurt: Peter Lang.
- Thompson, P. (2001). *A pedagogically-motivated corpus-based examination of Ph.D theses: Macrostructure, citation practices and uses of modal verbs*. Unpublished doctoral dissertation, University of Reading.
- Thompson, P. (2005). Points of focus and position: Intertextual reference in Ph.D theses. *Journal of English for Academic Purposes*, 4, 307-323.
- Thompson, P., & Tribble, C. (2001). Looking at citations: Using corpora in English for academic purposes. *Language Learning & Technology*, 5(3), 91-105.

APPENDIX I

The Identification Letter

Dear _____,

How do you do?

My name is 000000. _____ At present I'm collecting data on the introductions of research articles in journals of applied linguistics. I intend to compare the Korean authors' writing style with that of researchers who are natives of English-speaking countries, utilizing Swales' CARS model.

I'd like to include your own writing in my data. For the purposes of my study, however, it's important for me to confirm that each non-Korean author I analyze is indeed a native of his or her country. So if I may be so bold, would you confirm that you are a native of your country? I will be very grateful for your response.

Sincerely,

0000000

APPENDIX II

Examples of Authors' Confirmation Replies

Hi,

Good luck with your project. Yes, I am a NS of English, from the UK.

Katherine Thornton

Dear _____,

I am happy to inform you that I am a native English speaker. I was born

and raised in the US.

Which article will you be looking at?

I would also enjoy reading your findings when you finish.

Good luck with your project.

Dear _____,

I am a native speaker of American English. Good luck with your project, it sounds very interesting.

Sincerely,

Jill Jegerski

I am a native speaker of English.

Joan Jamieson

Seung Hee Lee

Department of English Education

Chonnam National University

77 Yongbong-ro, Buk-gu

Gwangju 500-757

Email: cherrypet0910@hanmail.net

Chul Joo Uhm

Department of English Education

Chonnam National University

77 Yongbong-ro, Buk-gu

Gwangju 500-757

Phone: 062-530-2440

Email: cjuhm@jnu.ac.kr

Received on March 31, 2015

Revised version received on June 18, 2015

Accepted on June 25, 2015