Cross-cultural variation in citation practices: A comparative analysis of Czech and English linguistics research articles

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Citations in academic discourse

➤ a key aspect of the interpersonal dimension of academic discourse (e.g. Halliday 1994, Swales 1990, Hyland 2000, Charles 2006)

➤ by creating intertextual connections align the researcher(s) with a particular disciplinary community and show affiliation to particular views and methods (e.g. Hyland 1999, 2000)

➤ contribute to the efforts of the authors to persuade their peers/ readers to accept their knowledge claims, methodology and point of view (e.g. Swales 2004, Thompson 2005, Charles 2006)
   - put current research into a larger context
   - enhance credibility
   - provide justification for arguments and positions
   - claim novelty for a position or findings presented

Factors influencing citation practices

- ➢ the social and cultural background

- ➢ the epistemological and literacy tradition

- ➢ genre conventions

- ➢ disciplinary conventions

- ➢ the extent to which the author is prepared to claim authority as the source of the knowledge and position expressed in the text

Previous research on citation practices

➢ Rhetorical functions of citations (e.g. Thompson 2005, Petric 2007)

➢ Linguistic features of citations, e.g. evaluative function of reporting verbs (Thompson & Ye 1981, Hyland 1999) and subject vs. non-subject position (Hyland 1999)

➢ Typology of in-text citations (e.g. Swales 1999, Hyland 1999, Fløttum et al. 2006) – integral vs. non-integral

➢ Cross-disciplinary variation in citation practices (e.g. Hyland 1999, Harwood 2004, Charles 2006)

➢ Linguistic medium and geographical location (e.g. Flowerdew 2000, Petersen & Shaw 2002, Lillis, Vladimirou & Curry 2010, Hewings, Lillis & Vladimirou 2010)

Geolinguistic dimension of citations

➤ The centre – periphery dichotomy
  - world systems theory (Wallerstein 1991)
  - inner, outer and expanding circless of users of English (Karhu 2001)
  - adapted to academic discourse participation (e.g. Canagarajah 2002, Salager-Meyer 2008, Uzuner, 2008, Lillis & Curry 2010)

➤ Semi-periphery (Lillis & Curry 2010, Bennett 2011)

➤ English as *Tyrannosaurus rex* (e.g. Swales 1997, Flowerdew J. 2000, Tardy 2004)

➤ Centre and periphery citation practices (e.g. Lillis, Vladimirou & Curry 2010, Hewings, Lillis & Vladimirou 2010)
  - language medium
  - publication type and impact factor

Aims of the presentation

➢ Analysis of the citation practices of native speakers of English publishing in an English-medium high impact international linguistics journal and Czech authors publishing in an English-medium national linguistics journal

➢ Comparison of citation practices according to:
  – language medium – English, Czech, other
  – recency – recent sources (last ten years), earlier sources
  – type of publication cited – journal, (chapter in) monograph-proceedings, other (dictionary, internet source etc.)
  – type of citation: non-integral, generalization, integral or direct quote; self-citation

➢ Discussion of the tendencies in the use of citations in the two corpora

Material

Research articles written by **native speakers** of English

- ➢ published in the journal *Applied Linguistics* (2001-2010)
- ➢ national English-medium journal
- ➢ 10 articles by different authors – single-authored and co-authored
- ➢ total size approx. 77,500 words
- ➢ average article length – 7,500 words

Research articles written by **Czech linguists**

- ➢ published in the journal *Discourse and Interaction* (2008-2011)
- ➢ high impact inernatonal journal
- ➢ 10 articles by10 different authors – all single-authored
- ➢ total size approx. 48,000 words
- ➢ average article length – 4,800 words

Cross-cultural differences in academic writing

English academic writing

- interactive, dialogic

- negotiation of meaning

- reader-oriented

- marked authorial presence

- strict discourse norms

- explicit discourse organisation

Czech academic writing

- low-interactive, monologic

- conceptual clarity

- writer-oriented

- backgrounded authorial presence

- absence of strict discourse norms

- low on explicit disc. organisation

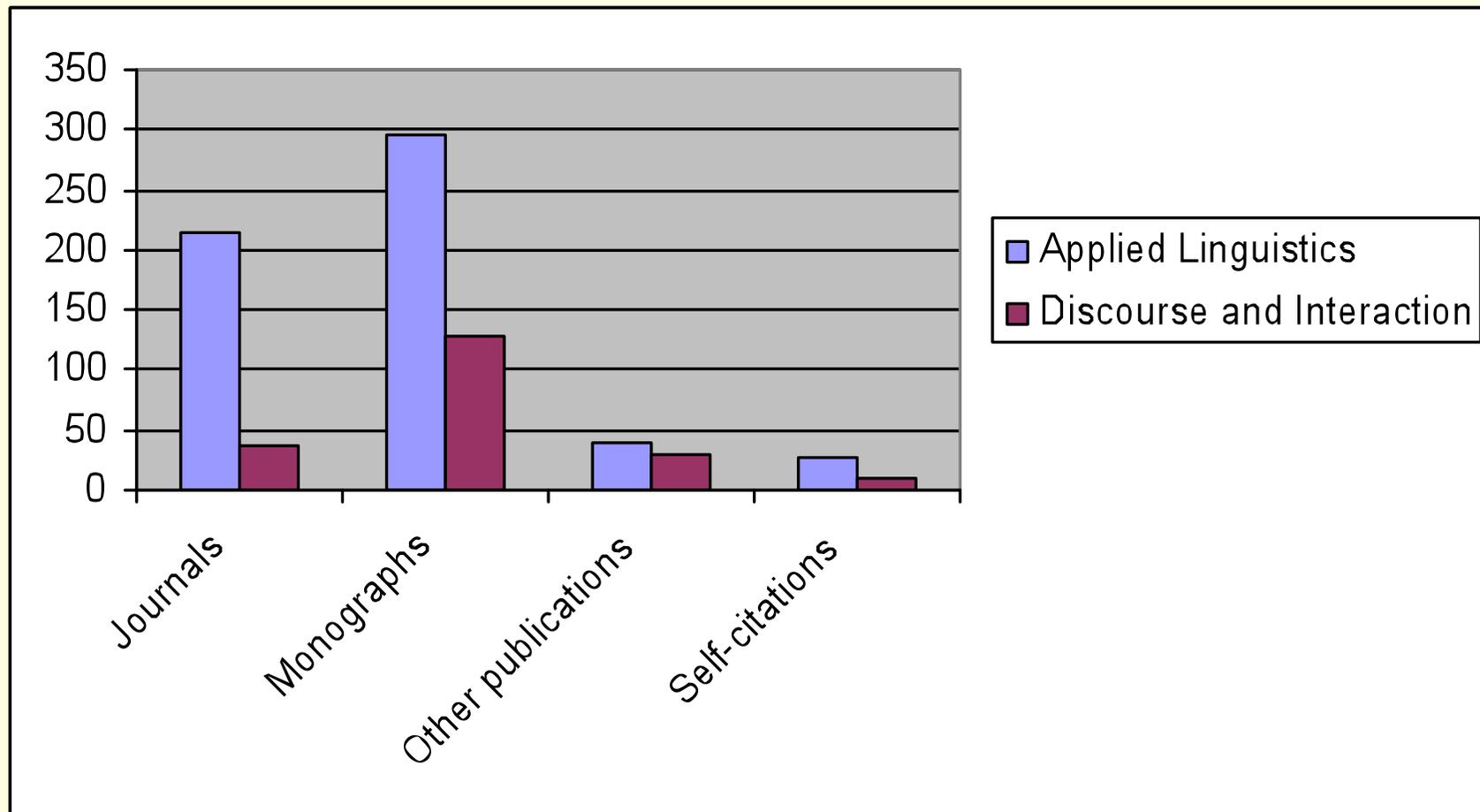(e.g.Clyne 1987, Čmejrková &Daneš 1997, Duszak 1997, Chamonikolasová 2005)

Bibliographical references by language
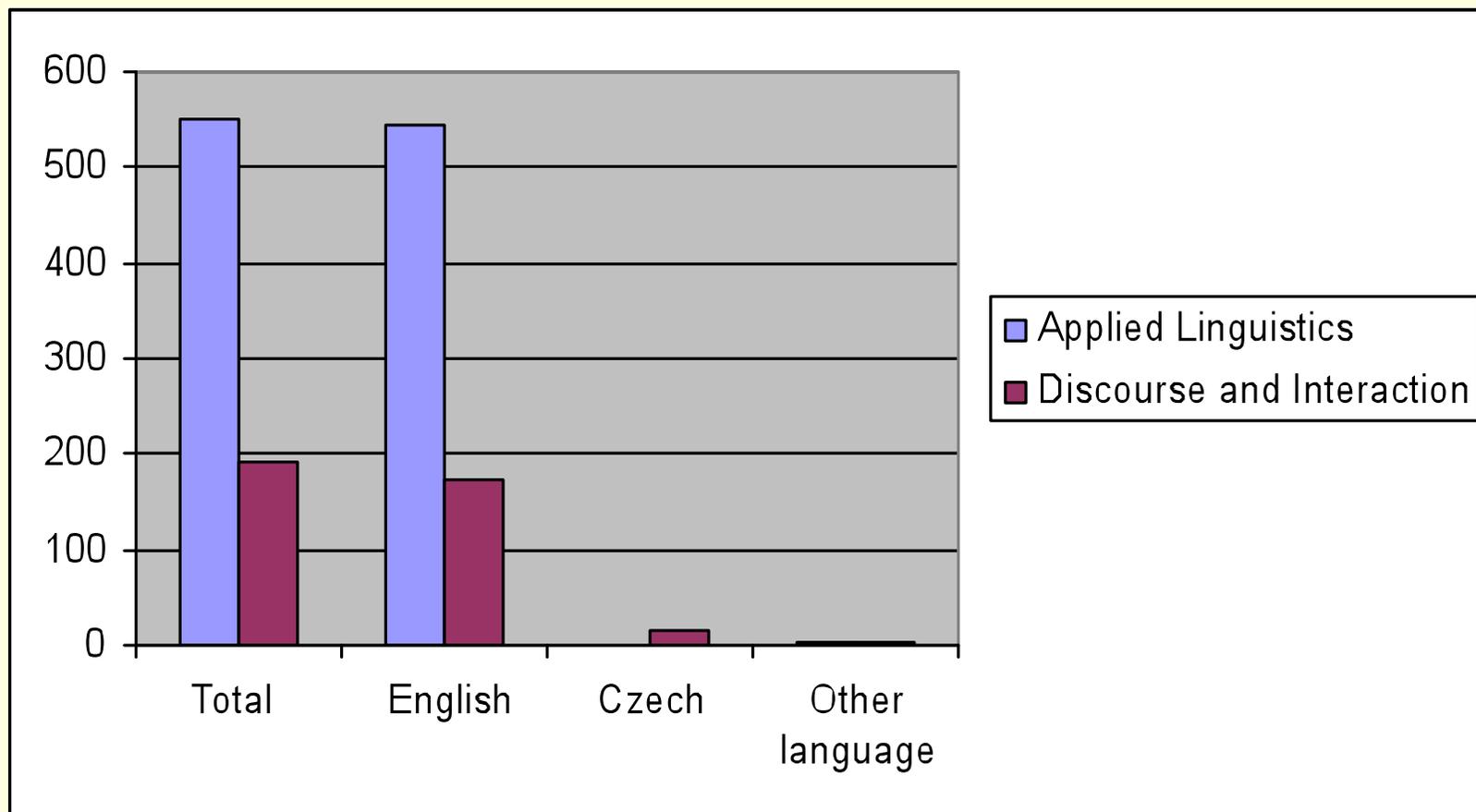
Bibliographical references by language

| Corpus	Total		English		Czech		Other language	
	Raw No	%	Raw No	%	Raw No	%	Raw No	%
AL	549	100	545	99	-	-	4	1
D&I	193	100	174	90.1	15	7.8	4	2.1

Bibliographical references by type of publication

Bibliographical references by type of publication

Corpus	Journals		Monographs		Other		Self-citations	
	Raw No	%	Raw No	%	Raw No	%	Raw No	%
AL	215	39.2	295	53.7	39	7.1	28	5.1
D&I	36	18.7	127	65.8	30	15.5	9	4.6

Types of in-text citations
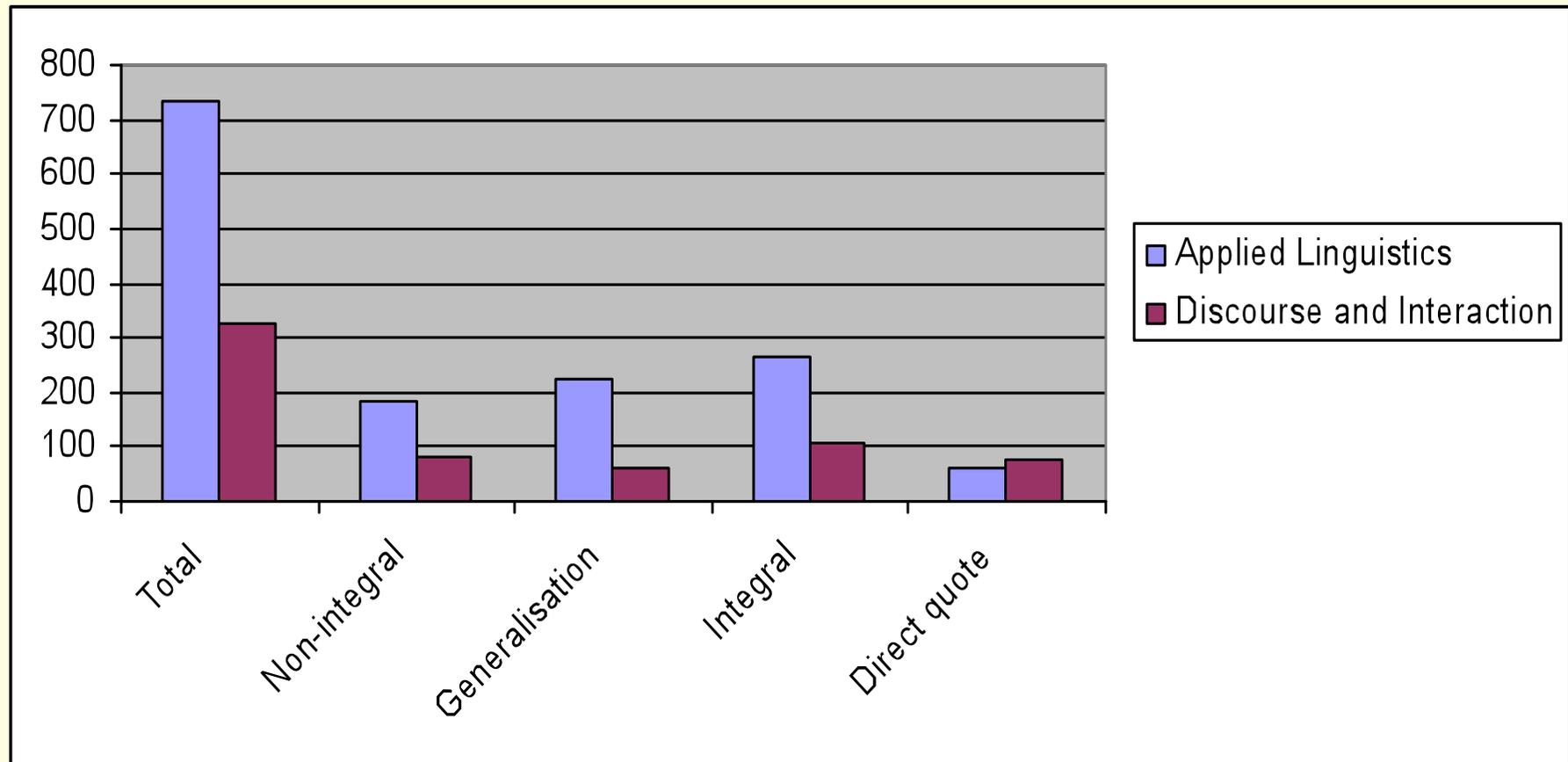
Types of in-text citations

Corpus	Total		Non-integral		Generalisation		Integral		Direct quote	
	Raw No	%	Raw No	%	Raw No	%	Raw No	%	Raw No	%
AL	733	100	184	25.1	226	30.8	263	35.9	60	8.2
D&I	325	100	83	25.6	61	18.7	106	32.6	75	23.1

Integral citations

➢ *Applied Linguistics* - Introduction

<u>Swales (1993, 1996) refers to a number of stages </u>in the publication process-the editor's letter to the reviewer, the actual review, the editor's summative letter to the author-that he suggests have 'their own generic sub-systems' (Swales 1996: 46) that often remain unavailable for public scrutiny or 'occluded'. <u>We agree with Swales </u>that these occluded genres are worthy of study, and that, as they are relatively straightforward with a clear and limited purpose, the components are easily identified.

➢ *Discourse and Interaction* - Introduction

<u>Scollon (1998), for example, not only refutes </u>the sender/receiver model but also claims that it is virtually impossible to define the so-called 'implied reader'. <u>From our point of view, </u>the theory of 'implied reader' is still at least partly valid because newspapers need to delimit their readership in order to get their share of the market, although they themselves realize that such a reader does not really exist <u>(cf. XXXX 2009, Reah 2002). </u>

Self-citations

➢ *Applied Linguistics* **- Conclusions**

In this paper, I have set out to describe a relatively unexplored area in the way writers of academic texts interact with their readers. In <u>Thompson and Thetela (1995) we drew</u> on the concept of the reader-in-the-text and the distinction between interactive and interactional resources in exploring how interaction works in advertisements-openly persuasive texts which typically exploit many of the features of spoken registers. <u>What I have set out to demonstrate here is that the same approach is equally illuminating when applied to written text types</u> which are much less overtly dialogic.

➢ *Discourse and Interaction* **- Introduction**

A great deal of texts under analysis fall into the category of the Old and New testaments of the Bible; following Firbasian tradition (see especially Firbas 1989, 1995, 1996), <u>the author's own research</u> has dealt with poetic, narrative, and dialogic biblical texts respectively <u>(XXXX 2004, 2006).</u>

Conclusions

➢ The citation practices of Anglo-American and Czech authors differ, although they show the same main tendencies

➢ The reference lists in the *Applied linguistics* corpus include more items and the articles comprise considerably more in-text citations than in the *Discourse and Interaction* corpus

➢ Both Anglo-American and Czech authors show a marked preference towards citing work published in English

➢ Czech authors tend to cite journals less frequently

➢ In the *Applied linguistics* corpus there are more generalisations and less direct quotes than in the *Discourse and Interaction* corpus

➢ Self-citation is not a systematic feature in the *Discourse and Interaction* corpus

Conclusions

- ➢ It is obvious that the status of English as an academic lingua franca has made it the preferred language of citations
- ➢ Citations are a key factor in showing affiliation to a particular discourse community
- ➢ The global academic discourse community priviliges English-medium texts from central publications
- ➢ Citations of scholars publishing in national languages are less frequent and thus these scholars are relegated to peripheral participation in the global academic discourse community
- ➢ Czech authors accommodate to this tendency, although they tend to cite their colleagues and other Czech authors when possible

Thank you

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Operational Program Education for Competitiveness
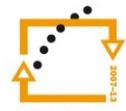and the Czech Ministry of Education, Youth and Sports.