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| RESEARCH ARTICLE

Functions of Citation in the Literature Review Section of MPhil Theses

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| ABSTRACT
Citations constitute a necessary requirement in academic writing since a text is always in dialogue with other texts. The present study aims to examine the rhetorical functions of citation in the literature review section of thirty (30) MPhil theses purposely selected from the disciplines of English and Curriculum Studies at the University of Cape Coast, Ghana. Interview data obtained from six lecturers and four graduate students from the two disciplines served as supplementary data to the textual data. The study adopted a combined analytical framework of Petric (2005) and Thompson and Tribble's (2001) classification of citation functions. In terms of the functions of citation, a key finding of the study was that English theses favoured exemplification, establishing links, evaluation, and application. However, Curriculum Studies used attribution, origin, and double attribution. Other functions revealed in the interview included showing awareness of what is going on in the field of research and giving stature to a person's work. These findings contribute to the growing literature on citation practices, learners' academic writing, and disciplinary variation. Pedagogically, the study expresses the need for lecturers of Research Methods and theses supervisors to socialize learners into the best citation practices of their disciplinary communities.

| KEYWORDS

Academic writing, citation practices, citation functions, literature review, MPhil thesis

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1. Introduction

Academic discourse refers to the ways of thinking and using language which exist in the academy (Hyland, 2009). In other words, academic discourse centres on the use of language in academia and how members of that community process their thoughts. Hyland (1999) asserts that academic discourse does not only function as a tool to convey one's thoughts but also to influence one's formation of social identity, values, and world knowledge. Duff (2010) adds that academic discourse is usually connected with specific disciplines or professional areas and is embodied both in texts and in other modes of interaction and representation. Besides, it is normally found within academic communities such as school or university programs and classrooms. Thus, academic discourse is a complex representation of knowledge, authority, and identity that comprises language(s), ideologies, and other semiotic or symbolic resources, often displayed in texts, but one that has strong social, cultural, institutional, and historical foundations and functions (Leki, 2007).

Indeed, Hyland (2006, p. 38) opines, "knowledge produced by the academy is cast largely in written language, spoken genres such as lectures, seminars, peer discussions and conference presentations across disciplines". Academic discourse is grouped into spoken and written genres. Duff (2010) posits that oral academic discourse is normally much more spontaneous and public than written discourse, the latter often produced in relative isolation by a writer (student, professor)—although with a great deal of social, academic experience leading up to the writing - and then submitted to someone else for private assessment or comment. With regard to written academic discourse, Connor (1991) argues that writing is interaction within a discipline-specific discourse community that involves more than the generation, translation, and organization of ideas. Writing in an academic community is influenced by the beliefs, values, and norms of various disciplines. Ideas have to meet the demands and standards of the academic discourse community. Academic writing is characterized by the display of disciplinary variation. While disciplines are often distinguished by their specialized subject areas, diverse topics, methodologies, and ways of seeing the world, which characterize them also mean that they have different discourses, different expectations of argument, and different forms of verification (Hyland, 2006). Bahadorfar and Gholami (2017) indicate that citation is an essential and common feature of academic writing and is used by academic writers to achieve different purposes.

Differences in citation practices have been noted among different disciplines, especially between hard sciences and the humanities (Adel & Garretson, 2006; Hyland, 1999; Petric, 2005). However, studies (Adel & Garretson, 2006; Hyland, 1999; Thompson & Tribble, 2001 Yeh, 2010) that have investigated citation practices across disciplines have not paid attention to the theses written by students of Curriculum Studies and English. The present study attempts to fill the gap by examining the functions of citation practice in the MPhil theses written by students of English, Curriculum Studies, which have been under study in the area of citation practice. In other words, this study examines how graduate students of the two selected disciplines engage in citation practices.

2. Theoretical Review

This section considers the literature review section of the thesis and the rhetorical functions of citation per their relevance to the present study.

2.1 Literature Review in the Thesis

In this section, we discuss the common purpose of the LR, its content, and its discourse function.

Literature review (LR), according to Hart (1998), is a body of knowledge on the research topic, explaining that it helps in the acquisition of knowledge and understanding of the topic, of what has already been done on it, how it has been researched, and what the key issues are. It also provides evidence of the understanding of previous research on the topic. This amounts to showing that a candidate has understood the main theories in the subject area and how they have been applied or developed as well as the main criticisms of the theories that have been made on the topic. Akindele (1995) explains that, as a genre, the LR requires the writer to justify his/her own research by critically evaluating previous research. It involves previewing statements of personal judgment and appeals to shared norms and values. Bruce (1994) intimates that, usually, LR serves the purpose of providing the background and justification for the discussion.

Hart (1998) believes that LR must show rigour, consistency, clarity, brevity, and effective analysis and synthesis; that is, the use of these ideas in the literature review section to justify a particular approach to the topic, selection of method, and demonstration that this research contributes something new. Hart (1998) further argues that the LR is integral to the success of academic research. He explains that it is the progressive narrowing of the topic through the LR that makes most research assume practical consideration. He adds that examining the literature on a topic involves understanding the standpoints (moral and ethical) and perspectives (political and ideological) an author has used. Essential techniques such as analyzing an argument, thinking critically, and mapping ideas are important here (Hart, 1998).

An important aspect of the LR is that it identifies, synthesizes, analyzes, and evaluates previous studies which deal with a topic and identify 'the gap' in the literature that the research aims to 'fill' (Akindele, 1995; 2008; Lynch, 2014; Twumasi, 2012). Shaw and Green (2002) hold that the methodical acquisition and understanding of the extensive body of knowledge is mostly an established outcome of a thesis. The LR is a critical indicator of the quality of the thesis, as it should demonstrate mastery of knowledge of the field; the relationship between past studies and the present study; sense of criticality/voice; argumentation; gap in the existing literature, and varied referencing skills (Hart, 1998). According to Holbrook et al. (2004b), examiners determine the quality of a thesis as a whole using the literature review as a 'litmus test.' A pass requires coverage and a working understanding of the literature.

Krishnan and Kathpalia (2002:187) indicate that a review of existing literature adds to the "wealthworthiness" of one's writing and "provides authoritative support for statements or claims that might otherwise be interpreted by readers as a mere uncorroborated opinion." The LR is used to explain the research and not just to show what other researchers have done. The aim of the review should be to evaluate and show relationships between the work already done, the current work, and how the work adds to the research already carried out. It also involves why the research needs to be carried out, how the researcher came to choose certain methodologies or theories to work with. The writing should be clear and concise, devoid of colloquialisms and personal language. It should always aim to be objective and respectful of others' opinions, bearing in mind that it is not a forum for sentimentalism or strong personal opinions, which are all true of academic writing. The dissertation or thesis LR offers an opportunity to see how texts are informed by other texts; that is, intertextuality, a key aspect of academic writing/discourse.

2.2 Citation typology

Citation reflects two forms: bibliographic citation and in-text citation, and the focus of the present study is on the in-text citation.

Swales (1990) introduced the basic distinction between i*ntegral* and *non-integral citations*. With integral citation, the name of the cited author occurs within the sentence, whereas non-integral citation places the author's name outside of the text, either in parentheses, in footnotes/endnotes, or by superscript numbers (Hyland, 1999). In the former, the meaning of the sentence does not depend on the citation. The citation can be taken out of the sentence, and it will not affect the meaning or the grammatical structure of the sentence. The latter is the citation that plays an explicit grammatical role within a sentence. Hyland (1999) and Petric (2005) noticed that integral citations foreground the researcher, while non-integral citations emphasize the reported research or information. Swales (1990) suggests that citation convention (numerical or author/date) may affect the choice between integral and non-integral forms, and he argues that numerical conventions predispose the writer to use non-integral citation.

Example 1 (Integral citation):

On the African scene, ASSP (1968) formulated the general objectives of Social Studies for African states….

In example 1 above, ASSP (1968), the source is placed in subject position, and its absence will render the sentence ungrammatical.

Example 2 (Non-integral citation):

In effect, the teacher is the final "filter through which the mandated curriculum passes" (Marsh & Wills, 2003, p. 194)

Example 2 above has the source placed in parenthesis and does not play any grammatical role in the structure. Thus, the absence of the source will not render the sentence ungrammatical but will attract plagiarism issues.

2.3 Classification of citation functions

Citation functions involve judgments on the role of citation in relation to the meaning of the text. Three functions have earlier on been noted by Thompson and Tribble (2001): attribution, exemplification, and further reference. Petric (2005) identifies five additional functions: statement of use, application, analysis and evaluation, establishing links between sources, and comparison of one's own findings or interpretation with other sources.

First, Attribution is used to attribute information or activity to an author. Second, Exemplification is usually preceded by '*for example*' or, *e.g.,* and provides information on the source(s), illustrating the writer's statement. Also, Further reference is usually put in parentheses or a footnote, and it is preceded by *see,* or *refer to*... Next, Statement of Use is used to state what works are used in the thesis and for what purposes. While application makes connections between the cited and the writer's work in order to use the arguments, concepts, terminology, or procedures from the cited work for the writer's own purposes, Evaluation considers how the work of another author is evaluated by the use of evaluative language, ranging from individual words (e.g., evaluative adverbs) to clauses expressing evaluation. Furthermore, Establishing Links points to links, usually comparison and contrast, between or among different sources used. Last is Origin citation, which indicates the originator of a concept, technique, or product.

The present study considers both identifications of the functions of citations by these three scholars (Thompson and Tribble and Petric) for a richer analysis of the study. However, the present study does not adopt all the functions which have been identified by Thompson and Tribble, and Petric. Some of the functions have not been adopted because it is not all the functions that are applicable in the present study. A function like comparison of one's own findings with other people's findings is not applicable in the present study. Comparison of one's findings with others, according to Petric, is typically found in the rhetorical section titled "Findings," but the present study looks at the LR section of the master's thesis and not Findings. Petric (2005) and Thompson & Tribble's (2001) classification of citation functions will serve as the analytical framework for the present study.

3. Empirical Review

This section of the article reviews relevant previous studies so as to establish the relationship between previous studies and the present work, identify the niche, and the need for the present study to occupy that niche. In this section, specifically, we review studies on expert writings, learner's writing, and the creation of disciplinary variation in relation to citation practices.

3.1 Expert genres and citation practices

First, expert genres have been studied for their use of citation (e.g., Arsyad, Zaim & Susyla, 2018; Thomas & Hawes, 1994; 1997; Yeh, 2010). For instance, Thomas and Hawes (1994) and Hawes and Thomas (1997) investigated tense, aspect, and voice choices in the reporting verbs in a corpus of research articles (RAs) from the *Journal of Psychosomatic Medicine*. Their studies revealed that the main choices for the verb in reporting sentences in the data are the past tense, mainly in the active form with a few passives, the present tense, and the present perfect (active and passive). Citations with past tense verbs and named researchers of the subject seem to have the discourse role of providing particulars for a preceding generalization or the basis for a claim. Citations with present tense verbs generally perform the discourse function of communicating generalized interpretations/conclusions, and they suggest writer commitment to the reported information. Yeh (2010) used a current corpus-based study of two corpora of 40

RAs selected from two Teaching English as Second Language (TESL) journals in order to explore and compare International and Taiwanese scholars' citation practices. Results showed that the two corpora exhibit some similarities, such as a preference for summary/paraphrase and generalization over direct quotations and abundant use of citations in introductions. The analysis also found that Taiwanese scholars used fewer citations than their international counterparts. Besides, Arsyad, Zaim, and Susyla (2018) investigated the citation style of Indonesian and international authors in forty English RA introductions published in Medical Science journals. Devoted to the use of tenses and citation types, the study revealed more similarities than differences in the review, citation style, and linguistic features of RA introductions in the two different Medical Sciences journals. However, the study suggested that Indonesian writers in Medical Sciences ought to use negative evaluation when reviewing and citing other's work in their English RA introductions to enable them to publish in international journals. It is not only expert writings that have received attention but learners' writing as well.

3.2 Learners' writing and citation practices

The citation has been studied in learner's writing. However, postgraduate writing is given attention here since the present study focuses on an aspect of MPhil theses. Such studies include Badenhorst (2018), Thuy Loan and Pramoolsook (2016), Petric (2005), and Burada (2012).

First, Badenhorst (2018) explored the citation patterns, complexity, and discursive practices in master's students' LRs in the Faculty of Education at a medium-sized university in Canada. Data were collected in the form of student papers (drafts and final versions) from that final seminar course, with the aim of analyzing the LRs through citation patterns and practices. The study revealed that although both Armani and Caelan had received the same instruction, and both were confident about their topics, in the process of moving from draft to final paper, Armani was able to shift from truth-like statements to positioning an argument through her citation use. However, Caelan was stuck in the mire of avoiding plagiarism.

Thuy Loan and Pramoolsook (2016) examined in-text citations in 24 LR chapters of TESOL M.A. theses written by Vietnamese students. Antconc software, Thompson and Tribble's (2001) framework for citation types and functions, and discourse-based interviews with the actual thesis writers and their thesis supervisors were employed. Their findings confirmed the claim that non-native novice writers could not fully learn crucial citation practices from a mere reading of the guidelines. Besides, these writers preferred integral citations, with a very limited number of citation functions in their LR chapters. The analysis further showed the presence of several secondary citations.

Petric (2005) examined citation practices of master's students writing in English as a Foreign Language (EFL) in the Department of Gender Studies at Central European University (CEU). A part of the study provided a comparative analysis of citations used in high and low-rated theses. Interviews with thirty students and six thesis supervisors were combined with a comparative citation analysis in sixteen high and low-rated master's theses. It was found that there were differences in citation use between high and low rated theses in terms of numbers, types, and distribution of the sources used; numbers, density and distribution of citations; and proportions and linguistic realizations of integral citations. Recently, Anyassari (2021) examined the citation practices in Master's theses of Indonesian students. Employing a corpus-based approach, 7 exemplary theses were purposively sampled and analyzed, adopting Thompson and Tribble's (2001) framework of types of citations. The analysis showed that Verb Controlling was more in the data, but the Reference form was totally absent.

With reference to learners' writings, citation practices in PhD writings have also been examined. Burada (2012) investigated citations in a small corpus of PhD theses composed in Romanian by graduate students in Engineering, Silviculture, and Business. Employing qualitative descriptive, the study indicated differences in both form and function of citation across fields which are traditionally included among the 'hard' disciplines. Next, Sibanda (2020) investigated manifestations of over-citation in three PhD theses. A review of diverse pragmatic functions citations serves helped in the identification of needless citations which lacked consonance with any of the functions. A content-context analysis of the pragmatic function of each citation in the three theses revealed over-citation and superfluity in theses.

The above studies reviewed show that citation function has not received much attention in studies in disciplines of English and Curriculum Studies. English is selected because "it values language in general and writing in particular as powerful and fundamental tools of teaching and learning" (Afful, 2005, p. 15). Besides, being a member of the Department of English and my interaction with faculty will greatly enhance the interpretation of data from this department. Curriculum Studies is selected in the present study as it has not been involved in current studies on citation practices.

3.3 Disciplinary variation and citation practices

Last, considerable attention has been devoted to the relationship between citation practices and the construction of disciplinary variation (Bloch & Chi, 1995; Hyland, 1999; Charles, 2006; Harwood, 2008; Samraj, 2008; Mason & Pennington, 2009).

For instance, Hyland's (1999) comparison of Research Articles (RAs) in hard disciplines (Biology, Electronic Engineering, Physics, Mechanical Engineering) and soft disciplines (Marketing, Applied Linguistics, Sociology, Philosophy) reveals a number of interesting findings. Hyland's study revealed that compared to scholars in hard disciplines, writers in soft disciplines tended to use more citations. In addition, academics in the latter group were more likely to use integral citations, place the author in subject position, and employ direct quotes and discourse reporting verbs. Wallac, Larivie`re, and Gingras (2012) examined the proximity of authors to those they cite, using degrees of separation in a co-author network, essentially using collaboration networks to expand on the notion of self-citations. While the proportion of direct self-citations was relatively constant in time and across specialties in the Natural Sciences (10% of references) and the Social Sciences (20%), the same could not be said for citations to authors who were members of the co-author network. Differences between fields and trends over time were not only in the degree of co-authorship but also in the referencing practices within a given discipline.

Furthermore, Bahadorfar and Gholami (2017) investigated disciplinary variation in terms of citation practices in Master's theses with a focus on sixty discussions produced by MA/MS students of two key universities in Iran from both hard and soft disciplines. The results revealed that integral citations were used more frequently by writers in soft knowledge fields, allowing them to make evaluations, whereas non-integral citations were mostly used by hard discipline writers. Support and Comparison were the dominant rhetorical functions in these text types.

Again, Charles (2006) examined the phraseological patterning that occurs in reporting clauses used to make references to others' research. She considered finite reporting clauses with *that*-clause complement, drawing upon two corpora of theses written by native speakers in contrasting disciplines (Social Sciences: Politics/International Relations and Natural Sciences: Materials Sciences). The findings showed that both disciplines use significant numbers of these reporting clauses and that they most frequently occur as integral citations with a human subject. Samraj (2008) also investigated master's theses of three disciplines: Biology, Philosophy, and Linguistics. She employed both discourse analysis and interviews with subject specialists. An analysis of the overall organization of the thesis with a focus on the structure of introductions revealed discourse features that distinguish this genre RAs and points to disciplinary variation within this genre. Specifically, Philosophy students created a stronger authorial presence but established weaker intertextual links to previous research than the Biology students did in these texts. The Linguistics students occupied a more central position in terms of these dimensions.

The studies which have been reviewed above have focused on the in-text citation on expert writings, learners' writings (in particular, postgraduate students), and the creation of disciplinary variation. The present study is an attempt to add to the existing knowledge on citation practice by looking at how students of English and Curriculum Studies from a public university in Ghana engage in this practice.

4. Methods

This section elaborates on the selected research design, academic setting, population, sources of data, data collection procedure, and data analysis procedure, which are all aimed at explaining the where, how, and what data for the present study.

4.1 Research design

The study adopts a qualitative research design, specifically, textual analysis. The qualitative design was used in the present study to describe and explain the functions of citation practices in the LR section of Masters' theses. Creswell (2003) asserts that qualitative research takes place in a natural setting, with the researcher often going to the site of the participants to conduct the research. This enables the researcher to obtain detailed information about the research participant, place, and event or entity and to be highly involved. Neuman (2007) describes content (textual) analysis as a technique for examining information or content in written or symbolic material, which allows the researcher to observe the content in a source of communication. The LR section of the MPhil thesis was produced without the interference of the researcher. The findings were supported with interview data so as to authenticate the findings of the entire study.

4.2 Academic setting

The study was carried out in a Ghanaian public university, specifically the University of Cape Coast (UCC), which is in the Central Region of Ghana, in the southern part of the country. It was selected because it runs many postgraduate programmes, especially those at the master' level. Because of the Master's programmes that it runs, it was relatively easy to obtain data for the study. The university has various faculties (e.g., Faculty of Arts), schools (e.g., School of Business), institutes (e.g., Institute of Educational Planning and Administration), and departments like Departments of Communication Studies in the Faculty of Arts and units. It is within these different faculties (Arts & Education) that we have the disciplines of English and Curriculum Studies. A sixty-year-old university, UCC is ranked the number one in Ghana and West Africa, 4th in Africa, among the top 350 universities globally, and ranked first globally in terms of field weighted citation (research influence) in the World University Rankings in 2022. Thus, because the university has assumed a global significance, it is worth examining texts produced by students in this academic setting.

4.4 Population, Sample, and Sampling Technique

The population for the study included postgraduate students and lecturers of the departments of English and Curriculum Studies, UCC. Two postgraduate students from each department who had submitted their theses in each of the disciplines were each interviewed on what they believed to constitute the citation practices of their departments. Besides, the sample included six Research Methods lecturers and theses examiners of the participating departments. Lecturers were chosen because they are considered experts who serve as gatekeepers to ensure that the norms and practices of their disciplinary communities are adhered to. They also guide or "initiate" new members into the community to ensure continuity of the disciplinary community. They are, consequently, in a better position to discuss the citation practices in these disciplines. In the selection of the theses and the interviewees, the quota sampling approach was considered, which allowed for equal representation of elements selected from the target population. Fifteen (15) theses of each of the two disciplines were selected, amounting to thirty theses in all.

4.5 Sources of data and data collection procedure

The data of the study were obtained from two sources: MPhil theses and interview data. The MPhil theses served as the primary data in the present study. These represent the capstone of what students have learned in respect of the norms of their communities. Fifteen (15) theses of each of the two disciplines were selected, amounting to thirty theses in all. These theses, which had been submitted between the period 2009 and 2019, were selected in order to ensure recency of the data. The literature review (LR) sections of the theses were selected since it is in this section that citations are most likely to be deeply engaged in (Hart, 1998; Lynch, 2014). The LR mostly contains the theoretical framework that underpins the whole study and the relevant and related empirical studies. Some of the theses had these two components separated to cover two chapters, such as Chapter Two for theoretical framework and Chapter Three for empirical studies or vice versa. This meant that these sections or chapters were to be photocopied for each thesis. The supplementary data was the interview data which was obtained from six lecturers and four graduate students. The interview provided an in-depth description and understanding of the citation practices of the graduate students in each of the disciplines of the study.

For the collection of the textual data, an introductory letter was initially obtained from the Department of English and sent to the heads of the selected departments for the study. The researcher met the heads and the administrators of the departments. At these meetings, the focus of the research was explained to them. After the meetings, the administrators of the selected departments released the theses to be used for the study, although they (the theses) were not to be taken out. Because we needed the photocopied LR sections of these theses for ease of analysis, we had to obtain permission from the heads.

The semi-structured interview was used in the collection of the interview data. This type of interview enabled the researcher to pose questions in a way that allowed respondents to provide information that was needed in identifying the norms regarding citation practice in each of the selected disciplines or communities. Harwood (2008) asserts that the use of the semi-structured interview ensures that richer and more substantive data were collected. The interview data were collected using an electronic Panasonic audio recorder since the study concerns itself with only statements that will be made and not gestures or paralinguistic features of the interviewees. In order to test the validity of the items on the interview guide, since the researcher did not have access to any interview guide which had been used for a study already, the guide was pre-tested with some graduate students and lecturers of the selected disciplines. This step enabled a restructuring of the items interview guide so as to obtain valid data for the analysis. We booked appointments for the interviews, most of which were conducted at the interviewees' offices. On average, thirty minutes were spent on each interview session. In all, the interviewees, during the interview sessions, were co-operative.

4.6 Data Analysis Procedure

This section presents how the data were analyzed, considering how the data were coded. For easy identification of the individual theses, the theses were coded as 'ENG' for English and 'CRS' for Curriculum Studies. Numbers 1 to 15 were given to specify and identify each thesis. For instance, the fourth thesis of English is given the code, 'ENG 4'. The functions of citation in the LR section were identified and recorded. They were further categorized as either attribution, exemplification or etc.; thus, each citation function was recorded. Frequency analysis was performed, and a comparison was made between the two corpora in order to determine the similarities and differences between the two disciplines in citation behavior

5. Findings and Discussion

In this section, we explore the roles that cited sources play in the selected theses. In other words, we are concerned about what motivates citers to refer to previous studies or other people's work. 'Citation function' is defined as the author's reason for citing a given paper (Teufel et al., 2006). To give credence to the analysis, extracts from both the textual analysis and the interview are used. First, the results are presented in Table 1, followed by a presentation of the individual functions and illustrative materials.

Table 1: Rhetorical Functions of Citations in the Data Sets

Functions	ENG		CRS	
	N	%	N	%
Attribution	1881	70.6	2201	78.8
Establish links	344	12.9	319	11.4
Evaluation	218	8.2	65	2.3
Origin	69	2.6	91	3.3
Exemplification	62	2.3	48	1.7
Application	40	1.5	29	1.0
Double attribution	35	1.3	39	1.4
Further reference	9	0.3	0	0
Statement of use	7	0.3	0	0
Total	2665	100	2792	100

As can be seen from Table 1, CRS (78.8%) use Attribution more than ENG (70.6%); that is, out of the rhetorical functions of citation that of Attribution. Establishing Links comes next with the highest frequency, with ENG having 12.9% and CRS 11. 4%. Though there are differences in the percentages, the margin is not very wide as compared to Evaluation, where ENG had 8.2%, but CRS had 2.3%. The difference between the two percentages is quite wide though there has not been any calculation to determine whether the difference is scientifically significant. With Double Attribution, the difference between the two disciplines is very minimal (ENG, 1.3% and CRS, 1.4%). Next, we turn to the qualitative aspect of the findings.

The first function to be discussed is Attribution. Attribution is a type of citation used to attribute information or activity to an author/authors. The attributed information may be a proposition, a term, or a stretch of text, while the activity may be a research, discourse, or cognitive act. This type of citation can be realized as a summary/paraphrase or quotation. Any type of surface form of citation (i.e., integral or non-integral) can be used to express attribution. Examples are:

Extract 1

Kane and Peters (1966: 135) say that beginning writer are frequently bewildered by the paragraph because the paragraph is not a natural unit of speech learned, but rather a unit of writing that follows the convention rhetoric just as the sentence follows the convention of syntax. (ENG 5)

Extract 2

Some of these are that the individual should cultivate the principle of tolerance on a wide variety of issues (Hansen, 1995) (CRS 4)

In Extract 1, an idea is attributed to Kane and Peters. The information is an example of an integral citation where the source plays a grammatical role in the sentence. It can also be observed that though the year occurs with a page number, the information has no quotation marks. It can be said to be paraphrased information, but the sources look like the information has directly been quoted. With Extract 2, the cited source is in parenthesis. It is in the non-integral form, the name of the cited source has been placed in parenthesis. In this data, Attribution could be integral, non-integral, direct/block quote, or summarized/paraphrased, as indicated by Petric (2005). Case and Higgans (2000) observe that writers cite texts that are relevant to their topic; they provide useful background for their research and acknowledge intellectual debts. They call this a normative style of citation.

The highest use of attribution in the data may be explained by the findings that were obtained from the interview data. Most of the interviewees (e.g., CSI 1 & ENI 1 below) were of the view that used sources should be acknowledged. To them, that was the most important thing to be done when reference to other studies are made. Some extracts from the interview data are given below:

CSI 1

All the sources should be well acknowledged

ENI 2

So, if you have to use other people's knowledge, you have to make it clear that you are using other people's work by acknowledging it.

In a sense, it is in the process of referring to other people's work that the issue of attribution emerges. Smith (1981) established that citation could be used to support one's claim. Citation can be seen as a persuasive device that a writer uses to present his or her work and to give credit to other authors that have been consulted in his or her work (Hyland, 1999; Thompson & Tribble, 2001; Petric, 2005). Citation is used as a rhetorical and argumentative device in addition to being a device for acknowledging the previous author's work. Thus, by acknowledging sources, we can avoid plagiarism as, mainly, plagiarism is a heinous crime within the academic community (Pecorari, 2003), which may result from the incorrect source of attribution (Lei, 2010) and ignorance of proper citation conventions (Yongfang, 2008). Thus, through the function of attribution, the dialogic nature of academic writing is continued as all texts in the academic discourse community are intertextual (Bakhtin, 1986; Holmes, 2004; Kristeva, 1986); that is, all texts contain traces, both explicit and implicit, of previous texts. Hyland (2006) maintains that little that is said is original; every utterance transforms, addresses, and accommodates earlier utterances in some way; hence, attribution is a necessary requirement in academic writing.

A second function identified in the data is Exemplification. Exemplification is the citation which is usually preceded by '*for example*' or, *e.g.,* and provides information on the source(s), illustrating the writer's statement. ENG students (2.3%) used more instances of exemplification than CRS students (1.7%). Both integral and non-integral citations exhibit this rhetorical function. Exemplification also abounds in the data:

Extract 3
In the linguistic literature, one finds a good many definitions and explanations of the term modality given by scholars <u>(for example, Allerton 1979; Huddleston, 1988; Lyons, 1977; Quirk et al. 1985)</u>. (ENG 4)
Extract 4
Some scholars have attempted to give various definitions of teacher effectiveness depending on the context within which the concept is being used. <u>For instance, Anderson</u> is of the view that effective teachers are those who achieve goals that they set for themselves or which others have set for them. (CRS 9)

In Extract 3, which is a non-integral citation, the writer talks about the fact that there are many definitions of the term 'modality.' He gives examples In order to substantiate his claims of what he has said. A similar situation is found in Extract 4, which exploits integral citation. Here, the writer claims that there are various definitions of teacher effectiveness, so the writer gives examples to authenticate his claims. These situations concur with Petric's (2007) view that exemplification provides sources to illustrate the writer's statement.

The interview data confirm the use of exemplification in authenticating a claim that has been made already:

CSI 3

It may happen that you cite one person's work or other people to support that view. Cite somebody who supports that view.

ENI 4

Exemplification, yes. Certainly, you can do so, but when you are doing that, it is because you are adding or it all forms part of the credence; you have to give to add to what you have said, you illustrate to give credence to add to what is being said.

In ENI 4, we note that the interviewee indicates that exemplification is used to offer credence in advancing an argument. Case and Higgans (2000) state that the persuasive nature of citations points out that citers, in effect, appeal both to supportive evidence and to recognized authorities in order to convince the reader of his or her claim to knowledge. Further, it also seems that authors prefer to cite documents by noted experts that are supportive of what they write; this reason for citing is what both researchers term as 'a persuasional citation strategy'. Brooks (1985) found persuasion— the use of a citation to establish a knowledge claim—

to be the most frequent motivation. As noted later by Akindele (1995), the LR is a genre that requires both a statement of personal judgment and an appeal to shared norms and values, and this we find the writers do through the use of exemplification.

Third, a rhetorical function of citations is Further reference. Further reference is the citation that is usually found in parentheses or a footnote, and it is preceded by *see,* or *refer to* .... It also refers to works providing further information on an issue. Only non-integral citations are used for this purpose. If properly used, Petric (2005, 2007) avers that it shows the writer's ability to differentiate between relevant and additional information gathered from sources. Here are some illustrations:

> Extract 5
> The testimony[20] is a good example of a particular genre. *Endnote:* Refer to Owusu-Ansah (1992) for the definition, structure, and content of the testimony. (ENG 1)
> Extract 6
> The effect of the linguistic contact between English and other local languages makes an interesting study because the cultural values and linguistic conventions of English to provide the 'nativized' varieties[5]. (personal emphasis *Endnote*: See Kachru (1992) "The Second Diaspora of English," and Kachru (1990) "World Englishes and Applied Linguistics" for a detailed discussion on the second diasporas of English).
> (ENG 3)

In the above extracts, the non-integral form has been used to indicate areas for further reading. Extracts 5 and 6 have the superscript, and the endnotes explain the superscript. The imperative structure in the endnotes, for instance, *See Kachru (1992)* in Extract 6, serves as an engagement marker. The markers invite the reader into the text (Hyland, 2005b). The most important message that is put across with the use of further reference is that some information from sources that have been read does not bear direct significance on the present writing, so they can be left out. However, for the purpose of helping readers read/ know more, this information is included but only as an additional message.

> This interview data confirms Petric's (2005, 2007) assertion:
> ENI 5
>
> For further reference, it happens, but it may depend on the work. For instance, somebody is working on an adjective, but they made passing reference to nouns, but you are interested in the reference they made to nouns. They didn't quite talk about nouns, but you are interested in the nouns. So, in work like that, it is not totally about nouns, so you can cite that if you want detailed information on nouns, go to this person's work but here, I am only talking about nouns because I want to use it to make a point so, I'm not talking about everything about nouns

As seen in ENI 5, it is indicated that Further reference is used depending on what a writer is working on at that instance, substantiating it using nouns and verbs. There were not many uses of this function in the data. As shown in Table 1, there is a frequency occurrence of 0.3% for ENG, with CRS recording no instance of the use of citation for Further Reference. This finding is not surprising, as the interview data in CRS reveal that further reference is not used:

> CSI 6
>
> No! In the literature no. The literature is always ongoing so. No! that one is reserved for chapter five, but in the literature, it is not done considering the guidelines provided by the faculty.
>
> CSI 7
>
> No! That is not necessary. I have not been doing that. No! I have not been doing that. I only cite those books that I have consulted and those books that I have written something on.

In the interview data above (CSI 6 & CSI 7), it is indicated that Further reference is not used in the LR section of the thesis; the extract indicates that Further reference is 'reserved for chapter five' (CSI 6). This may be because the LR is used to identify, synthesize, analyze and evaluate previous studies which deal with a topic and to identify 'the gap' in the literature that the research aims to 'fill' (Akindele, 1995; 2008; Lynch, 2014; Twumasi, 2012). The interviewees felt there was no need to make further reference but to include everything necessary; hence, the view that further reference is not used in the literature (CSI 6; 7).

The next function is Statement of Use which is used to state the works that are used in the thesis and for various purposes. Petric (2005, 2007) explains that Statement of Use as a function of citation is found either in introductions and introductory paragraphs in chapters as a statement of prospective use or in conclusions or summaries of chapters as a statement of retrospective use. He adds that both integral and non-integral citations exploit this function. In both cases, it is the writer's authorial decisions that are foregrounded. Find examples below:

Extract 7
Empirical studies on modal verbs and modality within the Ghanaian context were also discussed. Of particular relevance to the present work was Owusu-Ansah (1994). (ENG 4)
Extract 8
The study is also guided by research on second language learning and teaching, including works on the contents, patterns, and practice for teaching language arts. The works of Spolsky (1990) and Strevens (1983) serve as a point of reference. (CRS 5)

In Extracts 7 and 8, the writers state the works which are used in the thesis and for what purposes. Specifically, in Extract 7, Owusu-Ansah (1994) is mentioned in the discussion of modal verbs and modality within the Ghanaian context, while the works of Spolsky (1990) and Strevens (1983) are mentioned in accordance with second language learning and teaching with an emphasis on contents, patterns, and practice for teaching language arts. Unfortunately, the interview data did not support the existence of this function.

Another rhetorical function of citation is Application. The application makes connections between the cited and the writer's work in order to use the arguments, concepts, terms, or procedures from the cited work for the writer's own purposes. The focus is on the writer's work. Unfortunately, there was no interview data to support the use of this function, but there is evidence from the data to support the use of this function in the theses:

Extract 9
Since it has been established by Boadi[21] that West African English-based pidgins bear a close relationship to Jamaican Creole, Bailey's study can be used as an inspiration and a guide to our analysis of the syntax of pidgin in Ghana, notwithstanding the fact that his analysis of the sentence structure and patterns is not exhaustive enough. (ENG 10)

Extract 10
The present study, however, used Stufflebeam's CIPP modal. The present study, however, deals with four components of programme evaluation dubbed CIPP: the usefulness of the objective, availability of the inputs used in transacting the programme; effectiveness of the strategies used; and the extent to which the objectives of the programme have been carried out. (CRS 1)

In Extract 9, for instance, for the purposes of the application, the writer alludes to Bailey's study as a guide in the analysis of the syntax of Pidgin English in Ghana, emphasizing the relevance of the cited source in the writer's own work. Thus, the writer indicates the relationship between past studies and the present study (Hart, 1998).

The interview data also evinces the use of this function:
ENI 8
Or you want to apply a theory. How do you apply a theory unless you talk about the theory to give you a basis for your discussion?

We find in ENI 8 above that a theory has discussed a basis for its application. In other words, by discussing a theory, a basis is given for its adoption or application in a study.

Evaluation, which is another function, considers how the work of another author is evaluated through the use of appropriate language, ranging from individual words (e.g., evaluative adverbs) to clauses. Hyland and Tse (2009) maintain that evaluation "acts dialogistically to maintain relations with readers and invokes or recognizes particular positions to persuade them to see things in a certain way" (p. 708). Petric (2005, 2007) refers to both positive and negative evaluation. According to the textual data, ENG students evaluate more (8.2%) than CRS students do (2.3%), suggesting that ENG students do not withhold their judgements in contrast to what CRS students do. Examples from the data on the use of evaluation are as follows:

Extract 11
Vermillion's essay truly captures a vivid picture of some of the various forms of violence and abuse, which are a lot of black American girls and women perpetrated by both black and white men. (ENG 13)
Extract 12

Addo-Adeku (1992) was, therefore, right in his assertion that "the concept literacy has not yet got a universally accepted definition" (p. 20). (CRS 2)

With respect to Extract 11, the writer evaluates the author's work: that it "truly" captures the many forms of violence with Black American girls. This is an instance of the use of positive evaluation where a writer presents his or her estimation of the worth of a source (Twumasi, 2020). The use of evaluation of sources confirms the assertion of Smith (1981) that academic writers can use citation to evaluate. However, Schembri (2009) found that Applied Linguistics students withheld their judgments because they were undergraduates and they considered themselves as 'nobodies.'

Similarly, an interviewee of Curriculum Studies said that he did not cite to evaluate:

CSI 9

No, I don't cite to evaluate. Evaluation involves a lot. Evaluation is a comprehensive concept. I don't know; perhaps my next study will be on evaluation, but I have not evaluated any. I haven't cited anything to evaluate any work.

In CSI 9 above, it may be that the interviewee did not understand the term 'evaluation' as used by Hyland and Tse (2009). They assert "evaluation is most obviously expressed in lexical items to convey the writer's estimations of worth. This is because a great deal of evaluation is embedded in the values of a social group's estimations of what is positive or negative" (p. 703). The interviewee did not understand the fact that evaluation is by means of using lexical items to express one's feelings about the cited source. Perhaps, he understood 'citing to evaluate' as conducting a study that is solely on evaluation. A previous study, however, seems to confirm the assertion of the interviewee that he did not cite to evaluate. Schembri's (2009) data show that there was widespread understanding at the Faculty of Education that evaluation of sources in the LR section is considered inappropriate. Schembri's (2009) informant expressed the view that as an undergraduate, he was ' a nobody' and did not have the status required to criticize published writers; he also explained that he was constrained by time and, therefore, found it difficult to consider authors with whom she did not agree.

Perhaps, the interviewee in the present study also subscribes to the view of 'nobody.' It is possible that because the interviewee is still not an expert, he has not mastered the act of evaluating previous studies. He still needs to be apprenticed so that he can fit well into the academic discourse community. This is evident, given that some lecturers of the participating department, in the present study, strongly argued that students should evaluate what they cite and not merely refer to the sources without evaluating and taking a position after that:

CSI 10

Here, attributions, you evaluate whatever quotation or work that you are citing, so it's like here you are citing to evaluate the work, and you take a position.

CSI 11

The issue is how you have been able to add your voice as a researcher. Not mere cut and paste issue. "According to this," "according to that," and then you leave it like that without commenting. Then it means that you are not adding to knowledge and what I believe and what I think all other people share with me is that not all that people have done are correct or perfect, so you should be able to at least comment, identify loopholes, not necessarily loopholes, but at least they have some merit in them that you should be able to comment.

Thus, it is expected that as a practice in academic writing, members will refer to previous studies by evaluating the author's information. By so doing, they demonstrate their estimation of the worth of information and create a space for their own work. Concerning the function of Evaluation, Akindele (1995) believes that the LR requires the writer to justify his/her own research by critically evaluating previous research.

In addition, the data noted Establishing Links between Sources as a function of citation in the theses. This function points to links, usually comparison and contrast, between or among different sources used. Schembri (2009) asserts that citations are needed to compare what other people had found out to what we have in mind. This function of citation, Petric (2005, 2007) says, can be used to indicate differences in existing views on a topic, thus, showing that the writer is able to identify controversial issues which are particularly important in discursive fields. He further states that this category also includes cases where a common statement is attributed to a group of studies or authors, followed by a list of citations. Hyland (2000) refers to this type of citation as a generalization from multiple sources. This type of citation attests to a writer's ability to detect what is considered common knowledge in the field. Instances of the presence of this function in the data are:

Extract 13
Goodenough's study, 'Personal Names and Modes of Address in Two Oceanic Societies' (1965), differs significantly from Geertz's work, among other things, because it is a comparative study.
(ENG 1)

Extract 14

The issue of how the purpose of the programme or the school should be stated is taken care of when Pratt (1980), agreeing with Tyler (1950), came out with guiding principles.
(CRS 14)

It can be observed from the extracts (13 and 14) that the sources were not single. The sources either confirmed earlier sources or contrasted them. With Extracts 13, the writer establishes a link between the works of Goodenough and Geertz. However, the link that the writer identifies is not that of similarity, but contrast; that is, Goodenough's study differs from Geertz's in the nature of the work itself; that is, Goodenough's study is a comparative one, but Geertz's is not. This comparison confirms the assertion of Latour and Woolger (1979) that employing several sources in academic writing contributes to its factual status. Thus, because the writer employed many sources in that writing, the 'factual status' of the sources has been established to be one of contrast and not similarity.

The interview data support the use of this function of citation (in the analysis) and the reasons for their use:

CSI 12

I make reference to other studies to find out the similarities, and then sometimes the differences in ideas and opinions and perceptions among other writers as compared to mine.

ENI 13

This person has said this, but this person has also prologue what another person has said, or rather this person has said something to contradict what the other person has said. It is to show differences between in the terrain. So, in that terrain, you want to show those who are for or against. All these are done to illustrate the fact that you want to situate your work within the terrain so that they, being there, will add colour.

With respect to CSI 12, for example, the interviewee indicated that, truly, reference to other studies is made for the purposes of comparing and contrasting among previous studies as against his or her own writings or ideas. Here, writers position themselves as being informed (Swales & Feak, 1994). Bahadorfar and Gholami (2017) further indicate that establishing links allows the writer to demonstrate his /her knowledge of the field, thereby increasing the acceptability of claims and arguments by the members of that discourse community.

Further, there is Origin citation which indicates the originator of a concept, technique, or product. Origin is among the findings that were found in earlier studies that were conducted to find out why writers refer to other studies. For instance, Garfield (1965) found out that identifying the original publication describing an eponymic concept or term, such as *Pareto's Law,* was a reason why writers make reference to other studies. Table 1 shows that CRS theses have more (3.3%) Origin citation than ENG theses do (2.6%). Examples from the data are as follows:

Extract 15
This theory (the innate theory) was propounded by Noam Chomsky[5] to account for the complexities in language acquisition. (ENG 6)
Extract 16
The most decisive contribution made by Scriven (1967) towards the practice of evaluation is the coining of the terms formative and summative evaluation. (CRS 1)

With these illustrations (Extract 15 and 16), we see that the writers refer to other researchers so that they can highlight the originators of the concepts to be used or discussed in work. The attributed information to indicate the originators of the concepts, terms, and or ideas (Extract 15; 16) are all in the integral in-text citation form, possibly, to indicate the centrality of the author of what is being said or presented.
Lastly, the analysis of the data reveals a function that is not covered by Petric (2005, 2007). We term this feature 'Double Attribution' in the sense that the sourced information is not a primary source but secondary. This means that the writers did not have access

to the original information. The use of secondary sources among faculty and learners in Ghana may be attributed to the inaccessibility of the primary sources. In cases where there are primary sources, the books or articles may be for sale. Both integral and non-integral citations were used in cases of the Double Attribution in the data, as found below:

> Extract 17
> According to Wardhaugh, Vigner posits that in French, just as in English and Japanese, longer utterances are considered to be more polite than shorter versions. (ENG 3)
> Extract 18
> …the question of textbooks must be considered with due appreciation of its urgency, for without suitable textbooks, there can be no real curriculum reform. (UNESCO, 1961 in Hughes 1972: 134). (CRS 4)

In Extract 18, for instance, the writer should have quoted "UNESCO (1961)" if he had had access to the original information in that publication, but because the information was taken from *Hughes (1972),* but it is not *Hughes*, the writer cites *UNESCO (1961),* as found in *Hughes (1972).* Some of the interviewees indicated this as a source of worry because, as stated earlier, the third person who gets to use the secondary source may not have access to the beauty and the true essence of the original information. Thuy Loan and Pramoolsook (2016) also identified the presence of several secondary citations

Furthermore, it is important to note that some of the functions of the in-text citation that were found in the textual analysis were not mentioned in the interview data. Functions such as Statement of Use and Application were not mentioned anywhere by the interviewees. It may be that the interviewees mentioned the functions that were frequently used. On the other hand, there were some functions of citation that were revealed in the interview data but not found in the textual analysis, perhaps, because the study concentrated only on the LR section of the Master's thesis. Some of these functions could not be captured in the textual analysis. These functions included showing knowledge or awareness of what is going on in a field of study, giving confidence, validating work, showing the basis for one's own analysis, giving stature to ones' work, expressing academic ecstasy, and adding beauty to one's work. Some extracts are provided below to illustrate the uses of these functions, as presented by some interviewees:

> CSI 14
>
> We are saying there is nothing new under the sun. Whatever you are saying, somebody has said it before. But the person has style; you have your own style. So how differently are you doing it, and how differently did the person do it? You need to let your readers know that this area has been touched on by someone. However, the style or version of the person is different from yours.
>
> CSI 15
>
> The literature presents a framework, a guide for you to use in writing. For example, if there is this book written about education in Ghana from say 1800 up to independence. The study is up to a point so you can; also, it will guide you so that you also take your study from where he ended. So in this case, you make reference to the fact that "so, so, and so" has been able to work on this same topic, but he ended in this year, so, in my case, I want to continue from where he ended up to the present time.
>
> ENI 16
>
> Sometimes, it gives stature to your work. Sometimes, to see your bibliography/references with current books yeh, the work is anchored well. Sometimes, just for the academic ecstasy of it; sometimes, for that. Sometimes, it is to add beauty to your own work. You know, sometimes we have beautifully carved works, and using them in your own work adds beauty to your own work. Sometimes, the thing is to give a basis for your additions or your own interventions. After all, you can intervene only when two people are fighting, or something has been done. If you don't refer to those people, how do you say I'm adding to that, or I'm contrasting or contradicting what has been said, or I'm providing another way of looking at it?
>
> ENI 17
>
> One reason is to tell us how much you know of the area. How much you are in touch with the scholarship. Another reason, of course, is and it is a related reason is to give yourself confidence or show others that because you have a wide read in the area, you are confident enough to deal with issues. And also, other people's work can be used as means of validating your own work. You want to know whether what you have found is reported in the literature or not the literature and of

> course, before that, you must make reference to the literature to be able to validate your own work. But people have to refer to all sorts of things even to demonstrate their own competence in the area.

The reasons that emerged in the interview data correspond with what Case and Higgans (2000) found in their study. For them, the three significant factors in predicting the use of citation in a text are the following: first, the perception that the cited work is novel, well known, and representative of a genre of studies; second, the citing author's judgment that citing a prestigious work promotes the cognitive authority of his or her own work; and third, the perception that a cited item deserves criticism—which can also serve to establish the citer as an authoritative, critical thinker.
However, some of the functions can be said to be 'peripheral,' as indicated in the interview data:

> ENI 19
>
> Sometimes, it is very peripheral...

For instance, concerning the time constraint and the difficulty in obtaining some materials for a study, only a few or no one will think of aesthetics as a reason for citation when selecting materials to be included in the study.

The dominant reason that emerged from the interview data was referring to other people's studies as a show of the ability to compare or contrast one's finding with what is in the extent literature. Almost all the interviewees of the two disciplines mentioned this. This function can, however, be found in the analysis and discussion of data, which is mostly found in Chapter Four of the traditional five-chapter thesis:

> ENI 20
>
> Since your study is not the only one that has been conducted under the sun, definitely others have done something in your area that is why in your literature you comment on it and at the end of the day, whatever you find you come and see whether those things that people have talked about in that area whether it is true or not. That is, in your study, whether you will confirm it or you want to refute it, if.
>
> CSI 21
>
> At the end of the day, if you write your thesis and get your findings, you should be able to compare it with your literature so that you see what the situation is. Where the results of your research are the same as compared to the situation elsewhere, so you need to quote, you need to support your work with other people's ideas, and the empirical reviews and works should be compared with your findings. It is a necessity that you quote to support your work.

In CSI 21, it is indicated that a writer should be able to compare his or her findings with those in previous studies to determine the points of divergence and convergence in order to extend the frontiers of knowledge in a discipline.

In sum, the discussion on the rhetorical functions of citation in the participating disciplines has paid attention to the motivations for citing. Apart from the comparison of one's finding with what is in the literature, all the other functions that were identified by Petric (ibid) were found in the data in varying degrees though not all the functions were used in both disciplines. Also, some functions that were identified in the analysis of the data could not be found in Petric (2005, 2007), such as Double Attribution. This underscores the fact that different things happen at different places differently.

6. Conclusion and Implications

The study investigated the rhetorical functions that in-text citations serve in the MPhil theses of graduate students in the disciplines of English and Curriculum Studies. The literature review (LR) section of thirty (30) MPhil theses purposely selected from the departments of English and Curriculum Studies in University of Cape Coast (UCC) constituted the textual data in addition to interview data which were obtained from six lecturers who teach Research Methods and are thesis examiners, and four postgraduate students. The study adopted Petric (2005) and Thompson and Tribble's (2001) classification of citation functions as the analytical framework to identify the rhetorical functions.

Findings showed that the English theses favoured exemplification, establishing links, evaluation, and application, while Curriculum Studies theses used attribution, origin, and double attribution. Further, Curriculum Studies theses did not have any use of Further Reference and Statement of Use, but English did. Also, the Statement of Use and Application was not mentioned by interviewees as functions of citation. On the contrary, the interview also revealed some functions that were not identified in the textual analysis. Functions like showing awareness of what is going on in the field of research; building a background for one's work; giving stature to a person's work, and adding aesthetics to one's work were identified as motivation for referring to other researchers, with a few of the reasons considered to be peripheral. The dominant rhetorical function for referring to other researchers' work was a comparison, gaining grounds to compare one's findings with what is in the literature. Unfortunately, this function was absent in the LR section of the master's theses but present in the Findings section of the theses.

Per the findings, the study has some implications for its contribution to existing scholarship and postgraduate pedagogy. First, the present study has contributed to the existing studies on citation practices around the globe. Many studies have examined citation practices in many directions: expert writings (e.g., Arsyad, Zaim & Susyla, 2018; Yeh, 2010), learner's writing (e.g., Badenhorst, 2018; Thuy Loan & Pramoolsook, 2016), and the creation of disciplinary variation (e.g., Bahadorfar & Gholami, 2017; Wallac, Larivie`re & Gingras, 2012). The present study, which examined the rhetorical functions of citation in the LR sections of MPhil theses, has also added to such studies on citation practices in general (e.g., Agbaglo, 2017; Twumasi, 2012) and disciplinary variation in particular (e.g., Abdullah, 2016; Afful, 2005; 2012; 2017; Daniels, 2017; Musa, 2014; Osei, 2013; 2018) by establishing that English theses favoured exemplification, establishing links, evaluation, and application while Curriculum Studies theses used attribution, origin, and double attribution.

Pedagogically, the findings of the study suggest that writers of the thesis should acknowledge and check their sources well. Individuals find themselves within discipline-spaced communities, and they should be able to draw on the resources of that community to create an identity for themselves and the community. Lecturers of research methods and theses supervisors are to inculcate the practice of citation in their disciplines in their students since the choice of citation is not in "free variation." The study has established that there are acceptable ways of making reference to previous studies, and it has also explained why these choices are made. The study helps students, lecturers, and examiners to obtain explicit knowledge on the different citation practices in each of the selected disciplines and to provide them with explicit information on what is acceptable and unacceptable when it comes to the citation practices of citation in these different communities. Thus, lessons taught in Research Methods at the postgraduate level should incorporate issues related to the writing of theses. For instance, students must be taught to avoid the use of secondary sources. The problem with secondary sources is that the third person who gets to use the information may not have access to the quality of the information in its rich original form. Attention should be paid to the teaching and practicing of citation functions in the classroom, and supervision processes should help students develop their skills very well. Thus, Graduate Writing courses should be mounted to help students who are writing theses or wish to write research articles (RAs) or papers for conference presentations. Novices are expected to learn what they are taught and practice them well. Their use of what they have learned from the experts ensures continuity of the community they find themselves in.

It is also recommended that further studie**s** be conducted by paying attention to the following areas: First, in a comparative vein, other academic written genres like the under graduate project work, doctoral theses, research articles, and monographs could be considered in their deployment of citation functions since a feature of academic writing is its dialogic nature that invokes reference to previous studies. Second, the part-genres of the masters' theses like the Introduction, Methodology, and Discussion can be given attention in a future study of citation practices since these part-genres perform different rhetorical functions; hence, their deployment of citation may be different. Third, language-based disciplines like French and Ghanaian Languages, which are different from the disciplines that were used in the current study, could be considered in another study. Last, it is recommended that linguistic resources such as self-mention, pronouns, adjectives, adverbs, and relative clauses could be investigated to determine how these linguistic resources also add to establishing disciplinary (and cultural) variations in students' academic writing.

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